



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type: **Regular Session #2**
Meeting Location: **Media Ctr. (Rm. 306) McConnell Center**
Meeting Date: **Monday, February 13, 2012**
Meeting Time: **7:00 pm**

- A. ROLL CALL**
- B. PLEDGE OF ALLEGIANCE**
- C. CITIZENS' FORUM**
- D. APPROVAL OF MINUTES**
 - 1. Organizational Meeting Session #1, January 2, 2012
 - 2. Regular Session #1, January 9, 2012
 - 3. Nonpublic Student Discipline Session #3, January 17, 2012
 - 4. Special Session #1, January 19, 2012
 - 5. Special Session #2, January 21, 2012
 - 6. Nonpublic Session #2, January 23, 2012
 - 7. Budget Workshop Session #1, January 23, 2012
 - 8. Nonpublic Student Discipline Session #4, January 25, 2012
 - 9. Special Session #3, January 31, 2012
- E. CONSENT AGENDA**
 - 1. Correspondence:**
 - a. Request for Job Share Horvath/Friend-Gray, Dover Middle School
 - 2. Resignations/Retirements:**
 - a. Gary Tirone, Curriculum, Instruction and Assessment Director
 - b. Faith Garnett, Dover High School, World Language Teacher
 - c. Ahn Murphy, Woodman Park School, Grade 1 Teacher
 - d. Rebecca Ready, Horne St. School, Speech Language Pathologist
 - 3. Leaves of Absence:**
 - a. Shauna Travaglini, Garrison Elementary School
 - 4. Nominations:**
 - Sheet 1: Nomination and Election of Staff (Avellino-Rutherford)
 - Sheet 2: Nomination and Election of Staff (Brown-Romps)
 - Sheet 3: Nomination and Election of Teachers (McQuade)
 - 5. Extended Travel (Student Trips):**
 - a. DHS Columbia University (NYC) March 13-16, 2012
- F. SUPERINTENDENT'S REPORT**
- G. STUDENT REPRESENTATIVE REPORT**
- H. COMMITTEE REPORTS**
- I. POLICY – CHANGES – PROPOSALS – NONE**
- J. POLICY ADOPTION**
 - a. BA Bylaws of the Dover School Board
- K. SUBMISSION AND PAYMENT OF BILLS**
- L. RESOLUTIONS: NONE**
- M. OLD BUSINESS:**
 - 1. FY 2013 Budget Discussion
- N. NEW BUSINESS:**
 - 1. Dover's Growing Readers (DGR) Update – P. Glynn
 - 2. DMS NECAP Reading Growth – Dr. Scott Marion, Center for Assessment
 - 3. Dover Paraprofessional Association (DPA) Contract Proposal
 - 4. SPED Update – S. Crosson
 - 5. School Board/Superintendent 2012-2013 Goals Adoption



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6. Approval of "Student Behavior Survey" March 2012 – K. Stephens
 7. DHS Planning Committee Approval
 8. "Support our Schools" – Sandra Tremblay
 9. Special Funds (Policy DFC) Quarterly Update – M. Limanni
 10. State and Federal Funding (Policy DD) Quarterly Update – M. Limanni
- O. SCHOOL BOARD MATTERS OF INTEREST**
- P. ADJOURNMENT**

Citizens are invited to public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements at all public meetings, unless a vote to the contrary is taken by the School Board. Statements shall be limited to three minutes unless otherwise extended by the Chairperson, with the approval of the School Board. All citizens are permitted to place items on the agenda through written application to the Superintendent at least one week prior to the meeting date. Citizen items will require a formal motion and a second by seated members to bring the item to the floor for debate.



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DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Organizational Meeting
Meeting Location:	Finance Conference Room, City Hall
Meeting Date:	Monday, January 2, 2012
Meeting Time:	6:00 pm

An organizational meeting of the Dover School Board was called to order by Superintendent Jean Briggs Badger at 6:00 p.m. on Monday, January 2, 2012 in the Finance Conference Room, City Hall.

ROLL CALL: Present were Doris Grady, Kathy Baker, Ken Appel, Rocky D’Andrea, Betsey Andrews Parker, Amanda L. Russell, and Paul Butler.

Also present was Superintendent of Schools, Jean Briggs Badger.

SWEARING-IN CEREMONY FOR BOARD MEMBERS: City Clerk, Karen Lavertu, performed a swearing-in ceremony at 6:05 p.m.

Kathy Baker moved, Doris Grady seconded to accept the agenda as proposed. An oral **VOTE PASSED 7/0.**

SUPERINTENDENT’S REMARKS: After welcoming the Board, Ms. Briggs Badger reviewed what she believes will be upcoming concerns for the Board. The majority of her concerns were with the upcoming budget and the tax cap. She continued to say that this will be “hard, exciting work and there will be many challenges”. She distributed a worksheet outlining preliminary budget figures and stated that deep cuts would need to be made due to the tax cap and reduced revenue. Mrs. Grady commented that a goal should be to be very active with Barrington and Nottingham to determine why the District is losing their students. An active goal of the entire Board and Superintendent should be to “sell Dover”. The Board also discussed the possibility of Rollinsford students attending Dover schools. This would add approximately 25 students per elementary grade level. This is something that will be investigated and discussed more in the future.

The Superintendent discussed the status of negotiations for the three bargaining groups (DPA, DTU, and DEOP) stating that all would be beginning negotiations in less than a year. The district has been fortunate to have them all approved by the School Board and City Council during the last year, but many had been at impasse for up to two years and would be expiring within the next year. The DAA (Dover Administrators’ Association) has a policy, instead of a master agreement, and at this point, is only approved by the School Board. The policy may be updated at any time, but generally is also on a three year cycle.

Ms. Briggs Badger also discussed options for increasing revenue which included changing the Alternative School to a Science, Technology, Engineering, and Math (STEM) Charter School. The district would receive a grant from the state for \$500,000 for this project. Mr. D’Andrea asked if the Alternative School had been successful. Ms. Briggs Badger responded that it had been in the past, but the trend in alternative schools is to be more focused on academic achievement and not as focused on therapeutic tools.

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Ms. Briggs Badger concluded her remarks by summarizing pending legal issues with the Board.

ELECTION OF OFFICERS:

Superintendent Briggs Badger explained that voting was to be by secret ballot (in accordance with School Board Policy BDB). After each nomination, ballots were distributed to each School Board member to vote. Votes were then passed to the Superintendent to be opened and the winner announced.

ELECTION OF CHAIRPERSON: Kathy Baker moved, Doris Grady seconded, to nominate Rocky D’Andrea. Amanda Russell moved, Ken Appel seconded, to nominate Betsey Andrews Parker for Chairperson. After ballots were counted, the final **vote was for Rocky D’Andrea for Chairperson of the Dover School Board (4 to 3)**

ELECTION OF VICE CHAIRPERSON: Betsey Andrews Parker moved, Kathy Baker seconded, to nominate Amanda L. Russell for Vice Chairperson. There were no further nominations. After the ballots were counted, the final **vote was for Amanda L. Russell for Vice Chairperson of the Dover School Board (7 to 0).**

ELECTION OF SECRETARY: Amanda Russell moved, Doris Grady seconded, to nominate Betsey Andrews Parker for Secretary. After ballots were counted, the final **vote was for Betsey Andrews Parker for Secretary of the Dover School Board (7 to 0).**

Ms. Briggs Badger turned the meeting over to the new School Board Chairperson, Rocky D’Andrea.

ADOPTION OF POLICY BCA – SCHOOL BOARD MEMBER CODE OF ETHICS: Kathy Baker moved, Doris Grady seconded, adopting policy BCA as written. An oral **VOTE PASSED 7/0.**

ADOPTION OF BYLAWS BA: Mrs. Grady requested that this policy be added to the agenda of a regular school board meeting so that it may be amended to bring it up to date with RSA 189:1-a (updated on July 30, 2011). Ms. Briggs Badger commented that she would add it to the agenda of the next regular School Board agenda. Ken Appel moved, Doris Grady seconded, to adopt Policy BA – By Laws. An oral **VOTE PASSED 7/0.**

POLICY BGB – POLICY ADOPTION: Kathy Baker moved, Paul Butler seconded, to readopt all School Board Policies in accordance with Policy BGB. An oral **VOTE PASSED 7/0.**

POLICY BJ – SCHOOL BOARD LEGISLATIVE PROGRAM: Policy BJ was distributed to each Board member as a reminder that it states: “The School Board will designate one of its members to serve as legislative representative with the New Hampshire School Board Association.”

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APPROVAL OF COMMITTEE ASSIGNMENTS: Committee assignments were reviewed. It was determined that these assignments would be made at the January 9, 2012 Regular School Board meeting. Ms. Baker stated that she doesn't believe that the School Board Chairperson must be a Discipline Committee member, only that the committee must have a chair. Ms. Briggs Badger stated that she would investigate further to determine the rule.

RECORD NOTE: Upon investigation, the Chair of the Dover School District does not need to be a member of the Discipline Committee. There does need to be a Chair of the committee who will be elected by members of the discipline committee

The list of committees for 2012 is:

- CTC Advisory Committee**
- Dover Vocational Trust**
- Dover Adult Learning Center Liaison**
- Joint Fiscal Committee**
- City Council Liaison**
- Curriculum Planning Committee**
- *Discipline Committee**
- Joint Building Committee**
- Legislative Representative with NHSBA**
- DTU Negotiating Committee**
- DEOP Negotiation Committee**
- DPA Negotiation Committee**
- DAA Negotiation Committee**
- Wellness Advisory Committee**
- Professional Development Master Plan Committee**
- Standards Policy (IKE) Review Committee**
- Facilities Rental Review Ad-Hoc Committee**

***Discipline Committee Needs Chair – Meetings to begin at 4:00PM**

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ADJOURNMENT: The meeting was adjourned at 6:55 p.m.

Respectfully submitted,
JEAN BRIGGS BADGER, SUPERINTENDENT
Dover School District
JBB/rl



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DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting #1
Meeting Location: Media Ctr. (Room 306) McConnell Center
Meeting Date: **Monday, January 9, 2012**
Meeting Time: **7:00 pm**

Chairperson Rocky D'Andrea called a meeting of the Dover School Board to order on Monday, January 9, at 7:00 p.m. in the McConnell Center Media Center.

A. ROLL CALL: Present were Rocky D'Andrea, Betsey Andrews Parker, Amanda Russell, Doris Grady, Kathy Baker, and Paul Butler. Ken Appel was absent.

Also present were; Superintendent Jean Briggs Badger; Woodman Park School Principal Patrick Boodey; DMS Co-Principals Mike McKenney and Kim Lyndes, CIA Director Gary Tirone, DHS Principal Christine Boston; Horne Street Principal Mal Forsman; DTU President Deb Hackett; DTU Representative Maybeth Anderson and City Councilor Dot Hooper.

B. PLEDGE OF ALLEGIANCE: Rocky D'Andrea led the Pledge of Allegiance.

C. CITIZENS' FORUM: City Councilor Dot Hooper addressed the Board, stating her re-appointment as the city council liaison to the school board for the next two years. She also congratulated WPS Principal Patrick Boodey for receiving Principal of the Year award.

Peter Allen, 40 Old Rochester Rd, owner of Strafford Farms Restaurant, addressed the Board commenting on his disappointment on the food service department's process of awarding the pizza contract.

Doris Grady moved, Amanda Russell seconded, to move up N. 1. DHS Program of Study Approval in the agenda. An oral **VOTE PASSED 6/0.**

N. 1. Program of Study--Approval

Dover High School Dean of Instruction, Jon Altbergs, presented the changes to the DHS Program of Studies for the 2012-2013 school year. In summary, the following sections were added: Accreditation Statement, Student Services, Interdisciplinary Credits, Meeting College Requirements, Planning a Course of Study, Course Incompletes, Advanced Coursework, Dual Enrollment, Other Learning Opportunities.

The following courses are not offered for 2012-2013, based on low demand in prior years: 163 Great Books, Both Classic and Contemporary, 165 Women's Literature, 167 African-American Studies, 169 Shakespeare, 159 English for Post-Secondary Success, 765 AP European History

CTC Changes include: Section on Post Secondary Credits added and new courses added, including: 811-814 Business Principles program, 836 Game Design Programming II, 864 Honors Aerospace Engineering, and 872 Childhood Development.

Ms. Russell asked classes that are eliminated are listed later in the catalog so that they are there in case they are re-instated. Mr. Altbergs confirmed that this was the case.

Mrs. Grady moved, Kathy Baker seconded to table accepting the Program of Studies until the next School Board meeting, after board members have had more time to study it.



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Ms. Andrews Parker asked what specifically Mrs. Grady would be looking for. Mrs. Grady responded that she wanted to review different classes during the budget season in case changes needed to be made due to budgeting. Ms. Andrews Parker stated that the Program of Studies has a disclaimer that states DHS has the right to cancel classes for a variety of reasons including budgetary constraints. Mrs. Baker also commented that a policy exists where administrators will present enrollment numbers at another School Board meeting sometime in April.

An oral VOTE FAILED 2/4 (Baker, Russell, D’Andrea, Andrews Parker opposed).

Amanda Russell moved, Betsey Andrews Parker seconded, approving the Program of Studies. An oral **VOTE PASSED 4/1 (Grady opposed, Butler abstained)**

D. APPROVAL OF MINUTES: Amanda Russell moved, Kathy Baker seconded, to approve the following minutes:

1. Nonpublic Session #24, December 12, 2011

An oral **VOTE PASSED 6/0.**

Amanda Russell moved, Doris Grady seconded, to approve the following minutes:

2. Regular Session #12, December 12, 2011

An oral **VOTE PASSED 6/0.**

Amanda Russell moved, Doris Grady seconded, to approve the following minutes:

3. Special Session #25, December 19, 2011

An oral **VOTE PASSED 6/0.**

E. CONSENT AGENDA

1. **Correspondence:** NONE
2. **Resignations/Retirements:** NONE
3. **Leaves of Absence:** NONE
4. **Nominations:**

Amanda Russell moved, Kathy Baker seconded, to approve the following nomination:

Sheet 1: Nomination and Election of Aides & Staff (Cabral-Tyree)

An oral **VOTE PASSED 6/0.**

Amanda Russell moved, Paul Butler seconded, to approve the following nomination:

Sheet 2: Nomination and Election of Staff Recalled (C. Stewart)

An oral **VOTE PASSED 6/0.**

5. Extended Travel (Student Trips):

F. SUPERINTENDENT’S REPORT: Ms. Briggs Badger gave the following report:

“It is my pleasure to announce this year’s NH Principal of the Year is Mr. Patrick Boodey, Principal of Woodman Park School! Mr. Boodey began his career in Dover as a social studies



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teacher in 1994. He was a Dean at DHS from 2003-2006. Mr. Boodey became Principal of WPS in July 2006. He has served on numerous district committees, coordinated our District Emergency Response Plan, among many other accomplishments. Pat has also served on the Edie's Executive Board, the NH Task Force on Effective Teaching to name only a few state appointments. A lifelong resident of Barrington and Dover High Graduate (Class of 1989), Mr. Boodey also serves his community as a volunteer fire fighter and has been on the last two Barrington Superintendent Search Committees. He is a fine model of an educational leader for our community and for our state. We are most fortunate to have a man of Mr. Boodey's caliber dedicated to our staff and students here in Dover.

CONGRATULATIONS Patrick and thank you for all you do!

This past Saturday some School Board members and City Council members toured our schools. It was a most informative and enjoyable event, and I wish to thank the Principals and Directors for their efforts that went into making the tour so interesting for all.

On Tuesday, January 17th our administrators will be participating in a Table Top Safety Drill with the Dover Fire Department at the North End Station. This annual training event reflects our districts' ongoing commitment to student and staff safety.

REMINDER: This Wednesday, Jan. 11th is an Early Release Day for all staff and students. Teachers will be working in collaborative groups on curriculum instructional and assessment. This work is part of the new Professional Development Master Plan.

Also, there is no school on Monday, January 16th in observance of Civil Rights Day here in NH.

SCHOOL Updates

Woodman Park School

Thanks to a generous donation by Measured Progress, the WPS third graders will be visiting the Christa McAuliffe planetarium. Thank you Measured Progress!

WPS Family Game Night will be on Thursday the 19th of January. Students and parents will be going through stations where they will play different games while eating soup made by the Parent Teacher Organization and Staff Members. It starts at 5:30 and ends at 7:30. It will be fun for the whole family. Thank you to the WPS PTO, Sandy Tremblay, Wendy Nasberg, and Patti Driscoll for making this event possible.

The Dover Police Department will be doing their second grade Samantha Skunk anti smoking and drugs program for second graders on Friday the 27th. WPS greatly appreciates the effort to reach out to our students by the Dover Police Department.



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The UNH Intern Breakfast for future classroom teacher internship candidates will be on Friday the 27th of January. WPS is fortunate to be a location that UNH allows to have interns in our classrooms to enrich our school community.

Horne Street School

The PTG will hold its January meeting on the 17th at 6:30 pm in the school library. The Dover School District budget process will be discussed.

Garrison School

The 1st session of enrichment classes will start this week. Classes offered this session are; Intro to Gymnastics, Coyote Club, Little Rockers, Theatre Workshop, Intro to Knitting, Publish Your Own Children's Book, Zumbatomic, Broadway Kids, and Painting Plaster Art.

This Friday, there will be an operatic performance of Hansel and Gretel from 1:30-2:30 in the gymnasium. Parents and the community are welcomed to attend. There will be 20 students from Garrison performing with the group as well.

Dover Middle School

The PTA is holding a dinner/dance fundraiser called "The Snowball" at Spring Hill in South Berwick, Maine on Saturday, January 14th at 7:00 pm. Tickets are \$35 per person or \$65 for a couple. Dinner and dancing featuring DJ Ron Reid. This event is adults only. Tickets are available at the DMS main office.

The DMS School Spelling Bee is being held January 24th at 1:00 PM in the Renaissance Room. The winner will advance to the Regional Spelling Bee.

DMS and DHS, along with the Coalition for Youth are having, John Halligan, a national speaker on Bullying present his story to the 7th, 8th and 9th grade students at the DHS Auditorium on January 26th. There will be a parent's information night on January 25th at 7:00 PM in the DHS Auditorium as well. This parental presentation is open to all parents and will review contents of the student presentation.

Dover High School

Mid Term/Final Exams at Dover High School are scheduled for January 20, 23, 24. Please see the website for a complete schedule.

The Annual MR. DHS Contest will be held on Thursday night in the Walker Auditorium. Several members of the faculty and student body will be competing for bragging rights in this Junior Class Fundraiser.

The 10th Annual Independent Film Festival will be held on January 20th at 6:30 pm in the Auditorium. This is a great opportunity to enjoy an evening out and experience the creativity of DHS students!"



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Kathy Baker moved, Doris Grady seconded approval of the Superintendent's report. An oral **VOTE PASSED 6/0.**

G. STUDENT REPRESENTATIVE REPORT: April Theth, the School Board representative discussed the following events:

- Penguin Plunge which will be happening on February 4th in Hampton. Proceeds will benefit the Special Olympics. Anyone interested in participating, should contact Mr. Wotton at DHS.
- There will also be a Matchmaker fundraiser in February where students can pay \$1 to be matched to another student
- Chocolate roses will also be sold in February
- The March semi-formal is in the organizational phase

H. COMMITTEE REPORTS:

Mrs. Grady provided the following report:

Horne Street Joint Building Committee

At this time the JBC is somewhat at a standstill. The committee is waiting for the Certificate of Occupancy and will be meeting at a later date.

Mrs. Grady also took the opportunity to commend and congratulate WPS Principal Patrick Boodey on his achievement of NH Principal of the Year.

Below are Mrs. Grady's comments regarding Mr. Boodey:

"Tomorrow, somewhere between the hours of one and two o'clock, the City of Dover School System will be in the proud possession of the State of New Hampshire's Elementary School Principal of the Year. This is an honor and a tribute to our community. This weekend Patrick Boodey, Principal of Woodman Park School was notified that he was the selection of the State of New Hampshire's Association of School Principals to represent them and the State as one who has reached the pinnacle of administrative qualities.

Letters of recommendation from administrators, teachers and parents expressed the thoughts that make Pat Boodey what he is. The feelings expressed indicate that Pat has changed the look of education; assisted in the construction of eighteen classrooms at Woodman Park; considers the children a family.. Patrick understands that students need to grow and mature during their stay at the school. He can rally and get his staff back on track when things happen to bring a staff down. Parent's commenting that he has a passion for his job; and a dedication to children. His positive attitude is contagious so they say. There was a strong feeling throughout the messages that he is extremely professional, interacts positively with parents and makes them feel comfortable placing their children in his care.

One of his greatest attributes is his fairness in all situations. He listens to all parties and his decisions are always based on what is good for children. His favorite part of the day is walking the halls, the playgrounds, and through the classrooms to see for himself how his students are



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doing. He is a positive person, always looking at the glass half full as he deals with each situation every day.

There is not time to extend these thoughts but these comments should help everyone know why the City of Dover, now has the honor of owning the Elementary School Principal of the Year. I believe it is best expressed in an e-mail sent to Patrick that reads quote.

Dear Principal Boodey:

In recognition of your demonstrated performance as Principal of Woodman Park School, congratulations on your outstanding achievement of being named the N.H. Elementary School Principal of the Year.

You have brought great credit upon yourself, the Dover School District and the City of Dover. I am proud of your accomplishment, honored that you are an educational leader in our community, and appreciate how your record for excellence will continue to model the way for your peers in Dover Education and, more broadly, in the Granite State overall.

On behalf of the Dover Parents, children and City leaders, thank you for being such an outstanding educator. Mike Crago, Ward 3 Councilman.”

As a result, Patrick will be honored Tuesday, January 10th as well at the Eddies Excellence in Education award in Manchester in June and then in the fall to Washington, D.C. to represent our State among all other State contenders I will leave all of you with the thought of Patrick in his tuxedo in September”.

Mr. Boodey responded to Mrs. Grady’s remarks thanking her for the nomination and stating that the honor should go to the entire school. He is supported by an outstanding staff and feels privileged to work at WPS.

I. POLICY -- CHANGES – PROPOSALS: (First Reading)

FIRST READING

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

ARTICLE I: Name

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

ARTICLE II: Members

Section 1. The School Board shall be composed of seven members in accordance with Section 4.2 of the City Charter.

ARTICLE III: Officers



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

Section 2. Officers shall serve a one-year term. Officers shall be elected in accordance with Section C-4-2 of the City Charter.

Section 3. These officers shall be elected as prescribed in Article IV, Section C-4-3, of the City Charter.

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

ARTICLE IV: Meetings

Section 1. All meetings of the School Board shall be held in the rooms designated by the School Board or the chairperson. The School Board shall meet for organization on the day stipulated by Section 4.3 of the Charter.

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

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

Nonpublic sessions may be held at the request of the chairperson, or the Superintendent, or by three members of the School Board, through written petition to the chair. The contents of these meetings shall conform to governing state law, RSA 91-A.

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

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

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



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- B. PLEDGE OF ALLEGIANCE
- C. CITIZEN'S FORUM
- D. APPROVAL OF MINUTES
- E. CONSENT CALENDAR
- SUPERINTENDENT'S REPORT
- STUDENT REPRESENTATIVE REPORT
- H. COMMITTEE REPORTS, INCLUDING LEGISLATIVE UPDATE
- I. POLICIES-CHANGES-PROPOSALS
- J. POLICY ADOPTION
- K. SUBMISSION AND PAYMENT OF BILLS
- L. RESOLUTIONS
- M. OLD BUSINESS
- N. NEW BUSINESS
- O. SCHOOL BOARD MATTERS OF INTEREST
- P. ADJOURNMENT

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

Citizens are invited to all public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements at all public meetings, unless a vote to the contrary is taken by the School Board.

Statements shall be limited to five minutes unless otherwise extended by the chairperson, with the approval of the School Board.

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

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

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

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

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

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



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Meeting Time: **7:00 pm**

All meetings, except nonpublic meetings, conducted by the School Board are open to the public.

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

ARTICLE V: Workshop Session

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

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

ARTICLE VI: Power and Duties of the School Board

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

Section 2. 189:1-a Duty to Provide Education

I. It shall be the duty of the school board to provide, at district expense, elementary and secondary education to all pupils who reside in the district until such time as the pupil has acquired a high school diploma or has reached age 21, whichever occurs first; provided, that the board may exclude specific pupils for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school, and further provided that this section shall not apply to pupils who have been exempted from school attendance in accordance with RSA 193:5.

II. Elected school boards shall be responsible for establishing the structure, accountability, advocacy, and delivery of instruction in each school operated and governed in its district. To accomplish this end, and to support flexibility in implementing diverse educational approaches, school boards shall establish, in each school operated and governed in its district, instructional policies that establish instructional goals based upon available information about the knowledge and skills pupils will need in the future.

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

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



**DOVER SCHOOL
DISTRICT**

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

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

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

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

ARTICLE VII: Subcommittees

Section 1. Subcommittees necessary to the proper functioning of the Dover School Board may be appointed at any regular or special meeting by the chairperson with the consent of a majority of the membership present. Such subcommittees shall report to the full School Board and, when appropriate, to the public, at each regular meeting of the School Board, and a final report shall be submitted to the School Board at the conclusion of a subcommittee's work.

Section 2. The chairperson shall serve as ex-officio member of all committees.

Section 3: The Discipline Committee shall be the only permanent standing committee of the School Board.

Section 4: The School Board shall affirm from its membership reporting members to the following positions. Each reporting member shall propose all business that requires debate and a vote to the entire Board at the earliest possible meeting date. Committee assignments shall be appointed by the chairperson and approved by the School Board.

Vocational Trust
City Council Liaison
Joint Fiscal Committee
Joint Building Committee
Legislative Representative with NHSBA
Dover Adult Learning Center Liaison
Discipline Committee
Career Technical Center Advisory Committee
Professional Development Master Plan Committee



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Curriculum Planning Committee
Wellness Advisory Committee
Standards Policy Review Committee (Policy IKE)

ARTICLE VIII: Parliamentary Authority

Section 1. The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the School Board in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the School Board may adopt. Each one-year term of the School Board shall constitute a session as defined in Robert's Rules of Order.

ARTICLE IX: Amendment of Bylaws

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

ARTICLE X: Student Representative to Dover School Board

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

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

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

Amended: March 12, 2001
May 14, 2001
January 7, 2002
January 13, 2003
February 2, 2004
February 14, 2005
January 3, 2006
January 8, 2007
January 7, 2008
January 12, 2009



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March 8, 2010

Mrs. Baker asked what language changed in this reading. Mr. D’Andrea responded that the new state language was added to ARTICLE VI: Power and Duties of the School Board. Kathy Baker moved, Doris Grady seconded tabling the policy until the next regular School Board meeting. An oral **VOTE PASSED 5/1 (Andrews Parker opposed)**.

Kathy Baker moved, Doris Grady seconded to add language adding a Finance Committee to the list of subcommittees on this policy for the second reading. Mrs. Baker explained that this policy had been in existence many years ago and it consisted of 3 School Board members who met to review bids and look more closely at policies. The committee would bring additional information on bids to the Board.

An oral **VOTE PASSED 3/2 (D’Andrea, Andrews Parker opposed, Russell abstained)**.

J. POLICY ADOPTION: (Second Reading)

a. IKA Grading System Grades 5-12

SECOND READING

GRADING SYSTEM

GRADES 5 THROUGH 12

The Superintendent and the building Principals will develop a grading system appropriate for the grade levels of the respective schools. The grading system will be approved by the Board and published in the Parent-Student Handbook. All grading decisions shall be made at the building level and the decision shall be final.

Below 60	Failure
60-62	D-
63-66	D
67-69	D+
70-72	C-
73-76	C
77-79	C+
80-82	B-
83-86	B
87-89	B+
90-92	A-
93-97	A
98-100	A+

Honors Levels: Grades 9 - 12



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Honors: GPA of 3.0 and nothing under a “C”
 High Honors: GPA of 3.7 and nothing under a “B”

No student will be eligible for either honor roll if they receive an “incomplete” or a “withdraw after deadline.” (high school only)

ADDED:

Honors Levels: Grades 5 – 8

Honors: All grades of 83 and above

Highest Honors: All grades of 93 and above

No student will be eligible for either Honor Roll if they receive an “Incomplete.”

DMS Co-Principals Kim Lyndes and Mike McKenney discussed changes in the above policy on the Grading System, and more specifically, the honor roll at Dover Middle School. They presented an information sheet with the following:

History:

In April of 2011, the Dover Middle School Handbook changes were approved by the School Board without question. Included was the criteria change for the honor roll. At the time, we were unaware of policy IKA from March 2006 that would require a change in language to reflect the new grades 5-8 criteria.

In December of 2011, the new language was brought to the board as a policy change.

Data:

We recently polled parents and teachers regarding their opinion of the change.

	In Favor of change	Not in favor of change
Teachers (50)	88% (44)	12% (6)
Parents (283)	54% (152)	46% (131)

Here are major points for and against this change collected in the comment section of the survey:

Comments In Favor of the change:

- Raises the standard for excellence. Raising the standard will raise student achievement
- Simple to calculate/ clear if student did or did not make it
- Increases value of this achievement

Comments Against the change:



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- It is a change for students already adjusted to the previous criteria
- Should be an average of all grades (with higher level classes weighted differently)
- Should be 80 and above for Honors and 90 and above for Highest Honors
- Should only be based on CORE classes
- Middle School should not have an honor roll- too much pressure
- The criteria should be higher...95 and above...85 and above

Mr. D'Andrea asked if any of the other schools polled did not have honor rolls. Ms. Lyndes responded that they found that there are many different ways of calculating honor rolls, but all of the schools they contacted had some form of honor roll.

Mrs. Grady stated she had the same problem that she had at the last meeting. She prefers averaging of grades to determine honor roll. She feels that different teachers use different values for calculating grades and because of this, the honor roll would be inconsistently calculated. She also would like to see honor roll consistency between the middle and high schools. Mrs. Grady added that she is afraid students will lose confidence if the honor roll policy is changed.

Ms. Russell appreciated that the honor roll was more difficult to achieve. She thinks raising the bar is a positive change for the middle school.

Ms. Lyndes stated that the honor roll will now be more simplified and more students may make the honor roll, although there will be fewer students at the highest honors level. The number of students making the honor roll was reduced for the first quarter of this year, but there is a strong possibility that the numbers may increase for the 2nd quarter and beyond, since more students are now aware of the change.

Ms. Lyndes concluded her presentation by saying Dover Middle School is trying to honor students more frequently and in different ways. If passed, this policy will match the DMS Student handbook which was passed last spring and has been in effect for the year.

Amanda Russell moved, Paul Butler seconded, accepting Policy IKA. An oral **VOTE PASSED 4/2 (Grady, Andrews Parker opposed).**

K. SUBMISSION AND PAYMENT OF BILLS: Kathy Baker moved, Amanda Russell seconded to direct the payment of manifest #12-G in the amount of \$486.15 for FY11 and \$1,786,483.68 for FY12 for a total of \$1,786,969.83. The time period for payments was from 12/13/11 to 12/9/12. A roll call **VOTE PASSED 6/0.**

L. RESOLUTIONS: None



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M. OLD BUSINESS:

1. Appointment and Approval of School Board Members to Subcommittees

City Council Liaison—Betsey Parker
CTC Advisory Committee—Doris Grady
Curriculum Planning Committee—Ken Appel, Paul Butler
DAA Negotiation Committee—Amanda Russell, Rocky D’Andrea
DEOP Negotiation Committee—Kathy Baker, Betsey Andrews Parker
DPA Negotiation Committee—Betsey Andrews Parker, Amanda Russell
DTU Negotiation Committee—Rocky D’Andrea, Paul Butler
Discipline Committee—Rocky D’Andrea, Kathy Baker, Amanda Russell
Dover Adult Learning Center—Doris Grady, Paul Butler
Dover Vocational Trust—Kathy Baker
Facilities Rental Review Ad-Hoc Committee—Rocky D’Andrea
Fiscal Policy Committee—Ken Appel
HSS Joint Building Committee—Doris Grady, Betsey Andrews Parker
Joint Fiscal Committee—Entire Board
Legislative Representative with NHSBA—Betsey Andrews Parker
Professional Development Committee—Ken Appel
Standards Policy (IKE) Review Committee—Amanda Russell
Technology Committee—Rocky D’Andrea, Betsey Andrews Parker
Wellness Advisory Committee—Paul Butler, Amanda Russell

N. NEW BUSINESS:

1. DHS Program of Study—Approval—See above

2. Award Bid for Flooring Gourmet Table

Business Administrator Mike Limanni presented the bid for flooring for the Gourmet Table at DHS. Based on recommendations by Facilities Manager Tim Knowles and CTC Director Jim Amara, he is recommending that the bid be awarded to low bidder Blier Flooring, LLC. Ms. Andrews Parker asked why this bid was so much lower than others received. Mr. Limanni responded that it was most likely the difficult economic conditions that exist at this time.

Kathy Baker moved, Amanda Russell seconded awarding the bid for flooring for the Gourmet Table to Blier Flooring, LLC. A roll call **VOTE PASSED 6/0.**

O. SCHOOL BOARD MATTERS OF INTEREST:

Mrs. Grady commented on two matters of interest. The first was an offer by former student Nick Goodman to donate funds to the Dover School District. He did this a few years ago and would like to offer it again. He will contribute \$1500 to the district. In addition, his company will max or exceed his contribution by giving either \$1500 or \$2000 to the district. This money can be spent on anything in the district dealing with a reading or math program.



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Mrs. Grady also commented on an article she read in the Foster's newspaper and noticed that there was discussion on things that needed improvement in the Dover School District and she wanted to highlight some positive items of which the district should be proud. They include:

- New Dover Middle School
- Addition to Dover Middle School
- DHS Freshman wing
- New Alternative School
- WPS renovation
- HSS renovation
- DHS gym/bleachers
- New heating, electrical work, windows, roof, administrative suites, insulation at DHS
- Garrison School gym and renovation
- Expanded CTC program
- New Teacher Induction Program
- New Math in Focus curriculum
- Many others...

Mrs. Grady continued to say that the Dover School District has a great deal to offer and it is a brighter place than what was reported in the newspaper.

Ms. Andrews Parker thanked the Dover administrators and City Manager Mike Joyal for the bus tour on the preceding Saturday. She was impressed the tour and it was a great opportunity for the new Board members to see the schools.

P. ADJOURNMENT: Kathy Baker moved, Doris Grady seconded, to adjourn at 8:38 P.M. An oral **VOTE PASSED 6/0.**

Respectfully Submitted,
Betsey Andrews Parker, Secretary
BAP/ral



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- A. ROLL CALL:** Present were Rocky D'Andrea, Betsey Andrews Parker, Amanda Russell, Paul Butler, Doris Grady and Ken Appel. Kathy Baker was absent.

Also present were; Superintendent Jean Briggs Badger; Curriculum, Instruction, and Assessment Director Gary Tirone.

- B. PLEDGE OF ALLEGIANCE:** Mr. D'Andrea led the Board in the Pledge of Allegiance.

- C. CITIZEN'S FORUM (LIMITED TO AGENDA ITEMS ONLY):** No one addressed the Board.

- D. NEW BUSINESS:**

- 1. Goals and Priority Setting:** Mr. D'Andrea informed the Board that he spoke with Mayor Trefethen about a meeting time for the Joint Fiscal Committee. The meeting will be Wednesday, February 1 at 6:00 p.m. in the City Council Chambers at City Hall. The meeting should last no more than one hour. The tax cap calculation comes out on January 25th.

The purpose of this meeting is budget discussion and Council guidance on that area. The Council should also have their goals at this meeting. Ms. Andrews Parker asked if this is the time to discuss specific budget issues. Mr. D'Andrea responded that the thought this would be the appropriate time for the discussion. Ms. Briggs Badger stated that she felt they did not give us enough direction last year and would like to discuss it more with the Council this year since the budget could have "catastrophic" results. Mr. D'Andrea asked Board members to email him if they would like anything specifically addressed at this meeting and he will inform Mayor Trefethen so that it can be added to the agenda.

Ms. Parker Andrews distributed information regarding Senate Bill 196 and will be discussing it at the February 13th School Board meeting. This subject of this bill is "An act relative to the renomination or reelection of teacher and the grievance procedures."

Superintendent Jean Briggs Badger distributed the Dover School District 5 Year Action Plan 2010-2015 for discussion and reminded the Board that Paul Deminico had suggested that they keep the direction of the district somewhat constant. The goals can be tweaked, but should not be changed too drastically.



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DOVER SCHOOL DISTRICT 5 YEAR ACTION PLAN 2010 – 2015

Mission: Strengthening our community by educating every child, every day!

Vision 2010-2015: Teachers and students will be held accountable to a standard of excellence, emphasizing collaboration, innovation and best practices in teaching and learning.

Goals 2010- 2015:

I. Curriculum

All students will be provided with aligned, rigorous, and research-based instructional materials to prepare them for the 21st century learning and post- secondary opportunities.

II. Instruction

All educators will partner with colleagues to create an instructional climate that values coaching, modeling, and a collaborative culture to improve teaching practices.

III. Assessment

All educators will use assessment information to improve achievement of all students.

IV. Environment

Educators, students and parents will partner to create a positive, engaging, and safe school environment.

V. Technology

Teachers and students will use technology to enhance learning.

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.

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 schools
 - Adequate resources for sustainability and professional development

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.



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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.

TECHNOLOGY

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

Ms. Briggs Badger also distributed the 2011-2012 School Board and Superintendent Goals from the September 12, 2011 Board meeting.

2011 – 2012 SCHOOL BOARD AND SUPERINTENDENT GOALS From September 12, 2011 Board Meeting

Responses in RED

1. PROGRAM EVALUATION

- a. Create a District Program Guide (by Oct. 15th)
a. & b. Guide was forwarded to Board in Jan. 2012
- b. Description/Purpose & Measure of Success
(See attachment)
- c. Programs and Newly Adopted Curriculum.
Will update programs to Board in March after our NECAP scores are available.
(under 5 years) to support student achievement:
 - . DGR (K-8)
 - . Read 180 DHS
 - . Systems 44 DHS
 - . Math in Focus (K-6)
 - . Competencies DHS (9-12)
 - . Science (K-4)
 - . Block Scheduling (DHS)
 - . ROTC
 - . Oasis/DMS (5-8)
 - . Freshman Academy
 - . Summer Programs (K-8)
 - . CTC (9-12)
 - . ESOL (K-12)
 - . Special Education (K-12)

2. TECHNOLOGY

- a. Technology Inventory Across District – C. Roberge
a. Sept. 12th Board Meeting update given – see attached minutes
- b. Use and Goals of Technology – G. Tirone
b. Sept. 12th Board Meeting update given – see attached minutes
- c. Technology Vision Timeline (G. Tirone)
c. Sept. 12th Board Meeting update given – see attached minutes (Full reports available upon request)

3. EDUCATIONAL QUALITY & EQUITY

- Raise Test Scores – Create Strategies for Success.
Dover’s Growing Readers Benchmark scores
Review Program Evaluation Guide Math Numeracy DATA
(see #1 above).
DHS Course Competency Work with assessments
Creation of Professional Learning Communities K-12 focused on student achievement



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4. SPECIAL EDUCATION

Review Recommendations – S. Crosson

Aug. 22nd Board Meeting update given - see attached minutes

Implement Plan and Timeline for Improvement

RTI Committee formed headed by P. Glynn. They are meeting monthly update is scheduled for Feb./March – see attached minutes from meeting . SPED update scheduled with Ms. Crosson for Feb./March

5. DHS CULTURE AND CLIMATE

a. Institute Fall 2011 & Spring 2012 Perception Survey

a. Perception Survey Results given at Dec. 12th meeting – minutes attached
Grades 9 – 12

b. Reduce Dropout rate

b. Alt. Learning Plans – Gary Tire, Chris Boston and DHS Administrators

c. “It Gets Better” Campaign (DHS Guidance) c. Chris Boston and DHS Administrators

d. Dress Code Enforcement (DMS/DHS Admin) d. c. Chris Boston and DHS Administrators

6. PERSONALIZE INSTRUCTION FOR ALL STUDENTS

a. Monitor Non Proficient Students’ Growth

a. Data Reports from Principals

b. Ensure Appropriate Remediations/Support Are In Place

b. RTI Group

c. Improve Quality of Instruction

1. PD Master Plan c. 1. G. Tirone will complete in March

2. Teacher Evaluation Process c. 2. TBD – G. Tirone

3. New Teacher Induction c. 3. Update at the Sept. 12 SB meeting – see attached minutes

4. Mentoring/Modeling c. 4. Update at the Sept. 12 SB meeting – see attached minutes

d. Raise Test Scores d. Review Scores: NECAP / Benchmark etc. / PALS March 2012 – G. Tirone

7. COMMUNITY ENGAGEMENT

a. Public Utilization of Buildings and Grounds a. – c. Planning Committees formed - DHS

b. Dover Adult Learning Center Involvement/ Collaboration

c. Terminology of School Boards vs. Board of Education (cradle to grave)

8. CONTRACTUAL ISSUES a. – e.

a. Beginning Teacher Pay

Contract discussions to resume Spring 2012 with Teachers PARAs and Admin

b. Longer School Day . PARAs and Administrators – Winter 2012 (Salary Only)

c. Later Start to Day . Secretaries – Fall 2012

d. Early Retirement Incentives

e. Tenure Date (Now 5 Years by Law)



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9. FINANCIAL MANAGEMENT – INITIATIVES

Proposal . Tuition Costs? Rollinsford?
Change School Calendar to 175 Student Days
On Hold – Pending Budget Discussions

This document highlighted 9 areas including Program Evaluation, Technology, Educational Quality and Equity, Special Education, DHS Culture and Climate, Personalize Instruction for all Students, Community Engagement, Contractual Issues, and Financial Management-Initiatives. In addition to these items, responses were listed in a separate column to each goal. These items were important to the previous Board and had been brainstormed by them at a meeting in August. After the August meeting, Ms. Briggs Badger took all of the ideas and created categories. The Program Evaluation Guide was created from these ideas. Mr. Tirone added that they went back 5 years and listed all programs that had been initiated by the district.

Ms. Briggs Badger stated that these ideas had come from her notes from the August. She distributed a copy of the original sheet with her hand written notes on them for the Board to review. Ms. Briggs Badger stated that they can remove or add anything to this document. There may be different topics that are important to this Board. Many of these topics have been addressed.

Mrs. Grady stated that the document that Ms. Briggs Badger distributed was more for the goals of the Superintendent. She thought that this meeting was to discuss the district goals for the students. During the previous discussion in August most of the comments were from the previous School Board chairperson. The ideas on the document had not been voted on by the previous School Board. She sees many positive items on the list, but they were asked to pick 5 or 6 items and have a timeline to complete them. Mr. D'Andrea stated that the most important thing for him is that the goals are measurable or at least, in progress. Ms. Briggs Badger added that the Board's goals are also her goals. She wants to be open and transparent about everything including her evaluation and goals. Mr. D'Andrea agreed that the Superintendents goals and the Board's goals should be the same, except the School Board goals "should be at 30,000 feet and your goals should be at 10,000 feet". Ms. Briggs Badger will make the School Board goals happen at the ground level.

As an example, Mrs. Grady referred to Math In Focus. She stated that after a certain date, it would be determined if the program is working. If not, they would need to determine what needs to be done to fix it or make it more successful. Mr. D'Andrea agreed with Mrs. Grady and reiterated that the Board would set a goal and the superintendent would find a way to implement it. A discussion about Math In Focus continued and Ms. Briggs Badger stated she has heard many positive comments about the program. School Board members agreed, stating they had heard similar positive comments. Mr. Tirone responded to Mrs. Grady's concern regarding some students possibly not completing workbooks by the designated time, by stating that students will have to meet a competency to determine progress and he would like to have a student in each grade teach cohorts.



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Mrs. Grady brought up the discussion of Freshman Academy. She questioned whether it should be continued. Factual information is needed by the Board to determine its future.

Mr. D'Andrea responded that he agrees with Mrs. Grady, but would like to focus on goals and the best way for the students of Dover to get the best education possible. He would like to see scores increase.

Ms. Andrews Parker commented that running a school is similar to running a company and there are some issues on which they have no control. She would like concrete information added to goals so that results can be measured. These goals will be needed to help defend the budget to the City Council. She asked if the Board wanted to keep the current 2010-2015 goals and suggested a possible format change to the Action Plan to help Board members understand the goals better. Ms. Briggs Badger reviewed the Action Plan and showed the details and plan for each goal and stated that all goals are all referenced in the district action plan.

Ms. Andrews Parker stated that most of the work will be completed in the sub-committees with the Board goals in mind. The committee members will report their progress to the entire School Board.

Mr. D'Andrea suggested adding 2-3 items for each goal that the Board would like to accomplish. If goals are already in the Action Plan, they can remain, or be changed as determined by the Board. Ms. Briggs Badger suggested making goals more specific to the Action Plan.

Mrs. Grady stated that sometimes a timeline is missing. A timeline should be given for each goal and then once it is reached, the Board should be given a report.

Mrs. Andrews Parker added that the Board needs to make sure that the district has resources to back up the goals. People should not be set up to fail.

Mrs. Grady stated that they should find a way to assist people who are not making the goals and try to determine how to help them.

Ms. Andrews Parker cautioned the Board that if a goal is not achievable, the district needs to support the infrastructure to make it work.

Mr. Tirone discussed updated goals on technology offering specifics to the Board.

Ms. Briggs Badger commented that the district is on a path to complete goals, but has limited resources. The budget will offer huge challenges to the district and Board.

Ms. Andrews Parker thought that the Board should discuss goals for budget season. She wants the Board to be fully prepared for the upcoming budget sessions.



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Dr. Butler stated his hopes for the Board. He believes that schools are failing on NECAP testing. After the tour of schools, he expressed his dismay at the condition of the computers, as many seem to be outdated. He is wondering if the District can afford to be in an "arms race" with technology. He continued to say that he would like the Board to focus on competence in literacy. Teachers and administrators are dedicated, but sometimes the systems fail them. Reading with purpose is key in the education of students. Comprehension is important for every student no matter what their life plans are. He feels that computers are important, but teachers do not need a computer to teach a student to read. Math is also important, but literacy is also needed in math. Dr. Butler added that he would like to meet with Mr. Tirone to determine if curriculum in the city is the same for all students. He does not want the District to spend a great deal of money on computers that are already outdated. He agrees that computers are a wonderful resource, but they are not reading. This is one of the main reasons that he ran for the School Board.

Ms. Andrews Parker agreed 100%. Reduction of staff and aides will impact this for students. She commented that there is so much more to literacy and feels that all schools should have the same resources. Dr. Butler agreed that he would much rather spend money on reading teachers than computers that will be outdated soon.

Mr. D'Andrea commented that when he was campaigning, an older gentleman told him that the District has gotten away from the basics. He agrees that reading is an important goal.

Ms. Andrews Parker commented that students are in a different age and learning differently.

Ms. Russell stated that technology is part of core standards. It is mandated that technology be used in all classrooms. Teachers have to show evidence that they do this and it is not an option.

Ms. Briggs Badger stated the NECAP will be replaced by a national test that is tied to common core standards. Failure in NECAP testing is difficult to understand because of all the sub groups. The standard is a moving target. Every two years it is changed.

Dr. Butler asked if Rollinsford had a valid point when Dover didn't look good to them in the report. Ms. Briggs Badger replied that Dover was discounted because we would take some, but not all of their students and the decision had nothing to do with NECAP scores. Rollinsford only looked at towns who said that they would take all of their students. The Board can re-evaluate the decision and decide to take all of their students. At that point, Rollinsford can determine if they would reconsider Dover.

Ms. Russell, as a Rollinsford teacher, explained the set up of grade levels in Rollinsford for the benefit of the Board.

Ms. Briggs Badger stated that reading scores in Dover have improved through Dover's Growing Readers (DGR). The atmosphere in schools has changed since the



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implementation of this program. Ms. Andrews Parker expressed her pleasure in this program also. She has seen remarkable progress with her children.

Mrs. Grady stated that the primary goal of the Board should be for all elementary schools to follow the same curriculum and have the same opportunity. She continued to say that, "Every student in Dover should be learning the same thing." Dr. Butler agreed with Mrs. Grady's comment.

Mr. Tirone commented that all students are doing the same work.

Ms. Andrews Parker feels that a "bookroom" should be in every school. Mr. Tirone stated that the curriculum is the same, although the resources are different.

Mrs. Grady stated that an example of the inequity is intramurals in each school. Ms. Andrews Parker stated that there are differences because of the different parent-teacher groups. They raise money differently and for different projects within the schools.

Mr. D'Andrea stated that the Board cannot control the parent groups.

Ms. Russell believes that the elementary schools are equal at this point. Ms. Briggs Badger stated that the teachers have learned to work as a community and the curriculum is exactly the same in each school. Dr. Butler asked if most teachers are following the curriculum. Ms. Briggs Badger responded that she believes they are. Teachers from all schools meet on a regular basis so that they are all on the same page. She welcomed School Board members to visit schools and talk to teachers.

Ms. Andrews Parker and Ms. Russell agreed that Dover's Growing Readers has been an exceptional program for their children and others. They related examples on how their children have flourished with this program. Ms. Andrews Parker would like to support literacy in the budget including professional development and curriculum.

Mrs. Grady stated that the City Council will just approve the bottom line and the School District will need to determine how it is spent. She wanted to be sure that what can be done for students is a priority in the budget.

Ms. Andrews Parker stated that two councilors told her they will be reviewing each line item in the budget. Mrs. Grady responded that this is something that they can't do. They can only look at the bottom line.

Mrs. Grady wants to be sure that the money in the budget is going to the students and what can be done for them.

Mrs. Grady stated that middle should be looking at their total organizational scheme. She is concerned they are not meeting their instructional time in state standards. They should have more instructional time. Homeroom, passing time, teacher-parent conference times



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shouldn't be counted. She added that scheduling music has always been a problem at the middle school. In the past, all music students had been on one team. Mrs. Grady commented that giving the middle school more instructional time should be one of the goals of the School Board.

Ms. Russell stated that she has scheduled a meeting with DMS Co-principal Kim Lyndes next week to discuss scheduling. She feels that it is difficult to get information from the middle school until the last moment when it is too late to make changes. She would like to facilitate between different groups of people.

Mrs. Grady suggested that Ms. Russell contact former DMS Principal Linda Raynes to discuss scheduling.

Ms. Andrews Parker added that it seems the middle school has different schedules every two years. She acknowledges that it's a difficult age, but there should be a consistent schedule. She also commented that she is not sure if 5th grade students should be at the middle school level. 6:30 am is a difficult time for students of that age.

Mrs. Grady stated there have been a lot good ideas being discussed. Each Board member is listening to each other. She agrees with many of the goals that are being discussed and hopes that 3 or 4 goals can be agreed upon to make priorities.

Mr. D'Andrea recommended that they schedule another meeting to review potential goals.

Ms. Andrews Parker added that it would be helpful to review the budget prior to setting the goals.

Mrs. Grady would like the cost of the programs that were highlighted in the 2007-2012 Program Guide so that they can be evaluated based on their cost and determined if they should be in the budget.

Ms. Andrews Parker stated that Bruce Patrick, Strafford School Board Chairperson, recommended to the NHSBA that a resolution be passed eliminating fall test. There will now be only one testing cycle which will be in the spring.

Mr. D'Andrea asked that Ms. Briggs Badger and other School Board members bring 3 or 4 goals to the next meeting.

Ms. Briggs Badger mentioned changing the structure of elementary schools that had been discussed a few years ago. This is a huge change and has many opponents, but might be something to discuss at some time. They would be losing neighborhood schools, parent groups, and other things, but would leave room for all of the students from Rollinsford at the middle school. 5th grade students would be grouped with 4th grade students and would remain at the elementary schools.



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Ms. Russell stated that she and Ms. Andrews Parker had disagreed on this restructure. She did not like that none of her children would be with their siblings at any time in their elementary education. She would be split into 4 buildings and wouldn't be able to form relationships with her children's teachers. She also felt that student's education would be chopped up into 5 buildings. She is less objectionable that she was three years ago.

Mrs. Grady stated that at one time or another, children in one family will all be in different schools. Her problem with the committee that studied this idea a few years ago is that it was 90% Garrison parents.

The committee was trying to show the educational value of putting all K-1 students and teachers in one building. It saves time and resources. This would decrease the inequity in the elementary schools. This would also keep the 5th grade students out of the middle school and not integrated with 8th grade students.

Ms. Russell asked if changing the structure of the elementary schools would create a logistical bussing nightmare. Ms. Briggs Badger responded that it would need to be researched further to determine if it would be an extra cost or savings.

Ms. Russell also added that a disadvantage of restructuring would be that a student may not be able to create a relationship with a staff member in the building because of the change that would take place every 2 years.

Mrs. Grady understands that many teachers do not want to go to the middle school, but it turned out to be her favorite 15 years of her career. She never wanted to go there, but was glad that she made the change.

It was agreed that the Board would meet again with each member bringing 2-3 goals on Tuesday, January 31 from 6-8 p.m.

Ms. Briggs Badger distributed budget information for Board members to review before the Retreat on Saturday.

- E. ADJOURNMENT:** Betsey Andrews Parker moved, Amanda Russell seconded a motion to adjourn the Special Session at 7:57 P.M. An oral **VOTE PASSED 6/0.**

Respectfully submitted,
Betsey Andrews Parker, Secretary
BAP/ral



DOVER SCHOOL DISTRICT

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A workshop session of the Dover School Board was called to order by Chairperson Rocky D’Andrea on Monday, January 23, 2012, at 6:30 p.m. in the McConnell Center Media Access Room for the purpose of discussing the Superintendent’s proposed fiscal year 2013 budget.

A. ROLL CALL: Members present were Rocky D’Andrea, Betsey Andrews Parker, Amanda Russell, Doris Grady, Kathy Baker, Ken Appel, and Paul Butler.

Also present were Jean Briggs Badger, Superintendent; Michael Limanni, Business Administrator; Gary Tirone, CIA Director; Patrick Boodey, Principal WPS; Sandi Crosson, Pupil Personnel Services Director; Michael McKenney and Kimberly Lyndes, Co-Principals, DMS; Christine Boston, Principal DHS; Malcolm Forsman, Principal HSS; Dustin Gray, Principal GES, Jim Amara, CTC Director, Mayor Dean Trefethen, Deputy Mayor Bob Carrier, Paula Glynn, Federal Projects Director, Deanna Strand, DALC Executive Director, Jim Verschueren Former DALC Executive Director and Roni Reino, *Foster’s*.

B. PLEDGE OF ALLEGIANCE: Rocky D’Andrea led the Board in the Pledge of Allegiance.

C. CITIZEN’S FORUM: Deanna Strand, DALC Executive Director addressed the Board in support of continuation of funding of Dover Adult Learning Center by the Dover School District. Currently funds the Executive Director and the Administration Assistant positions for a total of approximately \$175,000. The district also funds the GED Options Educator position for an additional \$39,000, but that is an expense of Dover High School and not DALC. Ms. Strand continued to say that DALC receives 6 times the amount that the District contributes from other sources including the state and federal government.

D. BUDGET DISCUSSION: Jean Briggs Badger provided Board members with the Superintendent’s Proposed Fiscal Year 2013 Budget for discussion. Ms. Briggs Badger and Mr. Limanni showed a PowerPoint presentation highlighting key portions of the budget. School Board members were encouraged to ask questions during the presentation. Ms. Briggs Badger stated that it would most likely be the most challenging budget season due to diminishing revenue and a tax cap.

Mission Statement for 2010-2015: Strengthening our community by educating every child, every day!

Vision 2010-2015: Teachers and students will be held accountable to a standard of excellence, emphasizing collaboration, innovation and best practices in teaching and learning.

Goals 2010- 2015:

I. Curriculum

Document Created by: Robin LaFleur
Document Posted on:

2012.01.23.SchoolBoard. Public Budget
Workshop
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All students will be provided with aligned, rigorous, and research-based instructional materials to prepare them for the 21st century learning and post- secondary opportunities.

- II. Instruction**
All educators will partner with colleagues to create an instructional climate that values coaching, modeling, and a collaborative culture to improve teaching practices.
- III. Assessment**
All educators will use assessment information to improve achievement of all students.
- IV. Environment**
Educators, students and parents will partner to create a positive, engaging, and safe school environment.
- V. Technology**
Teachers and students will use technology to enhance learning.

The Budget Schedule for FY13 is as follows:

January 23rd Superintendent to present proposed budget to School Board publically
 February 6th Budget Workshop
 February 13th Regular School Board Meeting w/Budget Workshop
 February 16th Budget Community Coffee
 March 5th Budget Workshop
 March 12th Regular Meeting to Adopt Budget
 March 15th Budget due to City Manager

FY: 2011-2012 Appropriations

School Revenues	\$ 6,702,834
Adequate Education	\$ 6,051,542
State Property Tax	\$ 6,389,999
2012 Tax Levy	<u>\$26,608,346</u>
FY: 2011-2012 Appropriations	\$45,752,721

Net Appropriations	\$41,677,206
Debt Service	
(Principal/Interest Payments on CIP)	<u>\$ 4,075,515</u>
FY: 2011-2012 Appropriations	\$45,752,721

FY2012-2013 Appropriations

School Revenues	\$ 6,842,844
Adequate Education	\$ 6,051,542



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State Property Tax	\$ 6,389,999
2013 Tax Levy	<u>\$27,078,141</u>
FY: 2012-2013 Appropriations	\$46,362,526

Net Appropriations	\$42,365,517
Debt Service	
(Principal/Interest Payments on CIP)	<u>\$ 3,997,009</u>
FY: 2012-2013 Appropriations	\$46,362,526

Ms. Briggs Badger noted on the next slide, the 10-year history of General Fund Appropriations beginning with FY03. The increases ranged from .18% to 7.09% with an average of 4.4%.

2011/2012 School Year -
 Appropriations with Debt Service: \$45,752,721

2012/2013 Proposed *Tax Cap Budget with Debt Service
 Level Funded/Contractual Obligations: \$ 46,362,526
 Growth 1.33%: \$ 609,805

*TAX CAP: Limits increase of prior year Tax levy to a 3 year inflation formula (Boston CPI) plus a small adjustment for the estimated value of new construction.
 2009: -0.7% 2010: 1.6% 2011: 2.6%

3YR AVG: 1.38%

Ms. Briggs Badger stated that the increase from FY12 to FY13 including debt service is 1.33% and the increase from FY12 to FY13 excluding debt service is 1.65%

The next slide focused on the comparison of per pupil costs between Dover and surrounding areas for the 2010-2011 school year. At a per pupil cost of \$10,189 for high school, \$9,643 for middle school and \$10,052 for elementary school, Dover ranks second to the lowest in these costs.

Debt Service Savings	
2011/2012	\$4,075,515
2012/2013	\$3,997,009
Debt savings of	\$ 78,506

This savings is due in part to bond refinancing and no additional financing of new capital improvement projects in FY13.

Rising Fixed Costs



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Health Care

2010/2011 School Year	\$4,794,234
New Cost 2011/2011 School Year	\$5,149,019
Overall Cost Increase	\$ 351,785
Total % Increase	7.33%

NH Retirement Employer Contribution

2010/2011 School Year	\$1,535,335
New Cost 2011/2012 School Year	\$1,808,396
Overall Cost Increase	\$ 273,061
Total % Increase	17.79%

Proposed Budget Reductions for FY13

Kindergarten reduction to either half day or A/B Schedule

7.5 Teachers

7.5 Aides

Estimated Reduction of \$550,000

High School Transportation

First Student \$75,000

COAST \$118,000

Estimated Reduction of \$193,000

Athletic Transportation at DHS and DMS

Estimated Reduction \$40,000

Intramurals-District-Wide

Estimated Reduction \$9,806

DMS Library Aide

Estimated Reduction \$22,593

DHS Library A/V Aide

Estimated Reduction \$30,825

Total \$53,418

Extracurricular Activities

Estimated Reduction \$26,152

Contribution to DALC

Estimated Reduction \$175,151

GED Options Educator

Estimated Reduction \$39,335



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NJROTC Program at DHS Estimated Reduction	\$107,156
Reduce to a 175-Day School Schedule Estimated Reduction	\$40,000
Freshman Academy (1 Teacher) Estimated Reduction	\$55,000
Curriculum Adoption (K-12 SS/K-4 STEM) & PD Estimated Reduction	\$369,000
Replace ESOL Teacher w/ESOL Tutor Estimated Reduction	\$40,000
Anticipated Debt Service Payment for Auditorium Project At DHS Estimated Reduction	\$185,250
Literacy Interventionists (6 aides) Estimated Reduction	\$80,000
Culinary Aide at DHS' Estimated Reduction	\$16,000
PD at Elem Schools Estimated Reduction	\$12,000
Library Supplies for all schools Estimated Reduction	\$15,000
DHS Gifted and Talented Estimated Reduction	\$5,000

CTC Supplies, Equipment,
Software, Field Trips



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Estimated Reduction \$60,000

3 Classrooms of Furniture for Elementary Schools
 Estimated Reduction \$24,000

Total Estimated Reductions \$2,095,268

Ms. Briggs Badger commented that the only addition that was requested is a full time Cosmetology teacher at the CTC at Dover High School. This expense is justified because revenue is generated due to tuition received. There is an estimated revenue of \$20,825 in FY13 and another \$60,000 that will be received in FY14.

2012/2013 Contractual Obligations (Salary)

	COLA	*Contractual Obligations
Teacher (DTU)	\$0	\$357,018
Para Ed. (DPA)	\$0	\$134,322
Office Staff (DEOP)	\$0	\$ 12,054
Admin. Staff	\$0	\$ 7,123
Non-Union Pers.	\$0	<u>\$ (1,064)</u>
Total	\$0	\$509,453

**Step increases, stipends at top step, reassignment of staff*

Health Care

11/12 School Year	\$5,079,328
New Cost 12/13 School Year	\$5,365,793
Overall Cost Increase	\$ 286,465
Total % Increase	5.6%

NH Retirement Employer Contribution

11/12 School Year	\$2,032,446
New Cost 12/13 School Year	\$2,162,516
Overall Cost Increase	\$ 130,070
Total % Increase	6.4%

UGL-UNICCO

Custodial, Grounds and Maintenance Contract
 2011/12 School Year: \$2,568,759



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*2012/13 School Year: \$2,568,759

*UNICCO has waived our contractual obligation of a 2% increase in light of our budget situation in the amount of \$51,375.

Special Education Out of District Costs

	<u>2011/12</u>	<u>2012/13</u>
Elementary Schools	\$ 374,221	\$ 527,164
Middle School	\$ 205,974	\$ 274,011
High School	<u>\$ 660,024</u>	<u>\$ 815,707</u>
Total	\$1,240,219	\$1,616,882

Overall Percentage Increase of 30.4%

Leased Space-McConnell Center

<u>2011/12</u>	<u>2012/13</u>
\$ 37,099 Annual	\$ 36,598 Annual

Proposed 1.4% decrease
(Includes electric, water & sewer, heat, exterior building maintenance, waste disposal, and snow removal)

General Fund Revenue Sources

Local Revenue Sources – Tuition
 Decrease of \$410,165
 Federal/State Sources
 Decrease of \$104,531
 Other Revenue Sources
 Increase of \$654,706

We appreciate the ongoing support of the Dover community, Dover School Board, Administrators and staff to ensure an excellent education for our youngest citizens.

Ms. Russell commented that it is, “unfortunate and sad that administrative had to look at minimum standards”.

Dr. Butler asked Ms. Strand what the annual operating budget of DALC is and who are the major donors to the program, to which she responded, “approximately \$1 million is the budget and the major grantors are the State of New Hampshire and the federal government”. Combined, they donate approximately \$700,000. Ms. Strand stated she is the grant writer for the Dover Adult Learning Center.



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Mrs. Grady asked Ms. Strand for the number of graduates and to explain their funding. Ms. Strand responded that they receive most of their funding from grantors, who typically do not like to pay for administrative expenses. They prefer to pay for programs. Last year, there were 274 students who completed high school. 249 earned their GED's and 29 completed high school. Of the 274, 70 were Dover residents. The remaining students were from surrounding areas.

Mr. D'Andrea asked Ms. Crosson to explain out-of-district special education placements and the reason for their increases. Ms. Crosson responded that one reason for the increase is that the state is no longer bringing CHINS to students. This means that these complaints against the juveniles were formerly court ordered, but now are the responsibility of the district. She also stated that the district uses a standard of safety and disruption. When the district feels that safety is in question or there is major disruption for other students, an out of district placement may be needed. Out of district placement is the last option for special education students. Before the student is placed out of district, in-district options are used including behavior specialists, school psychologists, and school counselors. Ms. Crosson continued that local districts no longer charging Dover the per pupil rate for students in foster care, but the actual cost. This is another reason why costs have increased. She stated that she is taking with the Business Administrator to determine if we can do the same for foster students who are attending school in our district. Costs are also determine that students that are placed by the state, either in a group or foster home. Poor economic times are also adding to the increase in out-of-district placements. Students are stressed and behavior is affected.

Ms. Russell asked how many students in Dover are currently in out-of-district placement. Ms. Crosson responded that there are 27, although there are discussions to determine if two students might be able to return to the Dover schools.

Dr. Butler asked if there is insurance that might ease the burden for this type of situation. Ms. Crosson responded that there is not insurance that school district's can purchase for this type of situation, but there is a provision that allows the district to ask parents to tap into their insurance. She continued to say that in most cases, the parents are already seeking out this type of assistance and are using their insurance to receive other services. Ms. Crosson stated that the district is asking parents to apply for Medicaid so that the district can be reimbursed for certain Medicaid expenses.

Mrs. Grady asked Mr. Limanni about debt service and its relation to cost per pupil. He responded that debt service is not included in cost per pupil calculations. Pre-debt service cost should be looked at when calculating cost per pupil.



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Dr. Appel asked what items were not included in the recommended “cut” list. Ms. Briggs Badger stated that some items included DHS academic coordinators, DMS team leaders, request for all staff to work fewer days, elimination of literacy facilitators, elimination of DMS and freshman athletics, reduce the Director of CIA to 50%, eliminate part time curriculum secretary.

Mr. Limanni added that there is no cushion in the budget and no new staff with the exception of an additional cosmetology teacher.

Mrs. Grady asked if there is an estimate on how much the literacy facilitators have increased literacy in the district.

Mrs. Briggs Badger stated that results can be seen in the students, as well as increased NECAP scores. PALS testing, Benchmark assessment and Running Record are used to determine results. She stated that she will research the question and inform the Board of her findings.

Mrs. Grady asked for a chart showing the progress of students from the beginning of the program to show their specific results.

Ms. Andrews Parker asked several questions including:

- How will the recommended cuts impact class size? Ms. Briggs Badger responded that administrators are trying to recommend cuts that will not increase class enrollment. The total number of positions eliminated with this proposal is 9.5 teachers with the majority of the teachers (7.5) being eliminated if kindergarten is reduced to half time.
- Will the district would be contractually able to reduce work days for all staff members? Ms. Briggs Badger responded that the unions would need to agree to the reduction before it could be implemented.
- How much ARRA funds are included in this budget? Ms. Briggs Badger stated that ARRA funds are no longer available and edjobs funding (\$272,000) will not be available in the 2012-2013 budget.
- What are the estimated user fees? Ms. Briggs Badger responded that athletic fees would double (\$75-\$150). CTC fees would increase based on the program. For example, the automotive program would increase more than the culinary arts program.
- If there is a 0% increase in all staff, why is there an increase? Ms. Briggs Badger and Mr. Limanni responded that this is due to loss of revenue and contractual obligations



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Mrs. Grady asked how middle school transportation would be impacted if high school transportation was being totally eliminated. Mr. Limanni responded that there would probably be only two runs saved due to the coordination with the middle school students. COAST bus would be totally eliminated since they only transport high school students.

Mrs. Grady asked if there were any programs that could be eliminated that would not impact students. Ms. Briggs Badger stated that elimination of middle school teams was discussed last year, but they were saved from elimination last year due to the edjobs funding received from the state. Mrs. Grady asked how they will be funded this year. Ms. Briggs Badger responded that they will be funded from the local budget this year. DMS Co-Principal discussed the impact of eliminating a team next year and because of projected high enrollments, it was determined that it would not be a feasible recommendation.

Dr. Butler asked for some examples of extracurricular activities. Ms. Briggs Badger read the list of funded activities. He also asked if there were programs that could be outsourced. Ms. Briggs Badger, Ms. Crosson and Mr. Limanni responded that programs such as food service, OT services, Preschool, nursing, and speech services have all been researched and it is believed that the costs to the district would be higher if they were outsourced. Ms. Crosson also stated that she believed the quality of service would not be the same if we outsourced, but she offered to research it again if the Board requested.

Mrs. Grady commended Unicco for their service and for not increasing their costs for a 3rd year.

Ms. Russell asked for several areas of budget clarification including athletic transportation (reporting as expense and revenue) and explanation of budget development lines. Mr. Limanni explained that all budget cuts are located in budget development lines in order to make it easier when making changes to them. He explained that the amount to be cut will still be located under the budget line, but will be offset by the amount in the budget development lines. Mr. Limanni added that he will be responding to the entire School Board on Tuesday in an email with answers to questions that Ms. Russell has asked in a previous email.

Ms. Andrews Parker asked for clarifications on certain budget items that Mr. Limanni addressed. Ms. Briggs Badger discussed the differences in staff development and professional development with the former being course reimbursements for staff members.

Mr. Tirone also clarified professional development items.

Mrs. Grady asked if there is a possibility that all staff and professional development be frozen for one year. This would provide a savings of over \$100,000. Ms. Briggs Badger stated that this would require the approval of all unions, but she would discuss with union representatives.



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Mrs. Grady added that the district would also save on substitute teachers if professional development was reduced or eliminated for one year.

Mrs. Grady stated that teachers should be able to learn from text and not need to be sent to trainings.

At this point, Ms. Andrews Parker asked what the process would be for finalizing a budget and if there were enough budget meetings scheduled. Mrs. Grady explained the process as it had been done in past years.

Mr. D'Andrea asked that all Board members email their questions to Ms. Briggs Badger and Mr. Limanni prior to Board meetings so that answers can be collected in advance of meetings.

Ms. Andrews Parker suggested offering ideas at this time on budget items. Mrs. Grady recommended waiting until parents and citizens have had an opportunity to contact them with input.

Mr. D'Andrea agreed with Mrs. Grady that it may be best to wait until they have heard from constituents.

Ms. Briggs Badger reminded Board members that an override to the tax cap budget can be requested also.

All agreed that there are items that they would like removed from the list.

Mr. Limanni asked Board members to consider items that they might think should be cut if they would like to keep suggested items in the budget.

Amanda Russell moved, Betsey Andrews Parker seconded to adjourn. An oral **VOTE FAILED 1/6 (D'Andrea, Russell, Grady, Appel, Butler, Baker opposed)**.

E. OTHER: Mrs. Grady made a statement regarding an email that she had sent earlier in the day and at the recommendation of the city attorney wanted to make it public. Her email stated the following sentiments:

Unless the Board takes a different look and makes tuition paying districts feel that they are being offered more, Barrington and Nottingham could be lost. At this point, Dover needs to be sold to potential districts. It is a whole new ballgame. The negativity needs to go and conversation with them is necessary or revenue could be lost. In addition, Rollinsford might not come until 2015 if at all, and the district could be looking at bankruptcy. This needs to be done as soon as possible. Her suggestion is a joint meeting with Barrington and Nottingham and



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Budget Workshop
Meeting Location: McConnell Center Media Access Room
Meeting Date: **Monday, January 23, 2012**
Meeting Time: **6:30 pm**

Rollinsford, if they would like, with all School Boards and administration. These meetings had been done annually until a few years ago. The Dover School District needs to get input on what those districts would like and what they don't like. This is a necessity and can't wait. At the same time, the positives, seen by Nottingham, Barrington, and Rollinsford in the district need to be determined and also what changes they would like to make their attendance in Dover more attractive. Revenue is killing this budget and it is becoming more and more like a business. This year the district needs to reverse their thinking. It is important not to cut educational programs for children and adults. Partnerships need to be strengthened. The budget needs to be looked at differently. The Right to Know law takes away a little of freedom of speech, but with this statement, the public knows what was referenced in her email.

F. ADJOURNMENT: Kathy Baker moved, Amanda Russell seconded, to adjourn at 8:25 p.m. An oral **VOTE PASSED 7/0.**

Respectfully submitted,

BETSEY ANDREWS PARKER, Secretary
Dover School Board
BAP/ral



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #3
Meeting Location:	McConnell Center, Superintendent's Conference Room
Meeting Date:	Thursday, January 31, 2012
Meeting Time:	6:00 P.M.

- A. ROLL CALL:** Present were Rocky D'Andrea, Kathy Baker, Paul Butler, Doris Grady and Ken Appel. Betsey Andrews Parker and Amanda Russell were absent.

Also present were; Superintendent Jean Briggs Badger; Curriculum, Instruction, and Assessment Director Gary Tirone.

- B. PLEDGE OF ALLEGIANCE:** Ms. Baker led the Board in the Pledge of Allegiance.
- C. CITIZEN'S FORUM (LIMITED TO AGENDA ITEMS ONLY):** No one addressed the Board.
- D. NEW BUSINESS:**

- 1. Goals and Priority Setting:** Mr. D'Andrea and Ms. Briggs Badger began the meeting with a recap of the last meeting. Ms. Briggs Badger shared her goals with the Board for the 2012-2013 school years:

Personalize learning for all students/continue to streamline all operations for maximum effectiveness and use of resources:

Curriculum/Environment/Technology

- Suggest redesign of DHS for both academic and physical structures (create a DHS Planning Committee to answer the question: "What do we want DHS to look like in 2018?") Also, review the Alternative School Program for efficiencies and enhancements.

Instruction

- Rethink assistance and support in the classroom within the existing resources we have in place to bring coherence to RTI as a model.
- Implement a response to intervention program RTI (ensuring a continuum of interventions and using a sequential approach in assessing responses to intervention).
- Utilize our resources to increase our teachers' professional effectiveness and use of Professional Learning Communities.

Curriculum

- Strengthen transition points such as entering in K, grades 4 to 5, 6 to 7, and 8 to high school by better communication with both staff and students.

Assessment

- Report program effectiveness through evaluation process using multiple data sources. (NECAP, PALS, Benchmark, Numeracy, Common Formative Assessments, Attendance Rates, Graduation Rates, Perception Survey) Bridge assessments between grades 10 to 11 to determine readiness in core content areas.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #3
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Environment

- Heighten emphasis on positive classroom and school wide climate of safety and respect.

Technology

- Utilize ICT (Information, Communication and Technology) standards K – 12 as integrated with our core curriculum as mandated by NHDOE, beginning with K – 4 in 2012 – 13.

CIA Director Gary Tirone talked about plans for Dover High School from last spring for discussion purposes only. They are trying to find a design that will work within the confines of the budget. Once a baseline of structure has been determined, community, teachers and staff will be brought in for feedback.

Mr. Tirone made the comment that, "It's difficult to build the plane while flying", meaning that it's difficult to continue with the scheduling process with budget cuts pending.

He continued to say that once a high school student's competencies are set, look at the student to see what other options are available for the student. The student may have met all requirements by the end of 10th grade and there needs to be other options for early completers. One option would be early graduation, but there could be others. This student may be able to graduate from DHS with an associate's degree from SNHU if they also take college credit classes. Online learning can be used also.

Mrs. Grady asked how the Freshman Academy is different than other grades. Mr. Tirone responded that it is more similar to the middle school experience. There is a team teaching approach and this may make the transition to the high school smoother for some students.

Mrs. Grady stated that this concept has been around for years and maybe hasn't always worked. She continued to say that there has never been a report back on the status of the program.

Mr. Tirone stated that, at times, there can be building limitations and in the new program would continue to sophomore year in a somewhat different form. The building limitations have for the most part, been resolved.

Mrs. Grady stated that she would not support team teaching at the high school unless there is someone there who could ensure that the teams are doing what the objective is. She believes there should a study completed on team teaching and subject teaching.

Mr. D'Andrea stated that the team structure of the middle school has helped his son grow.

Ms. Briggs Badger shared information with the Board regarding positive test scores at Dover Middle School. Scores have grown higher than any community in the state over a 4-year period. This will be discussed more at the February 13 School Board meeting. Ms.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

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Briggs Badger attributes this growth to Dover Growing Readers, Next Steps Learning, Corrective Reading, NECAP Prep work and commitment of the teachers.

Mrs. Grady stated that she would like to see a goal set of trying to get older learners to increase their scores also. Test scores of students in grades 8-11 are much lower. Ms. Briggs Badger stated that this is most likely to the disengagement of students in the higher grades. They are not motivated or as competitive as the younger students. There is also a mix of students from Nottingham and Barrington who have not come up through the Dover School System.

Mr. D'Andrea asked what the correlation between the NECAP tests and the SAT/ACT tests since the students care about those tests.

Mr. Tirone commented that many students who would have normally taken the SAT/ACT tests have moved to other schools. He added that this is the second year in a row that a Dover student has been accepted to Harvard.

Mr. Tirone distributed a handout showing comparisons between communities with tax caps. It highlighted the dropout rates, graduation rates, and percentage of graduates attending college. In terms of tax cap communities, Dover is in the upper 3rd.

Mr. Tirone added that as students start to look at choices for other schools, Dover becomes less competitive.

Mr. Tirone finished reviewing the chart he had distributed about the vision of the high school and said that there could end of being several schools within a school, such as the CTC does now. There will be a need to have certain teachers doing different types of teaching making different salaries depending on the job that they are doing. This would be a flexible schedule and could provide large savings.

Dr. Butler noted that some colleges and universities such as MIT, are offering all online classes at no charge. This would not include credits, but would provide learning opportunities.

Mrs. Grady asked how evaluations would take place with these different types of teaching. Mr. Tirone responded that they would occur in pretty much the same way.

Ms. Briggs Badger continued the conversation stating that the district is trying to think outside the box. This financial crisis could help the district to streamline. The district needs to take this opportunity to do something positive.

Mrs. Grady commented that some colleges are complaining because they have to hire additional professors just to teach their students to read and write.

Mr. D'Andrea responded that they are just looking at a future vision.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #3
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Meeting Time:	6:00 P.M.

Dr. Butler asked what the students in Dover must pay for college credits that they are receiving now. Mr. Tirone responded that the students are paying a much reduced rate of \$75 for a 3 credit SNHU class. This represents a savings of 90%. It could cost a student as little as \$2100 for the first two years of college.

Dr. Butler asked if Dover could get a kickback for bringing students to SNHU. He realizes this may not be possible, but is just looking for ideas.

Mr. Tirone felt that the best way for Dover to increase revenue would be to attract Barrington and Nottingham back to Dover.

Mrs. Grady recalls that schools within schools were done more in the 1970's and will research to see if they were more successful.

Ms. Baker commented that at that time, there wasn't the technology that is available now.

Mrs. Grady asked if there had been a follow up done for students that graduate from Dover High School and drop out of college during their freshman year.

Mr. D'Andrea suggested that they could drop out for several reasons.

Mr. D'Andrea started the process of defining goals as he listed them on a chart. Goals are in bulleted areas.

- Engage Barrington, Nottingham, and possibly Rollinsford in discussions.

Ms. Baker thought that distributing a survey for feedback from parents of students in those communities may be helpful. Mrs. Grady requested adding Dover to the list of survey respondents. Ms. Briggs Badger stated that the Perceptions Survey is completed in the spring by Dover parents and can be amended to include new questions.

Dr. Butler referenced the website schooldigger.com as a resource for looking at school rankings. They rank based on NECAP scores. He also referenced greatschools.org as another resource. These websites compare rankings for area schools in different grades.

Dr. Appel asked how much of a difference would demographics make.

Dr. Butler responded that he agreed that was a good question, but if a person has a good brain, they can learn no matter how poor.

- Look at feasibility of bringing grade 5 back to elementary schools. Restructure to include only grades 6-8 in middle school

The capacity of the buildings would need to be researched. A committee was established and provided a report. This will need to be reviewed to determine a timeline.



**DOVER SCHOOL
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DOVER SCHOOL BOARD – MINUTES

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- Measurable data on reading, writing, and mathematics within the schools. Evaluation of curriculum to determine if the money spent was worth it.
- Public speaking added to curriculum. This is a skill that is needed by everyone no matter what their vocation.
- "Try to allow young children to be children again"-integrate physical activity into learning. New type of active curriculum, more playtime, wellness

Dr. Butler referenced an article by Kristen Copeland in the Journal of Pediatrics who wrote a report on the problems of lack of exercise for very young children. The report stated that young children are at their desks 97% of the time. This goes against evolution and human nature.

- Find a way to evaluate teachers in an objective way/Merit pay instituted

Dr. Butler would like to see a test at the beginning of the year and a test at the end to show progress of the students. Ms. Briggs Badger commented that there are ways to evaluate students at the beginning and the end of the year.

Mrs. Grady discussed the current evaluation system and noted language in the current contract that says, "when a supervisor enters the classroom of a teacher engaged in teaching, the teacher shall assume that the supervisor is there for the purpose of evaluation" which was just added.

- Evaluate all 3rd grade students in reading and math. If they are not at grade level, they will receive individualized instruction for needed skills only

Mrs. Grady stated that if this was done, there wouldn't be as many problems in 9th grade Ms. Baker asked if RTI (Response to Intervention) was used on a daily basis for this purpose. Mrs. Grady responded that she would also like a pre and post test.

Ms. Briggs Badger discussed a similar program called "must knows" that occurs even before 3rd grade. Students are tested until they know the skill. Mrs. Grady preferred this program starting until grade 3 since this is when many students mature. She thinks that most students in this program will have caught up by 5th grade.

Dr. Appel asked how many students can be handled in one class. Mrs. Grady thought that 25 or 30 could be managed.

Mrs. Grady stated that there is a possibility that she will put \$3,000 of donated funds for audio equipment since she feels the money could be well spent in this area. Younger



**DOVER SCHOOL
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students ears don't develop and they are not hearing as well as they could be. This is causing some younger students to fail.

At this point, the School Board reviewed the goals listed and made recommendations on how to implement them.

- Meeting with Nottingham and Barrington—Rocky recommended meeting at least 2 times per year
- Possible restructuring of elementary and middle schools—create a committee to research. Mr. D'Andrea thought that Ms. Russell would like to be on the research committee. Mrs. Grady commented that it needs to be a variety of people from the community. Ms. Briggs Badger had chaired the last restructuring committee and at that time, parents did not want to get away from neighborhood schools. Ms. Baker suggested trying to sell the idea fiscally with an emphasis on using our resources. There should be a report by November. Dr. Butler asked how much money restructuring would save. Ms. Briggs Badger stated that it would not necessarily save money, but would save on Title I services, professional development and other related costs. Dr. Appel commented that restructuring may help to even out classes. Ms. Baker added that it may be a way to have consistent class size also. It might be easier to cut classes with a different structure. Mrs. Grady felt that restructuring may help to limit constant redistricting and all schools would be viewed on the same level.
- Measuring data on reading, writing and mathematics—NH State Assessment will be the tool used for measurability. Ms. Briggs Badger stated that the state is looking toward a growth model and the district should probably do the same. Mr. Tirone recommended that the Board might want to target cohort groups. He also noted that there will be significant changes in core standards over the next few years. The intent of the district is to go to competency based K-12. Ms. Briggs Badger stated that it takes time, vigilance, professional development and holding teachers accountable to see a change. She recommended increasing the number of students gaining proficiency by 5%. Another recommendation would be to increase the district schooldigger.com rating from 87 to 100 out of 142.
- Public Speaking—Ms. Briggs Badger recommended starting the implementation of public speaking in the fall of 2012. It can begin with grade 6 the first year, and add grade 7 the next year, and 6, 7, and 8 in the following year. The public speaking should be tied to reading and writing curriculum and there can be an honor associated with it at the end of the year. Mr. Tirone will research the process of implementation. Mrs. Grady also recommended adding a course in life skills at the high school. Ms. Briggs Badger stated that there is a consumer math course at Dover High School.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

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- Integration of Physical Activity into Curriculum—Dr. Butler would like to focus on younger students such as kindergarten. For example, hopscotch could be integrated with math. Dr. Butler noted that he will be in favor of reducing full day kindergarten to half day. He would also be in favor of eliminating high school bussing.
- Vehicle to Rate/Evaluate Teachers—Mrs. Baker suggested forming a committee. Ms. Briggs Badger responded that the state has a teacher effectiveness task force with a report on this subject and should be mandated by summer. Mr. Tirone commented that there could be many negatives such as teachers who may not want to have certain difficult students. A skills test was recommended to measure growth of students. Mr. Tirone also stated that requirements for teacher license renewal would be changing to show effectiveness. A master plan will be developed that will correspond with a new evaluation program.
- Evaluate all 3rd Grade Students—This will be known by seeing results. It will be measurable if the program is in place. Achieve success for all students who failed up to that point.

Mr. D'Andrea recommended voting in 3 goals. Ms. Briggs Badger added that they could phase them in so that they do not become overwhelmed

- Research why there is a drop in testing scores in math and reading in grades 8-11

Mr. D'Andrea suggested prioritizing the goals. His top choice would be meeting with Barrington and Nottingham since revenue is involved. Mrs. Grady stated that many of the goals would be implemented by the administrators and that she agreed that one of the highest priorities was to sell our school district by meeting with Nottingham and Barrington. Mr. D'Andrea stated that the deepest goal for him was the evaluation of 3rd grade students.

Ms. Briggs Badger commented that most of the goals listed aligned well with her goals.

Mr. Tirone added that an exemplary RTI program could start at 3rd grade which may help to satisfy that goal.

Mr. D'Andrea suggested writing the goals and vote on them at the February 13th School Board meeting when all members are present.

Ms. Briggs Badger will also align them with the District Action Plan. These will be 2-year goals.

Mrs. Grady read a list of City Councilor Mike Crago's goals and for the most part, align with the goals of Ms. Briggs Badger.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #3
Meeting Location:	McConnell Center, Superintendent's Conference Room
Meeting Date:	Thursday, January 31, 2012
Meeting Time:	6:00 P.M.

Rocky D'Andrea moved, Kathy Baker seconded a motion to table the vote until February 13 School Board meeting. An oral **VOTE PASSED 5/0**.

- E. ADJOURNMENT:** Kathy Baker moved, Doris Grady seconded a motion to adjourn the Special Session at 8:08 P.M. An oral **VOTE PASSED 5/0**.

Respectfully submitted,
Rocky D'Andrea, Chairperson
RD/ral

DRAFT

*E. CONSENT AGENDA
4. SHEET 1*

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

TO: DOVER SCHOOL BOARD

DATE: February 13, 2012

MEMORANDUM: Nomination and Election of Staff

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the following funded positions for the 2011-2012 school year.

NAME	POSITION	SCHOOL	REPLACING	HOURS	SALARY
Avellino, Frank	Firefighter Academy	CTC	N/A	Variable	23.50/hr
Carroll, Melanie	Substitute Food Service Worker	DW	N/A	N/A	9.62/hr
Comeau, Craig	Firefighter Academy	CTC	N/A	Variable	23.50/hr
Croteau, Craig	Firefighter Academy	CTC	N/A	Variable	23.50/hr
Haas, Paul	Firefighter Academy	CTC	N/A	Variable	23.50/hr
Hagman, Eric	Firefighter Academy	CTC	N/A	Variable	23.50/hr
Hoffman, Joshua	Firefighter Academy	CTC	N/A	Variable	23.50/hr
Kennard, Michael	Firefighter Academy	CTC	N/A	Variable	23.50/hr
McShane, Michael	Firefighter Academy	CTC	N/A	Variable	23.50/hr
Michaud, Matthew	Firefighter Academy	CTC	N/A	Variable	23.50/hr
Nicholson, Brian	Firefighter Academy	CTC	N/A	Variable	23.50/hr
Rutherford, Mark	Firefighter Academy	CTC	N/A	Variable	23.50/hr

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

TO: **DOVER SCHOOL BOARD**

DATE: February 13, 2012

MEMORANDUM Nomination and Election of Staff

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 2011-2012 school year.

STAFF	ACTIVITY/POSITION	SALARY
Brown, Greg	50% Intramurals	\$458.00
Romps, Mike	50% Intramurals	\$458.00

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

TO: **DOVER SCHOOL BOARD**

DATE: February 13, 2012

MEMORANDUM: Nomination and Election of Teachers.

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 2011-2012 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY
McQuade, Erin	Business Teacher	Dover High School	Kirsten Keach	\$19,245.37 (prorated on the basis of \$33,407)



DOVER HIGH SCHOOL
AND
REGIONAL CAREER TECHNICAL CENTER



CHRISTINE BOSTON
Principal
c.boston@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/Index.shtml

JIM AMARA
Director of Career Technical Education
j.amara@dover.k12.nh.us

JON ALTBERGS
Dean of Instruction
j.altbergs@dover.k12.nh.us

MICHAEL PEREZ
Dean of Students
m.perez@dover.k12.nh.us

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

Dover School District
61 Locust Street, Suite 4
Dover, NH 03820
Attn: Superintendent Jean Briggs-Badger

January 30, 2012

Dear Ms. Briggs-Badger

I am writing to endorse the proposed DHS Journalism/Inkspot trip to the Columbia Scholastic Press Association Conference at Columbia University from March 13th to March 18th.

This trip will provide students with the opportunity to visit a prestigious university in a metropolitan area and will inspire young writers while bolstering their college applications. Students selected to attend have shown an ability to work independently, and demonstrate an aptitude and passion for learning. Further, these students are committed to continuing their education in writing, publication, photography and related fields.

In short, this is a rich and rewarding experience for all who attend. We are very pleased to be able to offer a trip of this caliber to our students. If you have any further questions, please feel free to contact me at your convenience.

Best Regards,

Christine Boston
Principal DHS

DOVER HIGH SCHOOL
AND
REGIONAL CAREER TECHNICAL CENTER

FIELD TRIP REQUEST

Two copies of 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 in Charge: Audrey McBride + Lesley Hocking

Destination of Field Trip: Columbia Scholastic Press Association, Columbia University

Date: 3/13-3/16 Time of Departure: 9:20 am Time of Return: 7:45 pm
New York, New York

C.A. Approval: [Signature] Number of Students: 5-6 students Cost Per Student: \$119 - Convention
450 - Room/Bus/Food/
Subway

Number of Adults Going: 2 Method of Transportation: Greyhound Bus + Subway

List All Chaperones: Lesley Hocking + Audrey McBride

Are all phases of the trip handicap accessible? No

Non-participating Teachers to be Notified Two Weeks Prior to the Trip: yes

Have provisions been made for students NOT going on the trip that are the responsibility of the teacher(s) attending? yes

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

What is the educational purpose of the field trip?

Students will learn about the news industry, publishing, photojournalism, creative writing, design, business, and more. Students will attend lectures given by professors, people in the industry, and other well known professionals.

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

Prep Questions, Goals, Look at courses.

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

Changes/Improvements to The Tide and Literary Magazine

Approval of Appropriate Administrator (Principal, Dean, CA, CTC Director): [Signature]

Signature: Teacher Requesting the Trip: Audrey McBride + Lesley Hocking

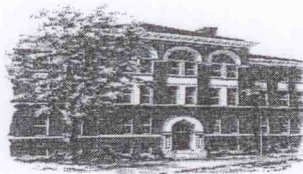
PRINCIPAL'S OFFICE

Trip Approved

Trip Disapproved

Reason: _____

Signature: Chone Boston Date: 1/31/12



THE DOVER PUBLIC SCHOOLS
Professional Day Request

Date: 1/11/2012

Print Name: Lesley Hecking

School: DHS DMS GES HSS WPS

Position: Teacher (Includes Nurses, counselors, librarians and all other positions covered under the Dover Teachers' Union Contract)
 Administrator Para Admin Asst/Secretary Non-Union Other: _____

Date(s) Requested _____ Name of Workshop / Conference and Location: _____ **

3/13 - 3/16	Columbia Scholastic Press Association, Columbia University, New York, NY

**If the workshop/conference is OVERNIGHT or OUT-OF-STATE, a cover memo citing goal alignment, name(s) of individuals participating, date(s), location, and cost must be prepared by your administrator and submitted with your professional development day request.

Is this a District Directed Professional Development Request? (2 per year authorized by School Board Policy GCI) Yes No

For Contractual Professional Development Request (3 days per year by DTU negotiated contract) complete the following:

This activity supports my professional development goal of developing the Literacy Magazine/Program and by promoting literacy.

will will not require a substitute. Cost to District (not including cost of substitute) \$ 119.00

Funded by: School's Professional Development Funds District Federal Vocational Other

If there is a cost to District, submit a copy of your requisition with your leave request.

Approved by:
Marcia Gordon
Immediate Supervisor

January 11, 2012
Date

Oliver Boston
Principal

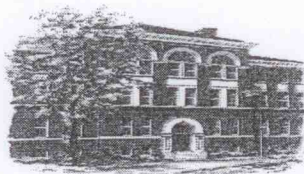
1/31/12
Date

Superintendent _____ Date _____

Send to Vicki Cote to review for completeness and Principal's approval.

Vicki will forward to SAU Office (Superintendent's Admin. Assistant) for the Superintendent's approval.

For office use only	
Date Received:	_____
# of District Prof. Days Used:	_____
# of Contractual Prof. Days Used:	_____
Remaining District Prof. Days:	_____
Remaining Contractual Prof. Days:	_____



THE DOVER PUBLIC SCHOOLS
Professional Day Request

Date: 1/11/12

Print Name: Audrey McBride

School: DHS DMS GES HSS WPS

Position: Teacher (Includes Nurses, counselors, librarians and all other positions covered under the Dover Teachers' Union Contract)
 Administrator Para Admin Asst/Secretary Non-Union Other: _____

Date(s) Requested _____ Name of Workshop / Conference and Location: _____ **

<u>3/13-3/16</u>	<u>Columbia Scholastic Press Association, Columbia University, New York, NY</u>

**If the workshop/conference is OVERNIGHT or OUT-OF-STATE, a cover memo citing goal alignment, name(s) of individuals participating, date(s), location, and cost must be prepared by your administrator and submitted with your professional development day request.

Is this a District Directed Professional Development Request? (2 per year authorized by School Board Policy GCI) Yes No

For Contractual Professional Development Request (3 days per year by DTU negotiated contract) complete the following:
This activity supports my professional development goal of developing the Journalism Department/Program and by promoting literacy

I will will not require a substitute. Cost to District (not including cost of substitute) \$ 119.00

Funded by: School's Professional Development Funds District Federal Vocational Other

If there is a cost to District, submit a copy of your requisition with your leave request.

Approved by:
Marcia Goodnow
Immediate Supervisor

January 11, 2012
Date

Chloe Bosh
Principal

1/31/12
Date

Superintendent _____

Date _____

For office use only

Date Received: _____

of District Prof. Days Used: _____

of Contractual Prof. Days Used: _____

Remaining District Prof. Days: _____

Remaining Contractual Prof. Days: _____

Send to Vicki Cote to review for completeness and Principal's approval.

Vicki will forward to SAU Office (Superintendent's Admin. Assistant) for the Superintendent's approval.

Columbia Scholastic Press Association 88th Annual Convention
Columbia University
New York, New York
Dover High School Journalism and Literary Magazine Students
2011-2012
March 13-16, 2011
Teachers/Chaperones: Audrey McBride and Lesley Hocking
Cell: 860-985-8487 (Audrey) and 603-978-7503 (Lesley)

Transportation: Greyhound Bus and NYC Subway System

Hotel: To Be Determined ASAP (depends on final number of students and availability at time of booking). The hotel will be clean, safe, and in Manhattan. For the past two years we have stayed at The Excelsior on the Upper West Side near Central Park.

Itinerary:**

Tuesday March 13—

9:20 am – Meet at The Hilton Garden Inn, Downtown Portsmouth, Hanover Street. Across from Parking Garage. (Students provide own transportation to downtown Portsmouth). We will check bags/purses when parents/rides drop off.

10:00 am – Greyhound Bus to NYC

4:30 pm – Arrival at Port Authority, New York, New York

5:00 pm – Check in to hotel

6:30 pm – Dinner at John's Pizzeria, 260 West 44th Street

7:30-10:00 pm – Explore Times Square

10:30 pm – Return to Hotel, Bed, Doors Taped

Wednesday March 14--

7:45 am: Leave Hotel for Convention (grab breakfast on the way)

8:45 – 10:00 am – Registration/Course selection at Columbia

10:00 am – 3:30 pm – CSPA Convention (leave by subway)

4:30/5ish – Hopefully a tour of CNN (Time Warner Building) with Julian Cummings (Mrs. McBride's cousin)

6:00 pm – Whole Foods for Dinner or area close to Time Warner Building

Night Activities: Sight See Fifth Ave, Broadway Play (?), Ground Zero, NYU Campus area

10:30 – Bed, Doors Taped

Thursday March 15 --

7:45 am -- Leave Hotel for Convention (grab breakfast on the way)

8:30 – 3:30pm – CSPA Convention (leave by taking Subway)

4:30 – 9:30 – Dinner, Museum (?), Sight seeing, Central Park, Dinner in the area

9:30 - 10:00 pm – Bed, Doors Taped

Friday March 18 --

7:45 am – leave Hotel for Convention (grab breakfast on the way)

8:30 – 10:30 am: CSPA Convention (leave early and take Subway back to hotel to gather belongings)

11:30 am – Depart Hotel for Port Authority (lunch near by – Times Square)

1pm – Greyhound Bus back to Portsmouth, NH

7:45pm – Arrive in Portsmouth, NH (Hilton Garden Inn, Hanover Street, Downtown Portsmouth – last year we were able to take the C&J back when we stopped to transfer in Boston. It dropped us off at Pease and if we have the opportunity to do it again we will. We will keep parents informed if there is a change in pick up location).

PLEASE PICK UP YOUR CHILD BY 8 PM!!!!!!

What to bring:

- Phone Charger
- Phone
- iPod/Music for bus
- Running Sneakers and jogging gear (in the past we've gone for a run in Central Park). Plus we do lots of walking.
- Camera/Camera charger
- School Work for the bus
- Notepad/Pens
- Small backpack/large purse to carry items to and from convention
- Snacks
- Nice clothes for the convention (students will not be allowed to wear sweat shirts and ripped clothing). They can wear nice jeans and clean shirts.
- Food \$ (Approx. 75-85 for food)
- Subway Money (Approx. \$35). You will get a Metro Card for the time in NYC
- Spending Money

We've seen a Broadway show in the past and with everyone's approval we would like to include this into the trip. It is a great experience and truly a cultural part of NYC. Please stay tuned for cost/availability.

Please bring TWO copies of your insurance card (one copy for the student to hold on to and one for us).

Bring DHS student ID, Photo ID, License (if you have one)

Your suitcase should be a small carry one – one with wheels. We have to do lots of walking.

The student will be responsible for all make-up school work.

Make sure your child has all emergency numbers. I will have the paperwork that you filled out with me at all times.

Make sure your child has a cell phone and a cell charger. Students will choose their lectures and disperse around the Columbia Campus. They contact us once they arrive at their lecture hall through a text message or phone call. Students typically attend lectures by themselves on the Columbia Campus. It is a secure campus and everyone has a convention ID tag.

If a student damages a room or orders room service at the hotel he/she will be responsible for the additional charges.

ELIGIBILITY: Students must demonstrate a strong sense of responsibility, trust, maturity, and desire to attend the convention. Students who misbehave, break rules, or lose the chaperones trust at any point in time will be asked to leave.

~Students had to complete an application form for this trip. See application.

** The itinerary is subject to change from the hours of 3:30 to 10:00 pm based on location, weather, mood, etc.

The cost of the convention is \$119 and is non-refundable. *Please make checks out to Columbia Scholastic Press Association.* This portion will be due by 2/15/2012.

I will be booking the hotel once I receive confirmation (signed permission slips and money for the convention). The cost of the hotel varies depending on the number of students attending. The chaperones bus and hotel costs will be divided among the number of students attending. The cost of the hotel, bus, subway, and food is approximately \$450-650 depending on the hotel and number of students attending. NOTE: **Riverbend Sub fundraiser and Raider Laser fundraiser will be applied to cost of hotel/bus/subway/food. This will alter final cost to students.**

Teacher Signature

**Columbia Scholastic Press Association 88th Annual Convention
Columbia University
New York, New York
Dover High School Journalism and Literary Magazine Students
2011-2012
March 13-16, 2011
Teachers/Chaperones: Audrey McBride and Lesley Hocking**

_____ (student name) is responsible for all required makeup work.

Block 1 --- Class _____	Teacher Signature: _____
Block 2 --- Class _____	Teacher Signature: _____
Block 3 --- Class _____	Teacher Signature: _____
Block 4 --- Class _____	Teacher Signature: _____

McBride/Hocking

Columbia Scholastic Press Association Field Trip

(March 13 - 16, 2012)

Journalism and Inkspot are proud to announce the dates for the fourth annual field trip to the Columbia Scholastic Press Association's annual conference at New York's prestigious Columbia University. Traditionally, this trip has inspired students with an interest in journalism, photography, design, or related fields, many of whom decided to pursue their interests in college. Participation in the conference can be a great way to improve a young writer's skills, from fiction to poetry to journalism, and it will bolster a college application to show that extra initiative.

A detailed itinerary is forthcoming, but the timeline of the trip will span from Tuesday, March 13th (leaving from Portsmouth at 10:00 AM) to Friday March 18th (returning to the Dover bus station in the early evening). This year, we hope to include exposure not only to the CNN headquarters in New York, but also a walkthrough of the New York Times and the experience of a Broadway play, not to mention typical New York landmarks such as Times Square, 5th Avenue, and Central Park.

All students interested in journalism and Inkspot are encouraged to participate in fundraising to help defray the costs. As a group, we will determine whether this includes a Dover High Dining night, a raffle, a portrait day, or some combination. Student suggestions are welcome.

To reserve a spot on this year's field trip, students will be required to submit the following:

- Completed questionnaire and application for the conference.
- A letter of intent, in two typed pages or fewer, detailing the student's desire to participate, his or her credentials, and key goals the student wants to devote his attention to at the conference.
- Signed confirmation from each of the student's current teachers affirming the candidates readiness.
- The above materials should be submitted in one stapled packet to either Mrs. McBride or Mrs. Hocking no later than January 20, 2012. Early submission is encouraged, but final decisions will not be made until then.

Payment will be expected only after confirmation of attendance. A deposit will be due in late January. Costs will be dependent on the number of students, the success of fundraising, and the details of the itinerary.

Mrs. McBride and Mrs. Hocking are excited about this rewarding opportunity, and we look forward to facilitating this year's trip.

Columbia Scholastic Press Association

COLUMBIA SCHOLASTIC PRESS ASSOCIATION

[Skip to navigation](#)

Conventions and Workshops

Spring Convention Introduction

EARLY REGISTRATION DEADLINE postmark deadline is **February 13, 2012.**

The CSPA invites high school students and faculty advisers to attend and participate in **CSPA's 88th annual Spring Scholastic Convention**. This national gathering of student editors and faculty advisers to newspapers, yearbooks, magazines, video productions, and online media will be held at Columbia University from Wednesday, March 14 through Friday, March 16, 2012.

Delegates can choose from 350 or more sessions organized in seven sequences: newspaper, yearbook, magazine, online media, video/broadcasting, law and ethics and advisers. All seven sequences will run simultaneously throughout the three days of the Convention.

Throughout the Convention, our hourly schedule boasts a variety of special events, including Advisers Luncheons on Thursday and Friday. In addition, the Columbia Scholastic Press Advisers Association (CSPAA) will meet on Friday.

The winners of the Crown Awards for top publications will be presented at the Awards Convocation on Friday afternoon.

More than 500 newspapers, magazines and yearbooks that entered the CSPA's 2011 competitions will be displayed at the 88th Scholastic Convention. The display will include recent high scoring publications. Delegates will be able to browse these displays on Wednesday and Thursday.

Deadline for early registration is February 13, 2012 at a fee of **\$105** per person. To qualify for the early registration fee, your registration form and all fees paid in full must be postmarked by February 13, 2012.

For all registrations postmarked after February 13th or made on-site at the Convention, the registration fee is \$119 per person.

No purchase orders will be accepted for early registration fees. All purchase orders will be billed the late

More Information

- [Spring Convention Highlights](#)
- [Spring Convention Hotels](#)
- [Spring Convention Registration](#)
- [Spring Convention Program](#)
- [Spring Convention Awards Presentations](#)
- [Where to go while in the Big Apple](#)
- [About Columbia University](#)
- [Travel to Columbia University & New York City](#)
- [Organizing a group to travel to the convention](#)

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- [Contests and Critiques](#)
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 - [Overview](#)
 - [Fall Conference](#)
 - [Summer Journalism Workshop](#)
 - [Spring Convention](#)
- [Join CSPA](#)
- [Student Press Review](#)
- [Books](#)
- [About Us](#)
- [CSP Advisers Association](#)

[Site Map](#)

CSPA

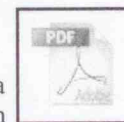
Columbia University
Mail Code 5711
New York, NY 10027-6902

Phone: (212) 854-9400
Fax: (212) 854-9401

cspa@columbia.edu



Quick Downloads



Download the Registration Form by clicking the PDF icon.





CSPA is affiliated with the Graduate School of Journalism at Columbia University in the City of New York.

fee of \$119 per person.

Limited seating is available for the FREE Advisers Luncheons on Thursday and Friday. While these Advisers Luncheons are **free to attend, each person must reserve their seat in advance.** We can only accommodate **the first 140 people** who reserve **for each luncheon.** Please reserve your luncheon seat **only if you are sure you will be able to attend.**

For additional delegates, use the Additional Delegates form.



Click this icon to download the free Adobe Acrobat Reader software.

If students or advisers wish to register additional persons as part of an existing school delegation, they may do so after February 13th at the late fee.

You do not have to be a CSPA member to attend our events.

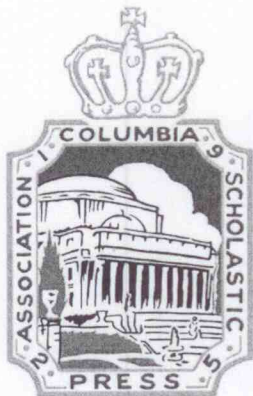
- [Skip to navigation](#)
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CSPA is an international student press association, founded in 1925, whose goal is to unite student journalists and faculty advisers at schools and colleges through educational conferences, idea exchanges, textbooks, critiques and award programs.

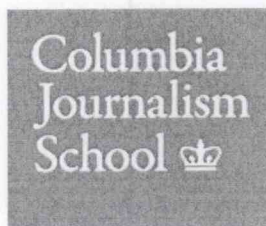


CSPA 87th Annual Scholastic Convention

March 16-18, 2011
at Columbia University
in New York City



CSPA
Columbia University
Mail Code 5711
New York, NY 10027
Tel. 212.854.9400
Fax. 212.854.9401
cspa@columbia.edu
<http://cspa.columbia.edu>



Columbia Scholastic Press Association is an academic center associated with the Graduate School of Journalism at Columbia University in the City of New York

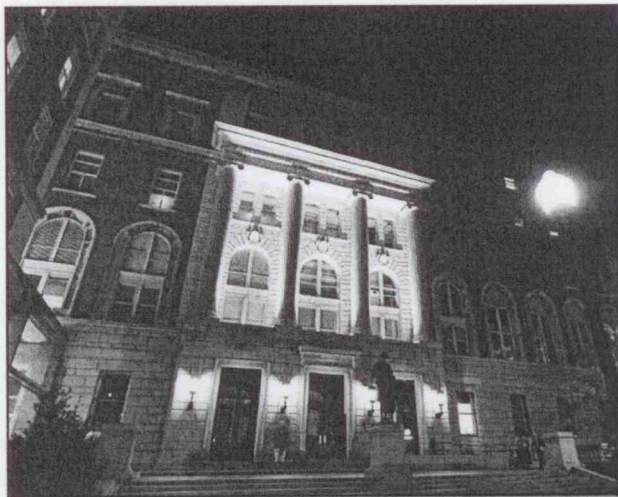
On the Cover—

Top: Alma Mater in front of Low Memorial Library was sculpted by Daniel Chester French. Bottom: View of College Walk and Columbia's south campus.
Photos by Rebecca Castillo

Welcome to New York City and to Columbia University!

For the 87th time, the Columbia Scholastic Press Association welcomes student journalists and their faculty advisers to Columbia's historic campus in the Morningside Heights section of New York City.

As delegates to this national convention, you seek both knowledge and the fellowship of your peers. This three-day program offers 330 distinctive sessions exploring the purposes, techniques and values imparted by the journalistic experience. Sessions are available for those interested in work with newspapers, yearbooks, magazines, broadcast and digital media. Some of you have received instruction in journalism classes offered at your schools. Others take up the craft of journalism without any training. Whether you approach the excitement of reporting and presenting the news with or without prior, formal instruction, Columbia offers many sessions to help you to better practice journalism.



The Graduate School of Journalism will begin celebrating its centennial in 2012.
photo/Rebecca Castillo

For these reasons, this convention was designed with you in mind. As do your colleagues in the professional media, student journalists should take clear responsibility for how and why you communicate with your readers or viewers. We hope you will learn not only from the speakers and the sessions they will present, but also from one another. Please use this opportunity to learn about journalism through knowledgeable speakers, good fellowship and the exciting atmosphere of the Big Apple.



Follow CSPA [[@cspa](#)] on Twitter for convention updates!



Friend CSPA on Facebook [www.facebook.com/cspa.nyc]

Who's Who at the Convention

continues on page 20

Mary Collie advises The Voice newspaper at Marin Academy in San Rafael, CA. Her career as a journalist began as an undergraduate, but when she had to choose between the Associated Press and the Advanced Placement, she chose the latter AP. It is at Marin Academy that her passions for both English and journalism have come into sharper focus. She enjoys both the writing and design sides of advising and is always looking for ways to streamline the production cycle while still maintaining a high level of excellence. The Voice has achieved First Class ranking with two marks of distinctions from the NSPA and a Gold Medal ranking from the CSPA. For the last two years, The Voice's designers have been finalists in JEA's Design of the Year competitions.

Michael Comos has been advising yearbooks and newspapers for 17 years. He currently advises the Hilltopper yearbook and Pawprints newspaper, plus teaches English classes at Clarkston High School in Clarkston, MI. His yearbooks have won top honors from CSPA, NSPA and the Michigan Interscholastic Press Association.

Joan Connell is associate director of the Dart Center for Journalism and Trauma at Columbia University's Graduate School of Journalism. An award-winning journalist with a longstanding interest in ethics, moral issues and digital media, she has worked as online editor at The Nation magazine, executive producer at MSNBC and senior editor at MSN; editor of Religion News Service; national correspondent for Newhouse News Service and religion & ethics editor at the San Jose Mercury News.

Judi Coolidge retired after 35 years at Bay H.S. in Ohio and now works in education and marketing for Balfour Yearbooks. The books she advised won NSPA Pacemakers, CSPA Trendsetter and Crowns and a Publisher's Industry Award. Coolidge received NSPA's Pioneer Award, CSPA's Gold Key and JEA National Yearbook Adviser of the Year. She was inducted into the Great Lakes Interscholastic Press Hall of Fame and the Scholastic Journalism Hall of Fame.

Rosalie Cooper advised the Challenger yearbook for over 15 years at Elizabeth Blackwell Middle School 210 Queens in Ozone Park, NY. The yearbook was a CSPA Gold Medalist with All-Columbia honors. She received the CSPA gold Key in 2007. Cooper continues to critique yearbooks and

magazines for CSPA and NSPA. Currently she is teaching computer technology where her students won first place for the last three years in the Digital Art Interfaith contest, second place as well as Honorable Mention in the Digital Media Contest sponsored by Thinkquest NYC, and semi finalist in the Math, Science and Technology regional competition.

Marge Craig advises the H2N newsmagazine staff at Hayfield Secondary School in Alexandria, VA. She is a CSPA Gold Key recipient, a former DJNF Special Recognition adviser, and a former FL Journalism Teacher of the Year in 1993. She has been advising publications for 22 years and her staffs have earned 4 Crowns over the years.

Karen P. Crowley has been an art and photography teacher and literary-art magazine adviser at Oyster Bay High School for twenty years. Numerous past student editors have continued their educations in the field of visual arts and have become professional photographers and illustrators.

John Cutsinger, Jostens Creative Account Manager, is a Dow Jones Newspaper Fund National Journalism Teacher of the Year, Columbia Scholastic Press Association Gold Key recipient, National Scholastic Press Association Pioneer, Southern Interscholastic Press Association Distinguished Adviser and Journalism Education Association Medal of Merit and Friend of Scholastic Journalism award winner. His contributions to scholastic journalism over the past 35 years have included advising state and national award winning yearbooks, newspapers and magazines; authoring yearbook curriculum and countless journal articles; teaching speaking at conferences and conventions across the nation; and sharing ideas with thousands of advisers and staffs. Jostens recognized John as one of its prestigious Legend Award winners.

Alena Cybart-Persenaire teaches English and journalism at Kennedy High School in Waterbury, CT, where she chairs the English department plus advises The Eagle Flyer newspaper, winner of 40 journalism awards including the 2010 Margaret M. General grant and two 2010 New England Scholastic Press Association awards. A former staff writer for the Bristol Press, Hartford Courant and Columbia Spectator, she was named the University of Connecticut's 2006 Graduate of the Last Decade. She was editor in chief of UConn's The Daily

Campus, winning 1996 second place U.S. Newspaper of the Year from Associated Collegiate Press. She last appeared on stage Fall 2010 in "Dirty Rotten Scoundrels" at the Thomaston Opera House in Connecticut.

D

Scott Dalton advises The Heart Beat, the student newspaper at Sacred Heart High School in Kingston, MA. He also serves as adviser to the school's yearbook and literary magazine. He has worked in journalism for 15 years as a reporter, editor, and ombudsman. In addition to teaching, he does marketing and public relations work, writes editorials for the Cape Cod Times, and serves on the board of the New England Scholastic Press Association.

Kathy Daly teaches at workshops and conventions around the country. She also consults with Herff Jones Yearbooks and works as a photographer in the Denver area. While an adviser, her yearbooks at Overland High School won CSPA Gold and Silver Crowns and NSPA Pacemakers. She has received a CSPA Gold Key and NSPA Pioneer Award. In 1998 she was selected JEA's Yearbook Adviser of the year. She received the JEA Medal of Merit in 2000 and its Lifetime Achievement Award in 2007.

Christopher Daren advises The Winged Post, the student newspaper, TALON the yearbook and the 2010 CSPA Gold Crown awarded web site TALONWP.com for The Harker School in San Jose, CA. He has advised the yearbook since the inception of the high school 13 years ago and was asked to revitalize the paper eight years ago. The Winged Post has received the NSPA Pacemaker and received the CSPA Silver Crown in 2010. The TALON has received numerous CSPA Gold Medalist awards over the past 11 years. The CSPA honored him with its Gold Key in 2009.



Students who attend the CSPA Summer Journalism Workshop make presentations to fellow classmates to get feedback. photo/CSPA Archives

11:00 a.m.-11:45 a.m.

Wednesday, March 16, 2011

ADVISERS

Build a Legacy: Pride and Literacy

Alena Cybart-Persenaire

Whether you run a club or class (or just need fresh ideas), get strategies to instill student pride in their newspaper while enhancing literacy skills plus promoting community awareness.

Moving from Club to Classroom: Creating Curriculum for Teaching Literary Magazine

Gail E. Snyder

Join this overview of creating a working and creative curriculum to teach Literary Magazine in the classroom.

Things No One told Me About Teaching and Advising

Ann Weinblatt

Get resources, rubrics and lessons plus practical advice for teaching journalism and advising the newspaper.

ALL PUBLICATIONS

Suicide is More than a Human Tragedy: It can also be Contagious

Joan Connell

Sensational news coverage can inspire vulnerable people to similar acts. Join this conversation about best practices for mainstream media in the reporting of suicide, and how they apply to student media when suicides occur. We'll also discuss the role of Twitter and Facebook.

Verifying Information in the Internet Age

Donald Mazzella

Reliance on the Internet should not preclude checking facts directly with news sources, verifying information with third parties and making sure news items are correct. Learning how to do that in this session will help you avoid trouble, embarrassment and the loss of your readers' confidence.

Making the Best First Impression

Marcia Meskiel-Macy

Whether interview is part of an assignment for your publication or broadcast OR as part of your efforts to get a job or an internship, THIS is the one session that will give you the specific tools to STAND OUT in the crowd. This interactive session will move you to the top of the list!

The Power of the Huddle

Alan Murray

Learn principles of leadership, teamwork and ingenuity in managing both web and print publications on a low budget. The session will discuss strategies for communication, organization and the use of low-cost tools to help energize staff, attract an audience, and save money.

Best of the Best Design Trends

Jake Palenske

Design trends that can be used in any publication, print or digital.

Covering the Difficult Story

Claire Regan

Suicide, crime and other challenging topics require sensitivity and courage.

Cool Tips and Tricks in Photoshop

Laura Schaub

There are so many things you can do in Photoshop, learn how to use the fun stuff to create the best images for your publication.

Using Social Media to Report News and Engage Your Readership

Tracy Anne Sena

Facebook, Twitter, YouTube — you and your friends use them all the time, but your publication should also be using multiple forms of social media for providing up-to-date news, growing your readership, engaging your readers and selling more yearbooks — even if your school blocks social media.

Student Swap Shop

Ray Westbrook

Calling all newspaper, yearbook and magazine staffers. Take this chance to network with students from across the country in a discussion about your publications.

DIGITAL MEDIA

Challenges of the Internet

Gary Clites

The 'net, and the way we use it, is changing and journalists need to know where it's headed. Web-based journalism brings up issues of censorship, cost, time management and the developing "cloud." Discuss your online issues with Adviser Update's technology columnist.

It's All About the Visual-Verbal Connection

Bruce Watterson

Capture your reader's attention with the dominant photo and a headline that communicates a visual-verbal connection. Like any marriage, there are some tips for success. Learn techniques used by professionals that use a "wow" factor and get the reader to look at all elements on the page.

DIGITAL MEDIA

Getting Real in Online Publishing

Alan Murray

Learn how to deliver better results in online publishing by developing a focused philosophy, keeping things simple, and spending less time talking about ideas of how to solve problems and more time actually solving them.

LAW & ETHICS

Designating Your Publication as a Public Forum

Frank LoMonte

The courts say the forum status of each individual student publication makes all the difference in your free press rights. Learn how to determine whether your publication qualifies -- you may be surprised at the answer -- and how to work towards a public forum policy that matters.

MAGAZINES

The Zen of Writing Well

Jean Gill

Zen awareness embraces all things just as they are without judgment or clinging or preconception. This session will focus on the nature of this aesthetic and its usefulness to writers. Come prepared to write.

Meter without Stress

Dean Kostos

Learn an understanding of poetic meter. It will enhance your understanding of the craft of poetry, particularly poetry written in the past. It will also be useful to all writers of poetry, even those who prefer free verse.

Expanding Your Literary Magazine

Mark Murray

Explore ways to increase funds and improve content with 101 rapid-fire ideas.

NEWSPAPERS

Why Nobody Reads Your Paper

Robert Greenman

How to make the very next issue of your paper more interesting, relevant, timely, consequential and journalistically impressive than the one you just published.

So You Want to be an Editor

Laura Kuehn

Moving up the editorial food chain isn't always easy. An adviser and three editors from an award-winning paper will share sure-fire ways to rise to the top from reporter to editor, and once at the top, how to stay there while maintaining the integrity of the paper and the respect of the staff.

Designapalooza

Jim McGonnell

You'll get 60 new page designs and story ideas in 45 minutes in a slick and fast-paced PowerPoint presentation. Come ready to go home with some creative ideas and ways to display them.

Using the Web to Draw Attention to Your Publication

Cadence Turner

Learn how to use Twitter and Survey Monkey to broaden the appeal and bring more readers to your newspaper, online and print.

PHOTOGRAPHY

Pictures Reveal the Story

Rosalie Cooper

This session will explain all about how to take good pictures for yearbooks, magazines newspapers. Towards the end of the session Photoshop basics will be presented.

Break it Down!

Mike Simons

Feel like you can't even hope to get the shots you see in other yearbooks, papers, or national publications? From the best sports and action photographs to gorgeous environmental portraits, see them with different eyes. Be ready to ask questions and offer your own insight -- just sittin' is NOT an option!

YEARBOOKS

Singing Lessons

Jeff Moffitt

No, it's not GLEE, but your yearbook needs to speak to the reader with one unified voice, like a well-rehearsed choir. In this session we will talk about finding and developing voice in your publication.

Balfour Exhibitor Session Think Outside the Book

This is not your mama's yearbook. When she needed some information, she jumped in the car, drove to the library and thumbed through the card catalog. You, on the other hand, are one click away from everything you want to know. Let us show you our online resource, The Elements of Yearbook. Moving pictures? Well, you know where your mama needed to go. QR codes on Bal4TV make the pages of your book come alive, literally. Let us show you how.

Presented by Mike Taylor

DOVER SCHOOL DISTRICT	POLICY CODE: BA
DATE OF ADOPTION:	PAGE 1 OF 6

SECOND READING

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

ARTICLE I: Name

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

ARTICLE II: Members

Section 1. The School Board shall be composed of seven members in accordance with Section 4.2 of the City Charter.

ARTICLE III: Officers

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

Section 2. Officers shall serve a one-year term. Officers shall be elected in accordance with Section C-4-2 of the City Charter.

Section 3. These officers shall be elected as prescribed in Article IV, Section C-4-3, of the City Charter.

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

ARTICLE IV: Meetings

Section 1. All meetings of the School Board shall be held in the rooms designated by the School Board or the chairperson. The School Board shall meet for organization on the day stipulated by Section 4.3 of the Charter.

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

The School Board shall meet on the fourth Monday of each month in workshop session if there is business to be conducted. Workshop sessions shall begin at 6:30 p.m. and

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

end no later than 10 p.m. unless otherwise determined by a two-thirds vote of the members present.

Nonpublic sessions may be held at the request of the chairperson, or the Superintendent, or by three members of the School Board, through written petition to the chair. The contents of these meetings shall conform to governing state law, RSA 91-A.

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

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

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

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

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

Citizens are invited to all public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements at all public meetings, unless a vote to the contrary is taken by the School Board.

Statements shall be limited to five minutes unless otherwise extended by the chairperson, with the approval of the School Board.

DOVER SCHOOL DISTRICT	POLICY CODE: BA
DATE OF ADOPTION:	PAGE 3 OF 6

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

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

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

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

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

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

All meetings, except nonpublic meetings, conducted by the School Board are open to the public.

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

ARTICLE V: Workshop Session

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

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

ARTICLE VI: Power and Duties of the School Board

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

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Section 2. The School Board is legally responsible for the establishment of school policies and programs, the determining of the budgetary requirements of the schools, the election of regular employees of the district, and the evaluation of the results obtained. The School Board shall take final action upon recommendation of the Superintendent where the election or assignment of personnel or a change of policy and/or program is involved.

Section 3. The secretary shall keep a full and accurate record of attendance and proceedings of all meetings of the School Board and shall have the care and custody of all records, papers, and communications relative to the School Board.

Section 4. The School Board shall have the oversight of the financial condition of the School District and shall cause to have prepared and presented a financial statement each month.

Section 5. A payroll summary ledger and/or vendor check register will be issued for signature to the Chairperson or Vice-Chairperson on a weekly basis. The School Board shall be presented a manifest of all general fund expenditures for the preceding month, and this shall be issued to the Board for a majority signature of all members present.

Section 6. The School Board shall take action on all matters which pertain to the administration of the schools which calls for the investigation of violations of the regulations of the School Board, complaints made by staff, parents, or pupils, and complaints against staff, provided such complaints cannot be investigated and satisfactorily resolved by the Superintendent of Schools.

Section 7. The Board shall serve as the governing body of School Administrative Unit #11; a School District established under the laws of the State of New Hampshire. The Board shall provide all Superintendent services as described in RSA 194-C:4.

ARTICLE VII: Subcommittees

Section 1. Subcommittees necessary to the proper functioning of the Dover School Board may be appointed at any regular or special meeting by the chairperson with the consent of a majority of the membership present. Such subcommittees shall report to the full School Board and, when appropriate, to the public, at each regular meeting of the School Board, and a final report shall be submitted to the School Board at the conclusion of a subcommittee's work.

Section 2. The chairperson shall serve as ex-officio member of all committees.

Section 3: The Discipline Committee shall be the only permanent standing committee of the School Board.

Section 4: The School Board shall affirm from its membership reporting members to the following positions. Each reporting member shall propose all business that requires

DOVER SCHOOL DISTRICT	POLICY CODE: BA
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debate and a vote to the entire Board at the earliest possible meeting date. Committee assignments shall be appointed by the chairperson and approved by the School Board.

Vocational Trust
City Council Liaison
Joint Fiscal Committee
Joint Building Committee
Legislative Representative with NHSBA
Dover Adult Learning Center Liaison
Discipline Committee
Career Technical Center Advisory Committee
Professional Development Master Plan Committee
Curriculum Planning Committee
Wellness Advisory Committee
Standards Policy Review Committee (Policy IKE)

ARTICLE VIII: Parliamentary Authority

Section 1. The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the School Board in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the School Board may adopt. Each one-year term of the School Board shall constitute a session as defined in Robert's Rules of Order.

ARTICLE IX: Amendment of Bylaws

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

ARTICLE X: Student Representative to Dover School Board

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

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

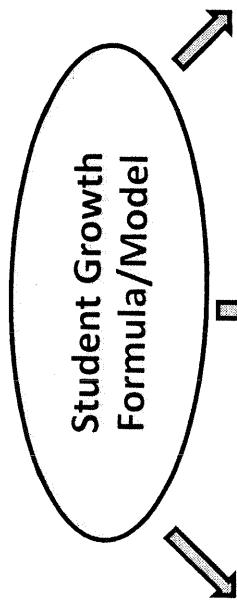
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Section 3. The student representative shall be a non-voting member of the School Board. RSA 189:1,C.

Amended: March 12, 2001
 May 14, 2001
 January 7, 2002
 January 13, 2003
 February 2, 2004
 February 14, 2005
 January 3, 2006
 January 8, 2007
 January 7, 2008
 January 12, 2009
 March 8, 2010

1/27/12

STUDENT GROWTH FORMULA/MODEL DIFFERENTIATION K-8



Adequacy
Input-Based Accountability System (IBAS)
 12 school approval standards

Performance-Based Accountability System (PBAS)
 Growth formula/model based on NECAP

A school that satisfies the requirements of either of the above systems, shall be providing the opportunity for an adequate education. (RSA 193-E:3-b and c)

Teacher/Leader Effectiveness System for School Improvement Grant (SIG)

Teacher Effectiveness System
 The growth formula/model (based on NECAP Scores) must be used as a factor in the teacher evaluation either at school or individual teacher level.

Other measures (locally determine assessment, surveys, multiple observations, etc.) must also be factored into the teacher evaluation system.

Leader Effectiveness System
 The growth formula/model (based on NECAP Scores) at the school level must be used as a factor in the leader evaluation system.

Other measures (locally determine rubrics, surveys, multiple observations, etc.) must also be factored into the leader evaluation system.

State/Federal Accountability System
 Adequate Yearly Progress (AYP), which is used to determine improvement status, is based on NECAP performance and participation.

In the future the NH growth formula/model (based on NECAP or Smarter Balanced) may be included in the accountability system based on Elementary and Secondary Education ACT (ESEA) reauthorization or a flexibility waiver.

1. Growth Model -- What is it?

→ simply put it's a model that evaluates the change in a student's achievement over at least two points in time compared to the student's "academic peers," (i.e., students with the same prior score history). The results are reported as a student growth percentile that describes the student's growth relative to his/her academic peers. Individual student results can be aggregated to any unit desired such as subgroup, classrooms, schools, and districts.

→ the question to ask is does the model portray student growth in a way that is useful for fostering conversations about how to improve student learning and school effectiveness.

2. Growth Model – What are Potential Uses?

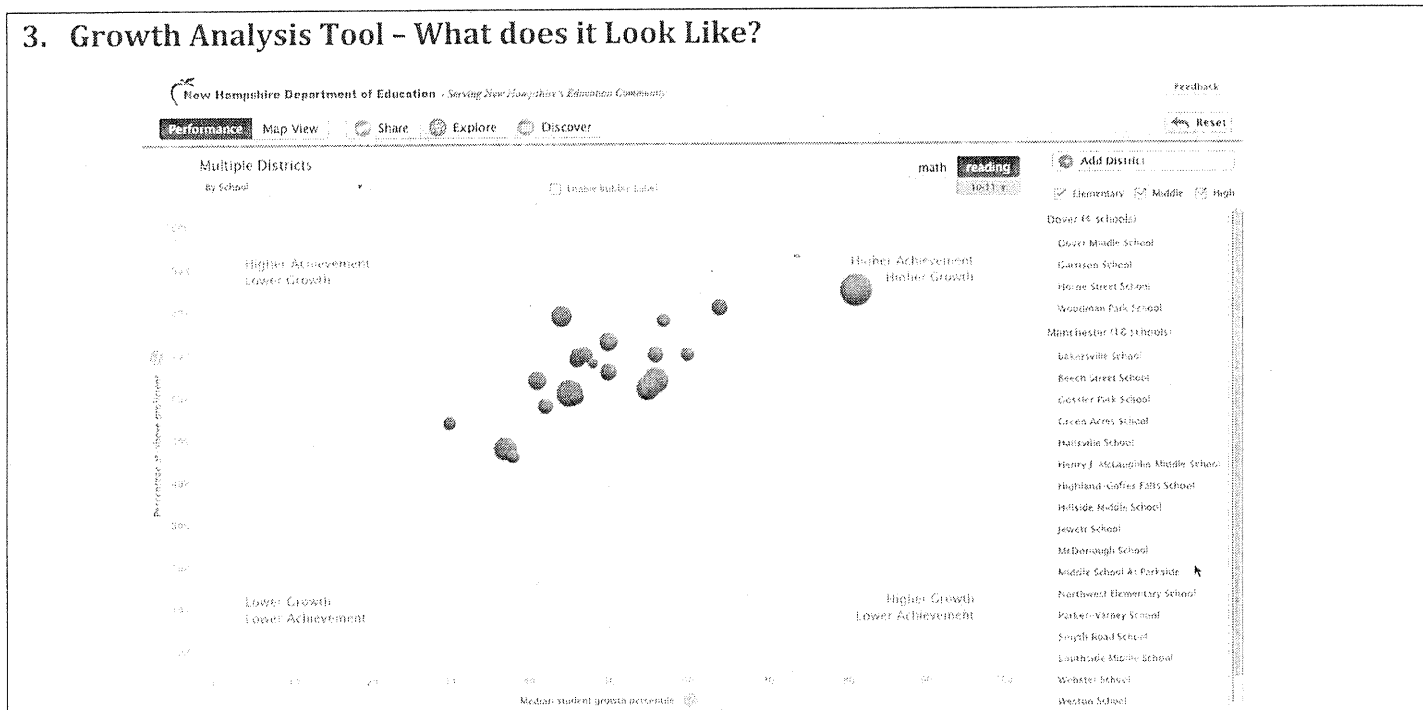
→ this model is used in the new Accountability for Adequacy System that was developed to meet a NH legislative requirement to document whether schools are providing students with an "opportunity for an adequate education." School performance indicators include the median student growth percentile (the middle score in the distribution of students) in reading and mathematics in the grades for which growth can be calculated. The accountability system will be **piloted** in June of 2012.

→ SIG schools are **exploring** how they will use of the growth model at one factor in a comprehensive educator evaluation system.

→ a Growth Analysis Tool uses this model to display growth and achievement across schools and groups. This tool will be **reviewed** by Curriculum Instruction and Assessment leaders to explore the benefit of using this information to improve instruction and programs.

→ the Teacher Effectiveness Task Force and Principal Task Force are **considering** the use of the growth model as one factor in evaluation systems

3. Growth Analysis Tool – What does it Look Like?



DPA Proposed 3-Year Contract Cost Items/Locally Funded Paraprofessionals 2010-2013

2012-2013

As determined in the current DPA Master Agreement, the negotiating team met on January 19, 2012 to determine a wage increase, if any, for FY13.

The tentative agreement language:

- *The District proposes a \$100.00 lump sum, non-cumulative stipend to all paraprofessionals who will not be receiving a step increase in FY13. This stipend shall be paid in the first pay period of June 2013. Members must be actively employed at the date of payout to receive the bonus.*

Background information:

- 87 locally funded paraprofessionals will not receive a step increase for the 2012-2013 school year
- Numbers are approximate since paras may leave between now and next year.
- The cost for this stipend will be approximately \$9,383
- The figures above include FICA and Disability.

OPPORTUNITIES FOR IMPROVEMENT-STATUS OF SPECIAL EDUCATION STUDY RECOMMENDATIONS

This is a report of the status of administrative discussion and response to the American Education Consultant's study of the special education department.

1. Student achievement for students with disabilities needs to be focused on for improvement in several areas.

Using ARRA special education funds, AIMSweb licenses for all identified students were purchased for FY12. AIMSweb provides Curriculum-Based Measurement (CBM) testing materials and web-based data management, charting, and reporting for CBM assessment data to 'inform' the teaching and learning process. Last year special education teachers used AIMSweb for progress monitoring. This year we are adding benchmark testing in September, January, and May.

2. Staff and student scheduling are a significant concern that should be given priority.

This is a system problem the administration has attempted to resolve. At the elementary and middle school levels, students are scheduled into classrooms and content classes by the building administration. The schedule of IEP services typically occurs after general curriculum scheduling in the first two weeks of school. At the elementary level, individual case managers and therapists create the schedule of services for students on their case load. At the middle school, special education staff members work collaboratively to place students in interventions by need and availability, not grade or case manager. Therapeutic services (OT, PT, speech/language therapy) are scheduled by the therapists. At the high school level, students receive most services in specialized courses designed to provide remedial instruction in reading, writing, math, language, and organization. Students are pulled from classes to receive OT and PT services.

The choice of pull out time has been based on district requirement *not* to pull out of language arts or math classroom instruction. This leaves pull out options to Science, Social Studies, and Specials. We found this limitation impossible to follow for all students and began to use core curriculum time in math and language arts for some pull out time.

The last two years the emphasis in special education was to provide direct instruction, using an intervention program, in core curriculum areas of math and reading, for students who were not proficient on the NECAP. This practice led to an increase in the number of students pulled from the general curriculum to receive the direct instruction special education service. The direct instruction has made a difference, especially at the middle school. However we will not be able to sustain this model because we do not have enough special education teachers to provide direct instruction to all nonproficient students with disabilities in all areas of nonproficiency.

To remedy this situation, this year the coordinators will be reviewing each special education teacher's plan for providing special education services to students on their case load to ensure that teachers are using a variety of delivery options and that the option chosen matches the need described in the IEP. Students will continue to be served out of the general classroom in a resource room setting.

The AEC study recommended clustering students with disabilities in classes so that teachers are working with small groups with similar needs. We do not cluster students with disabilities in classes because we found it impossible to maintain. New students are placed in the class with the lowest enrollment to keep class size even. Flexible grouping (across classrooms at the elementary level and across grades at the middle school level) occurs to group students with similar needs.

3. Scheduling of staff should be revised to allow delivery of instruction throughout the district all five days each week.

This practice began in 2006-2007 school year for elementary only to solve the very problem suggested as occurring. Currently SPED teachers are not prohibited from scheduling IEP services on the “meeting day” nor are they prohibited from scheduling a meeting on another day of the week. The intent of this practice was to reduce the practice of cancelling special education services, create a predictable schedule for classroom teachers, and allow common time for all special education staff in the building to meet as a department.

This practice was reviewed by the principals, coordinators, and special education staff at each building. Other options were considered, such as limiting meetings to scheduled “case management” blocks or changing the service delivery to sessions per month rather than sessions per week. All agreed that a schedule of services needs to be flexible and allow student services to be available every day.

The conclusion was to continue to plan one day a week as a meeting day. Cancelled services must be made up within a week so that students receive *all* IEP services. A memo will be sent to staff reminding them to plan the service delivery according to student need (i.e. *not* limiting services by their schedule) and to make up missed services within a week.

4. IEPs should be developed forwards, meaning that achievement and other data gathered should be the basis for IEP goals, which then should be the basis for identifying the necessary service plan, designed to provide a reasonable opportunity for the student to succeed in the least restrictive learning environment.

Student data is used to create IEP goals and services and all IEP components are designed to improve the student’s ability to participate in the general education curriculum. Staff schedules and availability are considered as special education teachers are a limited resource. In the past special education teachers wrote IEP service plans without considering their availability to provide the services in the IEP. This led to more special education service time than available teacher hours. Now the special education coordinators review the special education teacher schedules to make sure that all IEP services are delivered based on data driven student needs.

5. While Dover is commended for having a lower total number of students with disabilities than comparison districts, this fact presents its challenges.

We agree that general education staff need to implement differentiated instruction. A “learning through teaching” project focusing on improving differentiated instruction was planned for this year, but delayed due to loss of grant funding.

6. Response to Intervention should be targeted for full implementation.

The Special Education Administrator, Curriculum Director, and Title I Director met to develop a plan for RtI implementation. This group will function as the “steering committee” and report to the superintendent and school board on progress.

The first task we set is to create a representative RtI Committee charged with developing a vision, targets for development, and timeline for implementation. Dover already has in place many components of RtI, but these elements are not organized or consistent across the district. The committee needs to understand what is in place and evaluate what is needed. We have a list of staff members we will invite to a first meeting mid-September.

We considered the need for professional development for the committee and later for the district. Initially we thought we might use funds from the Title I grant and the IDEA grant for this purpose, but changes in personnel costs have limited grant funding for PD. We have contacted the state and submitted a request for technical assistance from the Bureau of Special Education. We are collecting free publications for the committee to help them understand the policy considerations that are part of RtI implementation.

7. The district should eliminate the role of special education coordinators as currently employed.

The study did not find a clear purpose for the coordinator position given their lack of authority. The study recommended elimination of the positions and return of staff to instructional assignments. We agreed that the lack of authority undermined the effectiveness of the position but did not agree that their purpose was not clear. Building administrators all agreed that they rely on the special education coordinators to advise them on special education process, procedures, and compliance. Moreover, the special education coordinator serves as the LEA

for difficult and adversarial IEP team meetings. A "Special Education Coordinator" job description was prepared for board approval last October but never presented to the board due to an early beginning of the budget process. The special education director recommended that the special education coordinator position be changed to administrative level as is the case in most school districts. This can be done at no increased cost to the district for two of the coordinators.

8. The current practice and role of Special Education Director is less than fully effective for a variety of reasons.

We agree with the expectations expressed for the role of the special education director. No specific recommendation was made. Full effectiveness of a special education director requires collaboration among administrators and a common focus. The current administrative team has improved collegial relationships this past year and will be focusing improvement efforts on district goals and achievement of common core standards.

9. The behavior specialists appear to be a necessary support for many student teams.

Behavior specialists serve as building PBIS coaches and assist building intervention teams to address behavior and academic problems of all students.

10. Building administrators are needed more in the IEP process and, for this purpose, need to identify the necessary time, knowledge and oversight required such that IEP teams and the services necessary for students with disabilities are identified and implemented properly.

Dover has utilized case managers as designated education agents or "LEAs" for all routine use of building resources and employed district-level related service staff since the early 1990's. This practice has been discussed with our attorney as allowable. The law allows the district to designate any district IEP team member to serve as LEA:

§300.321(d) Designating a public agency representative. A public agency may designate a public agency member of the IEP Team to also serve as the agency representative, if the criteria in paragraph (a)(4) of this section are satisfied.

§300.321(a)(4) A representative of the public agency who--(i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;(ii) Is knowledgeable about the general education curriculum; and (iii) Is knowledgeable about the availability of resources of the public agency.

If a need arises in the IEP discussion and the LEA does not know what resources are available to address the need, the team discontinues discussion until more specific information can be obtained from the administration or until an administrator with that knowledge can attend the meeting. It is true that the LEA may make a recommendation contrary to the desires of colleagues and this can create conflict between the LEA/special educator and others at the table. Special education teachers can request an administrator or coordinator serve as LEA. Administrators and coordinators typically serve as LEA when the IEP team is in conflict.

Requiring building principals to be routine members of IEP teams and to serve as LEAs will not solve the problem of advanced knowledge of resources outside of the building and will put a burden on the administrator, given the number of IEP meetings held during the year (all required special education meetings are called IEP meetings, not just those whose purpose is to design the IEP). A newly identified student typically has three IEP team meetings the year they are identified. Currently building principals and the special education director attend IEP meetings that require administrative authority or expertise. We are not able to change this practice. As one principal stated, "Administrator time is limited as it is now. Without more administrative help in the district – attending SPED meetings is an impossibility."

A memo has been prepared for special education staff delegating LEA authority in writing and reminding them that they can request an administrator or coordinator to serve as the LEA.

11. Evaluate professional development for special education personnel as to its effectiveness.

AEC requested a list of professional development (PD) provided to special education staff last year. Conclusions were drawn about the purpose and use of this PD without input from the director or coordinators. The PD schedule last year was based on the Focused Monitoring (FM) requirements. Staff improvement and use of

PD was closely monitored. A rubric for improvement in compliance problems noted in the FM process showed improvement over time and was commended in the final FM report of our Corrective Action. Also, data has been collected, analyzed, and discussed among coordinators and with staff on the use of all PD topics, including: Lindamood-Bell/OG intervention programs, data use, reading assessments, autism programming. Focus of these discussions was both improvement in meeting student needs and improved achievement.

The district does not currently have a system for evaluating the effectiveness of any professional development activity.

12. Staff should be expected to monitor student progress and evaluate student and program needs in a manner that results in quality data that can be used to inform decisions at the IEP, building and district levels.

We agree with this recommendation. Currently we are working to get all district data into Performance Plus so that student data is available to all teachers, specialists, and administrators. Professional development and time to collaborate will be needed to fully develop a culture of data-driven decision making.

13. Adjust special education and related services programming and staffing to levels indicated in this report.

The AEC report commended the district for maintaining costs of special programming and recommended some shifting of resources.

1.) i. The report recommended maintaining or adding support to current levels of administrative/supervisory staff but reported the wrong number of special education administrative/supervisory staff. We have 1, not 2 administrative/supervisory staff

ii. The report recommended reducing two Speech/Language therapists and 1.4 speech therapy assistants. We are eliminating a .4 FTE federally funded speech pathologist and have reallocated speech therapists according to the recommendations from the Boothby Therapy LLC "CARE" plan. The reallocation involves splitting the high school position into two part time positions: .4 FTE at Dover High School and .6 FTE at Horne Street School. In addition, the Garrison speech pathologist will be assisting Woodman Park School and the district with Child Find evaluations.

iii. The report recommended elimination of the coordinator position. The administrative team *strongly* supports the coordinator role and agreed that this recommendation was not practical given the limited availability of building principals for coordinating special education services.

2.) The report recommended returning up to four students from out of district placements who the district staff believes can be appropriately served in Dover Schools. At the time of the study, the district was monitoring the progress of four out placed students who were doing well in their program. One was returned to the district last April, one is planned for return in the fall if he continues to do well, one regressed and will be looked at in January of 2012, and the last will be transitioned to a program closer to Dover in preparation for placement at the Dover Alternative Program.

14. Review billing practices and reimbursements for Nottingham and Barrington students to ensure that Dover taxpayers are not subsidizing the costs of instruction for them.

We agree that the tuition cost for students with disabilities from Nottingham and Barrington appears to be underestimated. This will be closely reviewed when the tuition agreements come up for renewal in 2014 (Barrington) and 2016 (Nottingham).

15. Pre-school programming should include continued integration with typically developing peers.

We agree and recommend a plan be developed to increase the number of typically developing peers so that the district will meet the anticipated federal targets for least restrictive environment. We have discussed options of charging tuition for our typical students, as is the practice in neighboring communities. Next year we have redesigned the sessions so that we have options that include services in a community setting, an early childhood classroom with 50% typical peers, partially integrated classes, and a self contained class offering 25 hours of special education a week to students on the autism spectrum.

16. The determination of need, performance expectations, and accountability surrounding paraprofessional aides should be analyzed by the district immediately.

We introduced a “Paraprofessional Determination” process last February that requires data collected on the frequency, duration, and type of support needs of a student with a disability. We analyzed the data the case managers collected and the decision making process for including a paraprofessional as an IEP service provider or supplemental support. We found that the case managers were not collecting the data properly and often believed this process to be a justification for a decision already made rather than a process to help a team make a decision about a need for support. To remedy this situation, next year any paraprofessional support or instructional service will need to be approved by the coordinator and principal before including in the IEP draft. The coordinators will be observing student need for paraprofessional support and documenting the need using the Paraprofessional Determination process.

Paraprofessional supervision is not consistent throughout the district. Building principals rely on feedback from supervising teachers and coordinators when evaluating paraprofessional staff. The high school coordinator and middle school coordinator have responsibility for supervision, assignment, performance expectations, and accountability. The elementary paraprofessionals are supervised by the building principal in collaboration with the elementary coordinator and special educators.

The preschool has changed the practice of including paraprofessional time in all IEPs. This was an error that has been corrected. IEP services should reflect the need of the individual student, not what the program offers for all students.

Paraprofessionals have had extensive training to prepare them for their assignments. They have been included in curriculum training and district PD activities as well as topics specific to their role. Many paraprofessionals are provided “on the job” training by observing the teacher implement a program, co-teaching a program, and/or working independently with periodic observations by the special educator. No paraprofessional should provide direct instruction without training and supervision by the special educator.

17. The district should consider further developing an in-district program within a single elementary building to support students with low incidence disabilities.

We have an in-district program for students with complex, medical and educational disabilities. Students with low incidence disabilities are served in the least restrictive environment and not assigned to a self-contained program because their disability is uncommon. This does require additional resources but is consistent with our district philosophy and practice of full inclusion. We provide supports and modified instruction for students placed in the regular classroom with low incidence disabilities including blindness, autism, and hearing impairment.

18. The district should coordinate with each school principal the development of an individualized building improvement plan to insure special students are receiving proper instruction in a least restrictive environment.

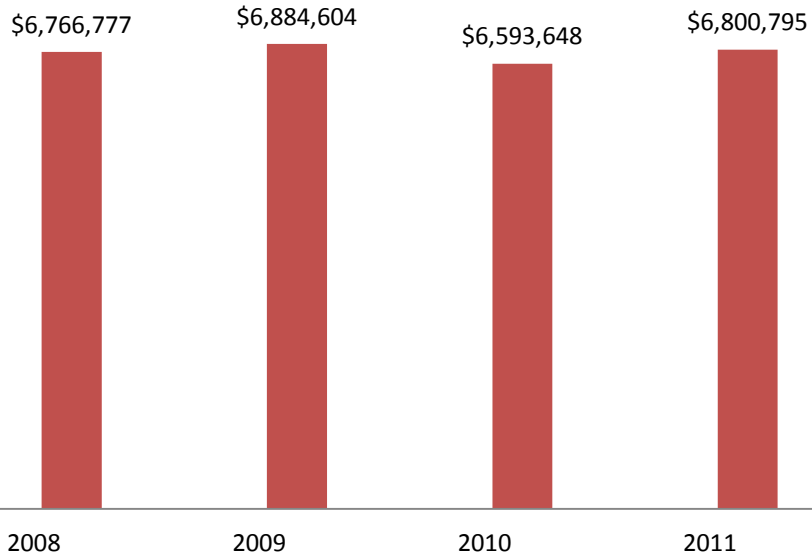
Each school’s improvement plan will include improvement of the special education program. Special education staff have been included on building improvement teams to ensure their perspective is included in planning improvement activities and the special education director has offered to attend committee meetings or meet with building administrators to assist teams in planning improvement activities. The special education administrator will meet with each principal quarterly to assess the progress of improvement in the special education program, including review of progressing monitoring data (AIMSweb) and intervention data (probes on IEP goals).

19. It is recommended that the district develop a strategic, multi-year plan for full implementation of planned improvements.

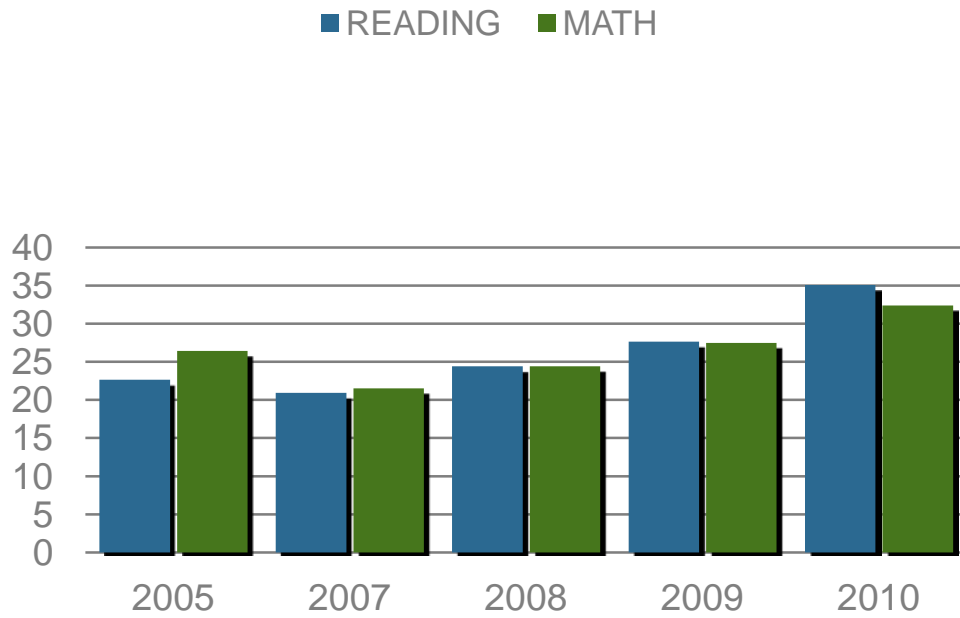
The administrative team has discussed the special education recommendations and targeted RtI as the priority for this year. Special education data - including the District Data Profile of the 13 federal indicators (e.g. LRE percent, suspension/expulsion rates for students with disabilities, graduation rates for students with disabilities), child count, and parent survey data-has been shared with administrators as the data becomes available from the NHBureau of Special Education. The administrative team will review special education student achievement data after NECAP results are available, and include the RtI and special education monitoring data in the review.

Actual Local Funds Expended for Special Education

SOURCE: Maintenance of Effort Assurance for IDEA reporting

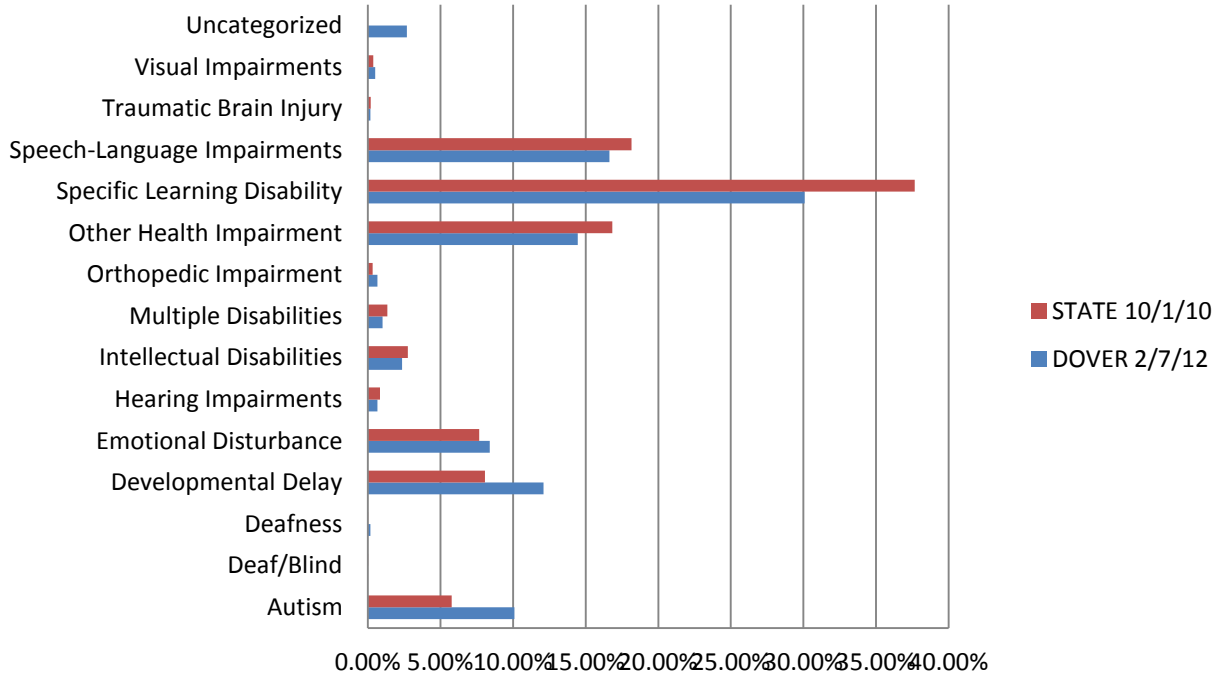


PERCENT OF STUDENTS WITH DISABILITIES SCORING PROFICIENT OR ABOVE ON NECAP

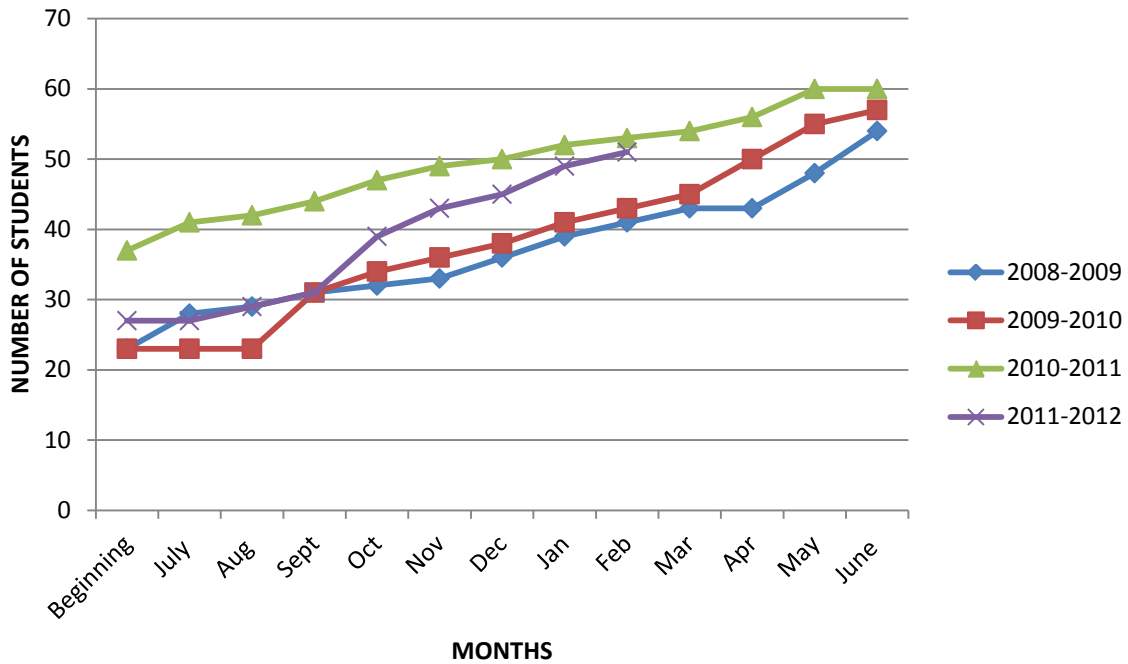


Source: Performance Plus

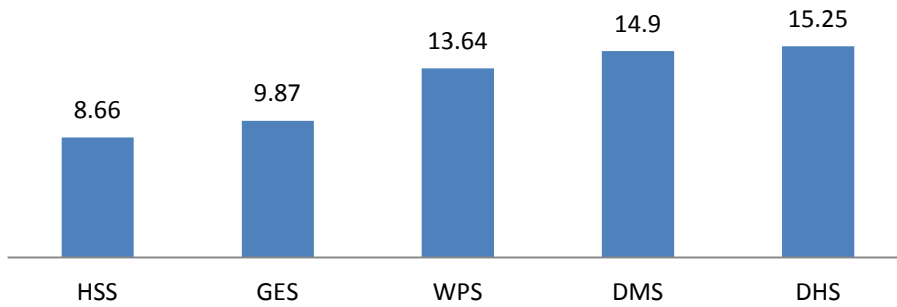
SPECIAL EDUCATION CENSUS BY DISABILITY



CHANGE IN PRESCHOOL STUDENTS WITH DISABILITIES ENROLLED IN DISTRICT PROGRAM 2008-2012

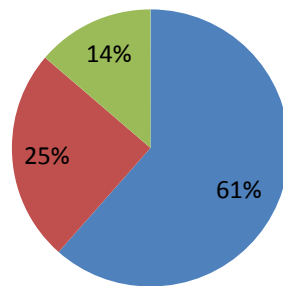


Percent K-12 School Enrollment Identified Special Education

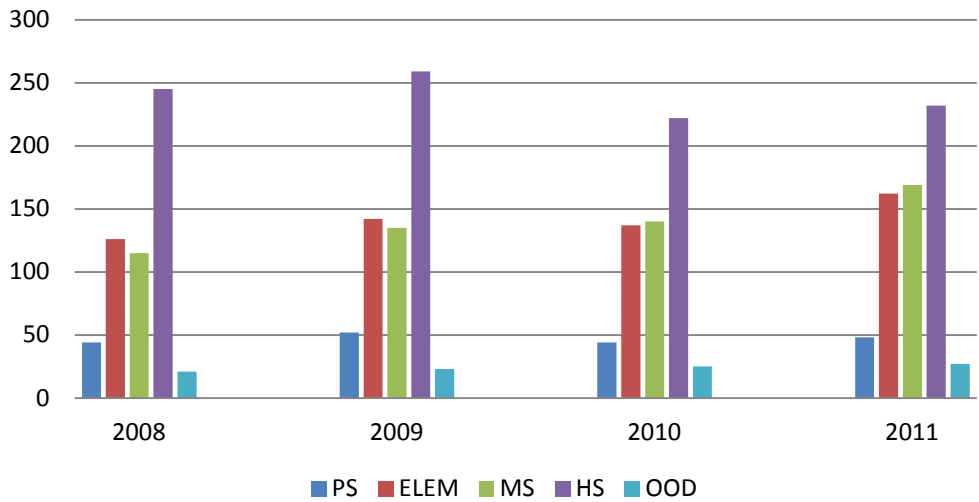


DHS Students with Disabilities by Town

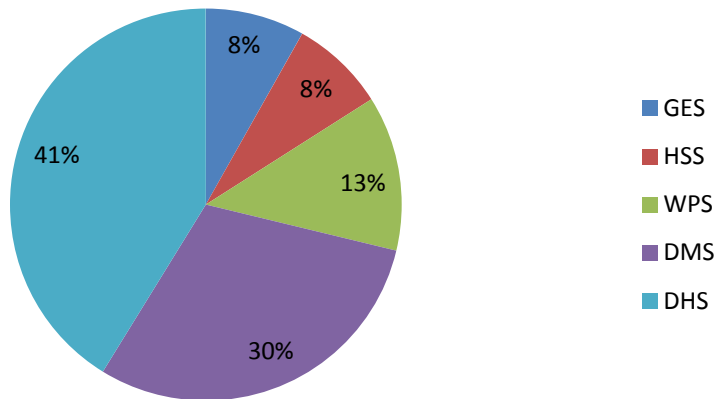
■ Dover ■ Barrington ■ Northwood



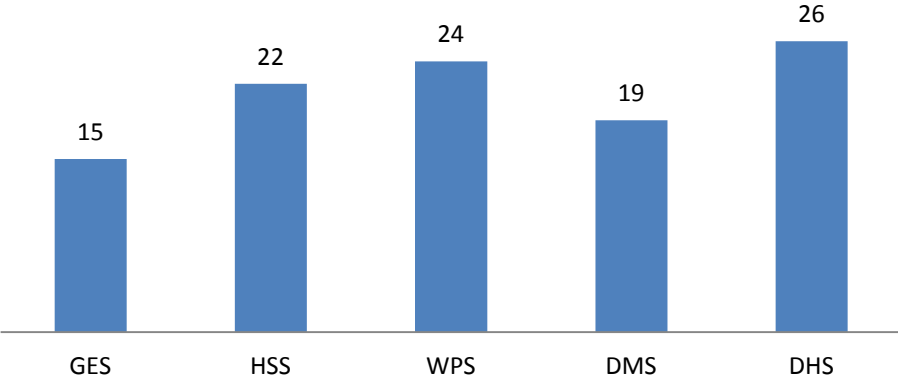
Change in Special Education Count by School over Time



Percent of K-12 Students Receiving Special Education Services by School



AVERAGE CASE LOAD FOR K-12 SPECIAL EDUCATION TEACHERS



High School includes Dover Alternative Program

* tuition students attending DHS Alternative Program from other towns

% SPED is the percent of in-district students identified with special needs

% SPED of Regular Enrollment = 15.13%

OOD	27
Dover Enrolled	
SPED	611
Private Schools	24
TOTAL SPED OCT 1ST	662

DRAFT

School Board/Superintendent Goals

2012 - 2013

Curriculum/Environment/Technology

- Engage Barrington and Nottingham (Rollinsford) – meet two times per year.
- Increase school rating scores on sites such as “School Digger” (i.e. move from 87 of 142 to 70 of 142 rating).
- Restructure Elementary Schools
 - Create committee to study issue of restructuring – report due by Nov. 1, 2012.
 - Explore bringing 5th grade back to elementary schools.
- Suggest redesign of DHS for both academic and physical structures (create a DHS Planning Committee to answer the question: “What do we want DHS to look like in 2018?”) Also, review the Alternative School Program for efficiencies and enhancements.

Instruction

- Allow “Children to be Children”
 - More “play” time
 - Exercise/Wellness
 - Playtime used for education
- Focus on grade 3 to grade 4
 - evaluate all 3rd graders in reading and mathematics at the end of grade 3 and create remedial opportunities.
- Vehicle to Rate/Evaluate Teachers
 - Beginning/End of Year Evaluations? (State Law)
 - Objective – Standard Evaluation of Teachers
- Rethink assistance and support in the classroom within the existing resources we have in place to bring coherence to RTI as a model.
- Implement a response to intervention program RTI (ensuring a continuum of interventions and using a sequential approach in assessing responses to intervention).
- Utilize our resources to increase our teachers’ professional effectiveness and use of Professional Learning Communities.

Curriculum

- Strengthen transition points such as entering in K, grades 4 to 5, 6 to 7, and 8 to high school by better communication with both staff and students.
- Institute a speech competition at DMS in grades 6, 7, and 8.
- Focus on Public Speaking .

Assessment

- Measurable Results in Reading, Writing and Arithmetic (raise percent proficient by 5% in NECAP).
- Research drop in scores from grades 8 and 11.
- Report program effectiveness through evaluation process using multiple data sources. (NECAP, PALS, Benchmark, Numeracy, Common Formative Assessments, Attendance Rates, Graduation Rates, Perception Survey) Bridge assessments between grades 10 to 11 to determine readiness in core content areas.

Environment

- Heighten emphasis on positive classroom and school wide climate of safety and respect.

Technology

- Utilize ICT (Information, Communication and Technology) standards K – 12 as integrated with our core curriculum as mandated by NHDOE, beginning with K – 4 in 2012–13.

February 13, 2012

Dear Student and Parent:

Pending School Board approval, we will administer the “Student Behavior Survey” to Dover students in grades 7-12 on March 7, 2012. This 120-question survey was designed by the Dover School Administrators and Prevention Program Personnel. The survey covers a wide range of issues, including such topics as student perception of risky behavior, school climate, violence, bullying, tobacco, drugs, alcohol usage, sexual behavior, health, and wellness.

The purpose of this survey is to help the school and community validate the effectiveness of curriculum and prevention programming. In addition, the results will be used as a tool to address areas needing attention and to apply for grants that address those areas.

The survey will be carefully administered so that no names will be collected and student anonymity is protected.

Copies of the survey are available for your review. The survey is available to review in the guidance office, the dean’s office, and in the office of the principal. If you do not want your child to take the survey, please indicate below, and return to the principal’s office no later than Monday, March 5th.

Respectfully,

Principal

I do not wish my child to participate in the “Student Behavior Survey” that will take place on March 7, 2012.

Parent/Guardian Signature

Student’s Name

Parent/Guardian Name (printed)

Grade

Homeroom Teacher

2012 Student Behavior Survey

Instructions for Survey Administrators

Activities to do before implementing the survey:

1. Make sure you have the following materials:
 - A copy of the **Script for Survey Administrators** to be read to students
 - One large envelope into which the class members can put completed questionnaire booklets and answer sheets
 - Enough copies of the questionnaire booklets and answer sheets for all students
 - Enough #2 pencils for all students
2. Some students may have difficulty reading the survey. Since you may not read the questions or assist in any way, establish a procedure for dealing with these students to avoid embarrassment and assure privacy.

Administering the survey in the classroom:

1. Take attendance to be sure only the appropriate students are in the room. Students who have opted out should be sent to the library.
2. Spread students' desks throughout the classroom to minimize the chance students will see each others' responses.
3. Students and teachers should not wander around the room or talk while others are completing the survey.
4. Encourage students to use an extra sheet of paper or a large envelope to cover their responses as they work.
5. Read the directions to the students before they begin. Remind students about the importance of the survey, that completing the survey is voluntary, that their responses are anonymous, and that their grade in the class will not be affected by whether or not they complete the survey.
Stick to the script!
6. Remind students **not** to place their name or school name on the questionnaire booklet or answer sheet.
7. Allow enough time for students to complete the survey without feeling rushed. About 45 minutes should be sufficient.
8. Make sure that only #2 pencils are used.
9. Students place their completed surveys in the classroom envelope themselves. Do not review the answers to the survey as questionnaires are returned, even if this means accepting incomplete data. Do not even appear to be looking at the questionnaires or answer sheets. Students must be confident that their privacy will be maintained and their participation will remain anonymous.

When all students have returned their questionnaire booklets and answer sheets return the envelope with all surveys and extra materials to guidance.

Thank you for helping us collect this important data.

SEE OTHER SIDE FOR SCRIPT >>>>>>>

2012 Student Behavior Survey

A Script for Survey Administrators

The Dover School Department is conducting this student survey to help gather information about behaviors that increase the risk of health problems now or in the future.

Thank you for participating. Participating in this survey is voluntary and your grade in this class will not be affected, whether or not you answer the questions. The answers you give are very important. Please read each question carefully and answer it based on what you really know or do.

This is not a test of you or this school. To develop better health education programs, educators and health officials must find out which behaviors students like you are engaging in. These behaviors may include sexual behaviors that may result in unintended pregnancies and sexually transmitted diseases, including AIDS; tobacco, alcohol, and other drug use; lack of physical activity; poor nutritional habits; or behaviors that may lead to injuries.

Throughout the entire survey process, I will maintain strict procedures to protect your privacy and allow for your anonymous participation. Please do not write your name on the questionnaire or answer sheet. Your answers are private. The results of this survey will never be reported by your name or classroom. **Individual answers will not be shared with anyone – not coaches, teachers, parents, counselors or other students.** When you are done, you can deposit your answer sheet in this envelope, quietly return to your desk and resume your schoolwork.

Please be sure to answer every question. When you are finished, look over your questionnaire to make sure that you haven't skipped any items. **I will not be able to answer any questions about the survey content so, do the best you can.** We have allowed the entire class period for completing the survey, which means that the survey will end in approximately 45 minutes. If you finish before that time, please sit quietly while others are still working.

It is important that you answer the survey based on what you really know and do. Don't pick a response just because you think that's what someone wants you to say.

Distribute Questionnaire Booklets or Questionnaires and Answer Sheets. Emphasize Privacy/Anonymity.

Now I would like you to look at the questionnaire. Use the No. 2 pencil you have been given to fill out this questionnaire. Do not use a pen or some other pencil. Do not write or draw on the questionnaire or answer sheet except to fill in the bubbles. Notice that for each question there are a series of circles on the questionnaire. For each question that you answer on the survey, choose just one answer that best fits what you know or do, then fill in the corresponding circle on the questionnaire. If you must change an answer, erase your old answer completely.

Thank you for taking part in the survey.

SEE OTHER SIDE FOR ADMINISTRATION RULES

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Student Behavior Survey

INSTRUCTIONS

- **DO NOT** write your name on this survey.
 - Your answers will be kept private.
 - Please answer honestly.
- If you are not comfortable with a certain question, you may skip it.

Directions for filling out the cards

- Use a #2 pencil only.
- Please make your marks dark.
- Provide only one answer per question unless noted.
- If you need to change your answer, please erase the wrong answer completely.

**PLEASE ANSWER ALL
QUESTIONS**

Pages are two sided (front and back).

General Questions

1. **What is your sex?**
 - A. Female
 - B. Male
 - C. Transgender
 - D. Unsure

2. **What grade are you in?**
 - A. 7th grade
 - B. 8th grade
 - C. 9th grade
 - D. 10th grade
 - E. 11th grade
 - F. 12th grade
 - G. Combination of grades

3. **How old are you?**
 - A. 10 years old or less
 - B. 11 years old
 - C. 12 years old
 - D. 13 years old
 - E. 14 years old
 - F. 15 years old
 - G. 16 years old
 - H. 17 years old
 - I. 18 years old
 - J. 19 years old or more

4. **What town do you live in?**
 - A. Dover
 - B. Nottingham
 - C. Barrington
 - D. Another town not listed above

5. **During the past 12 months, have you participated in any after school activities or clubs that were run by the school?** (*For example, sports, clubs, Y2Y, etc.*)
 - A. Yes
 - B. No

6. **During the past 12 months, have you participated in any non-school related clubs, lessons or activities?** (*For example, karate, dance lessons, church groups, etc.*)
 - A. Yes
 - B. No

7. **What are your future plans after high school graduation?**
 - A. Work
 - B. Two-Year School/College
 - C. Four-Year College
 - D. Military
 - E. Other

8. **What is your mother's highest educational attainment?**
 - A. Some High School or less
 - B. Graduated High School
 - C. Two-Year College
 - D. Four-Year College or Higher
 - E. Not Sure

9. **What is your father's highest educational attainment?**
 - A. Some High School or less
 - B. Graduated High School
 - C. Two-year College
 - D. Four Year College or Higher
 - E. Not Sure

10. **With whom do you live?**
 - A. Both parents
 - B. Only one parent
 - C. One parent and another non- related adult
 - D. Other relative(s)
 - E. Other non-family guardian

11. **What grades do you commonly receive in school?**
 - A. Mostly A's
 - B. Mostly B's
 - C. Mostly C's
 - D. Mostly D's
 - E. Mostly F's

12. **How often do you wear a seat belt when riding in a car?**
 - A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always

13. **During the past 3 months, how many times did you ride in a car or other vehicle driven by someone under 21 years old who had been drinking any amount of alcohol or been taking drugs?**
 - A. 0 times
 - B. 1 or 2 times
 - C. 3 or more times

Questions continue on the next page

Your Opinion on Risks

For each of the following questions, please review the options below to indicate your opinion of how you believe people risk hurting themselves physically or in other ways by doing that activity.

Example: Jumping in front of a moving train.

No risk Slight risk Moderate risk Great risk
A B C D

If you think there is a "great risk" of getting hurt, indicate "D". If you think there is "no risk" of getting hurt, indicate "A"

How much do people risk harming themselves, physically or in other ways, if they:

14. Use "ecstasy" or other club drugs?

No risk Slight risk Moderate risk Great risk
A B C D

15. Drink 4 or more alcoholic beverages if female; or 5 or more alcoholic beverages if male in one drinking session?

No risk Slight risk Moderate risk Great risk
A B C D

16. How much do you think people risk harming themselves (physically or in other ways) if they use prescription drugs that are not prescribed to them?

No risk Slight risk Moderate risk Great risk
A B C D

17. Take an over-the-counter drug (i.e. cough syrup of other medications you can get at the store) to get high or change the way they feel?

No risk Slight risk Moderate risk Great risk
A B C D

18. Use inhalants, such as gasoline, glue, paint or other substances, to get high?

No risk Slight risk Moderate risk Great risk
A B C D

19. Use steroids?

No risk Slight risk Moderate risk Great risk
A B C D

20. Use cocaine?

No risk Slight risk Moderate risk Great risk
A B C D

21. How much do you think people risk harming themselves (physically or in other ways) if they smoke marijuana once or twice a week?

No risk Slight risk Moderate risk Great risk
A B C D

22. How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes per day?

No risk Slight risk Moderate risk Great risk
A B C D

For each of the following questions, use the chart below to note your opinion on the extent you agree or disagree with the listed statements.

Example: I think a person can become addicted to heroin.

Strongly Agree Agree Disagree Strongly Disagree

A B C D

If you Strongly Agree, you would indicate "A"; if you disagree, you would indicate "C".

23. My parents make me tell them what I am doing and who I am with when I go out.

Very wrong Wrong A little bit wrong Not at all wrong
A B C D

24. My family has clear rules against alcohol and drug use.

Very wrong Wrong A little bit wrong Not at all wrong
A B C D

25. How wrong do your parents feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?

Very wrong Wrong A little bit wrong Not at all wrong
A B C D

26. How wrong do your parents feel it would be for you to smoke marijuana?

Very wrong Wrong A little bit wrong Not at all wrong
A B C D

27. How wrong do your parents feel it would be for you to smoke tobacco?

Very wrong Wrong A little bit wrong Not at all wrong
A B C D

28. How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

Very wrong Wrong A little bit wrong Not at all wrong
A B C D

Questions continue on the next page

29. How wrong do your parents think it is for someone your age to take an over-the-counter drug (i.e. cough syrup) to get high or change the way they feel?

- Very wrong Wrong A little bit wrong Not at all wrong
A B C D

30. How wrong do your friends feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?

- Very wrong Wrong A little bit wrong Not at all wrong
A B C D

31. How wrong do your friends feel it would be for you to smoke tobacco?

- Very wrong Wrong A little bit wrong Not at all wrong
A B C D

32. How wrong do your friends feel it would be for you to smoke marijuana?

- Very wrong Wrong A little bit wrong Not at all wrong
A B C D

33. How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

- Very wrong Wrong A little bit wrong Not at all wrong
A B C D

34. How wrong do your parents feel it would be for you to use drugs like ecstasy and other club drugs?

- Very wrong Wrong A little bit wrong Not at all wrong
A B C D

35. How wrong do your friends feel it would be for you to use drugs like ecstasy and other club drugs?

- Very wrong Wrong A little bit wrong Not at all wrong
A B C D

The next group of questions deals with violence.

36. During the past 3 months, how many times did you bring a gun into school?

- A. None.
B. 1 or 2 times.
C. 3 or more times.

37. If you brought a gun to school in the last 3 months, what type of gun did you bring?

- A. BB/Pellet gun
B. Paintball gun
C. Cap gun
D. Starter Pistol
E. Handgun/pistol (actual firearm)
F. Shotgun (actual firearm)
G. Rifle (actual firearm)

38. During the past 3 months, how many times did you carry a non-firearm weapon such as a knife or club into school?

- A. None.
B. 1 or 2 times.
C. 3 or more times.

39. During the past 3 months, how many days did you stay out of school because you felt you would be unsafe at school?

- A. None.
B. 1 or 2 days
C. 3 or more days

40. During the past 3 months, how many days did you stay out of school because you felt you would be unsafe on your way to or from school?

- A. None.
B. 1 or 2 days.
C. 3 or more days.

41. During the past 3 months, how many times has someone threatened you with physical harm while on school property?

- A. None.
B. 1 or 2 times.
C. 3 or more times.

42. During the past 3 months, how many times were you in a physical fight at school?

- A. None.
B. 1 or 2 times.
C. 3 or more times.

43. During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?

- A. Yes
B. No
C. I don't have a boy/girlfriend

44. If you wanted to, how difficult would it be for you to obtain a firearm (handgun, rifle, or shotgun)?

- A. Very easy
B. Somewhat easy
C. Somewhat hard
D. Very hard
E. Don't know

Questions continue on the next page

45. There is at least one firearm (handgun, rifle, or shot gun) in my home.

- A. Yes
- B. No

46. The firearm(s) in my home always have a trigger lock or are stored in a locked cabinet or safe?

- A. Yes
- B. No
- C. I don't have firearms in my home.

The next group of questions deal with "bullying".

For the purpose of this survey, bullying is defined as: Any physical contact, verbal abuse or threats, or non-verbal abuse, actions or threats intended to intimidate you or put you down.

47. Do you think that bullying is a problem in your school?

- A. Yes, very much
- B. Somewhat
- C. Not at all

48. In your opinion, what type of bullying is the biggest problem in your school? (select one answer)

- A. Physical contact
- B. Verbal abuse or threats.
- C. Non-verbal abuse, actions or threats like gestures, being stared at, etc.
- D. Cyber bullying such as e-mails, texting, posts on social media sites like facebook
- E. I don't think bullying is a problem.

49. During the past 12 months, have you been the victim or target of bullying on school property?

- A. Yes
- B. No

50. During the past 12 months, have you been the victim or target of bullying that impacted your school life?

- A. Yes
- B. No

51. If you have been the victim or target of bullying, please indicate who you first told about it, if anyone: (select one answer)

- A. I have not been the target of bullying
- B. I reported the incident to an adult at school
- C. I reported it to an adult outside of school
- D. I told a friend or friends
- E. I told someone else
- F. I did not tell anyone

52. If you have been the target of bullying, did you retaliate (to get back at)? (select the best option)

- A. I have not been the target of bullying
- B. I did not retaliate
- C. I physically retaliated
- D. I verbally retaliated
- E. I retaliated online
- F. I retaliated in some other way

53. If you have witnessed an act of bullying, please indicate what, if anything, you did:

- A. I have not witnessed bullying
- B. I physically took action in defense of someone being bullied
- C. I verbally took action in defense of someone being bullied
- D. I told a member of the school staff or other adult
- E. I took no action.

54. If you have been the victim or target of bullying, please indicate the one area that you have been most affected by personally:

- A. Physical contact
- B. Verbal abuse or threats.
- C. Non-verbal abuse, actions or threats like gestures, being stared at, etc.
- D. Cyber bullying such as e-mails, texting, posts on social media sites like facebook
- E. I don't think bullying is a problem.

The next group of questions deal with stress and coping mechanisms.

55. What do you find causes you the most stress?

- A. Fear of failure or of not being "good enough"
- B. Peer pressure, fear of not "fitting in"
- C. Personal relationships, including family situations
- D. Academics, pressure to get good grades
- E. Other

56. What method do you use the most to cope with your stress?

- A. Talk to friends
- B. Watch TV
- C. Exercise
- D. Listen to music
- E. Other

Questions continue on the next page

The next group of questions deal with suicide and depression issues.

57. Do you feel there is someone in your school who could help you if you had a serious problem?

- A. Yes
- B. No

58. During the past 12 months, did you ever feel so sad or hopeless for two weeks or more in a row that you stopped doing some usual activities?

- A. Yes
- B. No

59. During the past 12 months, did you ever seriously consider attempting suicide?

- A. Yes
- B. No

60. During the past 12 months, did you ever make a plan about how you would attempt suicide?

- A. Yes
- B. No

61. During the past 12 months, did you actually attempt suicide?

- A. Yes
- B. No

62. Have you ever intentionally injured yourself physically, other than a suicide attempt? (For example, carving, cutting, burning, etc.)

- A. Yes
- B. No

63. On how many of the past 30 days did you intentionally injure yourself physically by cutting, carving, burning, etc.

- A. 0 days
- B. 1-2 days
- C. 3-5 days
- D. 6-9 days
- E. 10-15 days
- F. Just about every day

The next group of questions ask about your perception of various aspects of school.

64. I enjoy being at school.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

65. Teachers care about my problems and feelings.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

66. Students respect each other at my school.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

67. Teachers respect students at my school.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

68. Academically my coursework is preparing me for my future.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

69. My overall experience at school is preparing me socially and personally for my future.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

The next group of questions deal tobacco use.

70. Have you ever tried smoking cigarettes, even a few puffs?

- A. Yes
- B. No

71. How old were you when you smoked a whole cigarette for the first time?

- A. I have never smoked a whole cigarette
- B. 8 years or younger
- C. 9 or 10 years old
- D. 11 or 12 years old
- E. 13 or 14 years old
- F. 15 or 16 years old
- G. 17 years or older

Questions continue on the next page

72. During the past 30 days, on how many days did you smoke cigarettes?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

73. How much do you think people risk harming themselves (physically or in other ways), if they smoke from one or more packs of cigarettes per day?

- A. No risk
- B. Slight risk
- C. Moderate risk
- D. Great risk

The next group of questions deal with alcohol. This includes drinking beer, wine, wine coolers, or liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips (at a religious event, for example).

74. Have you ever drunk alcohol as described above?

- A. Yes
- B. No

75. How old were you when you had your first drink of alcohol other than a few sips?

- A. I have never used alcohol other than a few sips
- B. 8 years old or younger
- C. 9 or 10 years old
- D. 11 or 12 years old
- E. 13 or 14 years old
- F. 15 or 16 years old
- G. 17 years old or older

76. During the past 30 days, on how many days did you have at least one drink of alcohol?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

77. In the last 30 days have you engaged in binge drinking? (Binge drinking is defined as 4 or more drinks of alcohol in one sitting for a female or 5 or more drinks of alcohol in one sitting for a male.)

- A. Yes
- B. No

78. The first few times that you drank, where did you get the alcohol?

- A. I have never used alcohol.
- B. I got it from my house.
- C. I got it from a friend's house.
- D. I asked an older friend to buy or give it to me.
- E. I asked a casual acquaintance or stranger to buy it for me.
- F. I bought it or stole it myself.

79. If you currently drink alcohol, where do you currently get it?

- A. I have never used alcohol.
- B. I get it from my house.
- C. I get it from a friend's house.
- D. I ask an older friend to buy or give it to me.
- E. I ask a casual acquaintance or stranger to buy it for me.
- F. I buy it or stole it myself.

80. How much do people risk harming themselves (physically or in other ways) if they take five or more drinks of an alcoholic beverage (beer, wine, liquor) once or twice a week?

- No risk Slight risk Moderate risk Great risk
A B C D

81. How much do you think people risk harming themselves (physically or in other ways), if they have one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?

- A. No risk
- B. Slight risk
- C. Moderate risk
- D. Great risk

82. If you drink alcohol, where do you most often drink?

- A. I don't use alcohol.
- B. At my or a friend's home without a parent's permission.
- C. At my or a friend's home with a parent's permission.
- D. At a home other than my own or a friend's. (An open party)
- E. In the woods, a park or other outside location.
- F. In a car or other vehicle
- G. At school event (dances, games, etc.)

Questions continue on the next page

83. If you don't drink alcohol, what is the main reason why you don't drink? (select one answer)

- A. I currently drink alcohol.
- B. I don't want to mess up my body.
- C. I don't want to risk addiction.
- D. My parents don't approve.
- E. It's against the law.
- F. I don't want to get caught.
- G. My school or athletic performance might suffer.
- H. I'm afraid of what might happen when I'm drunk.

84. If your parents caught you drinking alcohol, you would get in trouble.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

The next questions ask you about marijuana.

85. Have you ever smoked marijuana?

- A. Yes
- B. No

86. During the past 30 days, how many times did you use marijuana?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

87. How old were you when you tried marijuana for the first time?

- A. I have never tried marijuana.
- B. 8 or younger
- C. 9 or 10 years old
- D. 11 or 12 years old
- E. 13 or 14 years old
- F. 15 or 16 years old
- G. 17 years old or older

88. If you don't smoke marijuana, what is the main reason why you don't? (select one answer)

- A. I currently smoke.
- B. I don't want to mess up my body.
- C. I don't want to risk addiction.
- D. My parents don't approve.
- E. It's against the law.
- F. I don't want to get caught.
- G. My school or athletic performance might suffer.
- H. I'm afraid of what might happen when I'm high.

The next questions ask about prescription drug use.

89. Have you ever taken a prescription drug that was not prescribed to you to get high or change the way you feel?

- A. Yes
- B. No

90. In the last 30 days have you taken a prescription drug (not prescribed to you).

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

91. Have you ever taken a prescription drug that was not prescribed to you before or during school?

- A. Yes
- B. No

92. If you have taken a prescription drug that was not prescribed to you, where do you normally get it?

- A. I have never used a prescription drug that was not prescribed to me.
- B. From my own home.
- C. Someone at school gives or sells it to me.
- D. Other

The next group of questions ask how difficult it would be for you to get certain drugs if you wanted to use them.

Please review the chart and example below before moving on.

Very Difficult	Difficult	Easy	Very Easy	I'm not sure
A	B	C	D	E
<i>Example:</i> If you think it is very easy to get heroin, you would indicate "D". If you think it is very difficult, you would indicate "A".				

93. Ecstasy or other "club drugs"

- Very Difficult
- Difficult
- Easy
- Very Easy
- I'm not sure
- A
- B
- C
- D
- E

94. Marijuana

- Very Difficult
- Difficult
- Easy
- Very Easy
- I'm not sure
- A
- B
- C
- D
- E

Questions continue on the next page

95. Alcohol

Very Difficult Difficult Easy Very Easy I'm not sure
A B C D E

96. Tobacco

Very Difficult Difficult Easy Very Easy I'm not sure
A B C D E

97. A prescription drug that is not yours.

Very Difficult Difficult Easy Very Easy I'm not sure
A B C D E

98. Cocaine

Very Difficult Difficult Easy Very Easy I'm not sure
A B C D E

99. Methphetamines

Very Difficult Difficult Easy Very Easy I'm not sure
A B C D E

The next questions ask about how frequently you have used a substance in the PAST 30 DAYS.

Please review the chart and example below before moving on.

Example: Drank a diet soda.

0 Days 1 or 2 Days 3 – 5 Days 6– 9 Days 10+ days
A B C D E

If you drank a diet soda 3 to 5 days within the past 30 Days, you would answer “C”. If you drank a diet soda 10 or more days within the past 30 Days, you would answer “E”.

100. Used inhalants.

0 Days 1 or 2 Days 3 – 5 Days 6– 9 Days 10+ days
A B C D E

101. Used methphetamines.

0 Days 1 or 2 Days 3 – 5 Days 6– 9 Days 10+ days
A B C D E

102. Used ecstasy or other club drugs.

0 Days 1 or 2 Days 3 – 5 Days 6– 9 Days 10+ days
A B C D E

103. Used cocaine.

0 Days 1 or 2 Days 3 – 5 Days 6– 9 Days 10+ days
A B C D E

104. Used other drugs not listed here.

0 Days 1 or 2 Days 3 – 5 Days 6– 9 Days 10+ days
A B C D E

The Next 4 Questions ask about body weight and physical activity:

105. How do you describe your weight?

- A. Very underweight
- B. Slightly underweight
- C. About the right weight
- D. Slightly overweight
- E. Very overweight

106. How much do you worry about your weight?

- A. Not at all
- B. Somewhat
- C. A lot

107. During the past 30 days, which one of the following did you do to lose weight or to keep from gaining weight?

- A. I don't do anything to lose or keep from gaining weight
- B. Used diet pills, powders or liquids.
- C. Vomited or took laxatives.
- D. Ate less food, fewer calories, or foods low in fat.
- E. Exercised.

108. During an average week, how many days do you exercise or participate in physical activity for at least 20 minutes?

- A. 0 Days
- B. 1 Day
- C. 2 Days
- D. 3-4 Days
- E. 5-7 Day

The next 10 questions ask you about sexual behavior.

109. Which of the following do you consider yourself to be (check one answer):

- A. Straight
- B. Gay or lesbian
- C. Bisexual
- D. Transgender
- E. Unsure

110. Have you ever voluntarily had sexual intercourse?

- A. Yes
- B. No

Questions continue on the next page

111. What grade were you in when you voluntarily had sexual intercourse for the first time?

- A. I have not had sexual intercourse.
- B. 6th or earlier
- C. 7th
- D. 8th
- E. 9th
- F. 10th
- G. 11th
- H. 12th

112. During your life, with how many people have you had sexual intercourse?

- A. 0
- B. 1
- C. 2
- D. 3 or 4
- E. 5 or more people

113. The last time you had sexual intercourse, were you under the influence of alcohol or drugs?

- A. Yes
- B. No
- C. I have not had sexual intercourse.

114. The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy? (Select only one response.)

- A. No method was used.
- B. Birth control pills.
- C. Condoms.
- D. Withdrawal.
- E. Some other method.
- F. I have not had sexual intercourse.

115. The last time you had sexual intercourse, did you use a condom to prevent sexually transmitted diseases? (Select only one response.)

- A. Yes
- B. No
- C. Unsure
- D. I have not had sexual intercourse.

116. Have you ever been pregnant or gotten someone pregnant?

- A. Yes
- B. No

117. Have you ever been physically forced to have sexual intercourse?

- A. Yes
- B. No

118. Have you ever been forced to have sexual contact other than sexual intercourse?

- A. Yes
- B. No

119. Do you think oral sex puts you at risk for contracting sexually transmitted diseases or HIV/AIDS?

- A. Yes
- B. No

120. With how many people have you had oral sex in your lifetime?

- A. I have never had oral sex
- B. 1
- C. 2
- D. 3 or 4
- E. 5 or more people

This concludes the survey.
Please check that all your
marks are clear. Thank
you for your help.

Dover High School Planning Committee

Boston, Christine	DHS Principal (<i>Co-Chair</i>)
Amara, Jim	CTC Director (<i>Co-Chair</i>)
Faure, Cathy	Facilities Coordinator

Anderson, Mary Beth	DHS Staff
Boulanger, Michele	DHS Staff
Carver, John	DHS Staff
Fennessy, Matt	DHS Staff
Finch, Robert	DHS Staff
Stone, Beth	DHS Staff
Tromba, Dave	Music AC (DMS)

Cole, Ron	Community
Dailey, George	Community
Ferguson, Holly	Community
Koblener, Andrew	Community
McCrory, Robert	Community
Mebert, Carolyn	Community
Ross, Carey	Community

TBA	Barrington Representative
TBA	Nottingham Representative
TBA	Rollinsford Representative

AD HOC

Briggs Badger, Jean	Superintendent
Gillis, Mike	Media Services Coordinator
Knowles, Tim	UGL Facilities Manager
Limanni, Mike	Business Administrator
Tirone, Gary	CIA Director

GET TO KNOW US

SupportOurSchools.org was founded by a small group of educators and parents who strongly support the belief that it takes a village to raise a child.

In the spring of 2011, it became clear that federal and state funding for educational programming was going to get slashed, big time, and there was no way to avoid it. In an attempt to make lemonade out of lemons, a small group of educators, parents, and local community members began brainstorming ways we could utilize local resources to offset the loss in government aid. SupportOurSchools.org was the result.

Our Mission:

To provide a safe, dynamic platform from which schools can communicate their needs to, and seek partnership opportunities with, local community members in support of student enrichment.



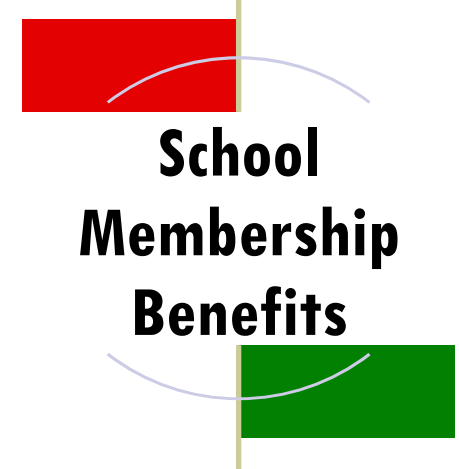
At the heart of every strong community lies a strong school system.

You teach our school children how to reach for the stars everyday.
Now it's your turn!

SupportOurSchools.org
Connecting Communities. Building Futures.

CONTACT US!

Email: info@supportourschools.org
Website: www.supportourschools.org



School Membership Benefits



SupportOurSchools.org
Connecting Communities. Building Futures.

www.supportourschools.org

Why Join SupportOurSchools.org

Money is tight for everyone, including our state and city governments, and we all know that when the coffers get low, the school systems suffer.

- Have you exhausted all your “go to” resources?
- Tired of feeling like a door-to-door salesman instead of an educator?
- Not sure how to create partnerships with your local community members?

We Can Help!

SupportOurSchools.org is an online classifieds site specifically designed to help schools reach out to their local communities for support and collaboration.



**FREE 1 Year Trial Membership
for all schools signed up by:
February 10th, 2012.**

What You Can Expect

- **A simple, user friendly design.** Just click, type, and post! Then sit back and watch the donors come to you. It’s Fun!
- **Personalized profile page.** Every school has its own profile page with 7 different posting categories:
 - Urgent Needs
 - Special Projects
 - Teacher Wish Lists
 - Volunteer Opportunities
 - PTO Fundraising
 - Sports/Extracurricular Clubs
 - Announcements/News
- **Activate our built in ‘ChipIn Widget’** to help gain public support for your fundraising campaigns.
- **Advanced design features** to help you create dynamic classified ads – add documents, links, photos, audio files, and even video!
- **Over \$200 worth of FREE marketing material** to help you get immediate, positive response from your community. We’ve done all the hard work for you so you can focus on what you do best... educating our nation’s future!
- **Step-by-step tutorials** and ongoing support through our Help Desk page.
- **Our Promise!** To provide a safe, secure online community where members and visitors can feel comfortable interacting and supporting one another.

Get Adopted!

Create formal partnerships with local businesses that have pledged to support your school by allowing them to ‘adopt’ you.

This gives you access to their private posting categories:

- Funding Announcements
- Recycling Center
- Work Study Opportunities

It also provides you with an up-to-date list of all local businesses actively interested in partnering with you. No more awkward solicitation requests! The best part is that you don’t have to do a thing...let the businesses come to you!



Visit Us Online to Learn More!

SupportOurSchools.org
Connecting Communities. Building Futures.

CONTACT US!

Email: info@supportourschools.org
Website: www.supportourschools.org

FUND BALANCE ACTIVITY-Special Revenue Funds

FY: 11-12

FOOD SERVICE FUND #2800

Description	Food Service	Ending Fund Balance:
Fund Balances:		
<i>06/30/11 Reserved for Encumbrances:</i>	0.00	0.00
<i>06/30/11 Reserved for Inventory:</i>	13,796.14	13,796.14
<i>06/30/11 Unreserved Fund Balance:</i>	203,473.80	203,473.80
*Estimated 06/30/11 Total Fund Balance:	217,269.94	217,269.94
<i>Revenue through 12/31/11:</i>	565,518.33	565,518.33
<i>(Expenditures through 12/31/11):</i>	(575,656.78)	(575,656.78)
<i>Estimated Fund Balance 12/31/11:</i>	207,131.49	207,131.49

**Subject to completion of annual audit*

FUND BALANCE ACTIVITY-Special Revenue Funds

FY: 11-12

ALTERNATIVE SCHOOL FUND #3825

Description	Alt Education Fund	Ending Fund Balance:
Fund Balances:		
<i>06/30/11 Reserved for Encumbrances:</i>	1,105.09	1,105.09
<i>06/30/11 Unreserved Fund Balance:</i>	41,347.35	41,347.35
*Estimated 06/30/11 Total Fund Balance:	42,452.44	42,452.44
 <i>Revenue through 12/31/11:</i>	 570,888.29	 570,888.29
<i>(Expenditures through 12/31/11):</i>	(278,009.44)	(278,009.44)
<i>(Reserve for Encumbrances through 12/31/11):</i>	(486,607.81)	(486,607.81)
 <i>Estimated Fund Balance 12/31/11:</i>	 (151,276.52)	 (151,276.52)
 <i>Anticipated receivables through 6/30/12:</i>	 201,367.18	 201,367.18
<i>(Based upon billable out-of-district tuition students as of 1/25/12)</i>		
Estimated Fund Balance 6/30/12:	50,090.66	50,090.66

**Subject to completion of annual audit.*

FUND BALANCE ACTIVITY-Enterprise Funds

FY: 11-12

FACILITIES FUND #3830

Description	Field User Fees	Facilities	Athletics	Parking Lots	Ending Fund Balance:
Fund Balances:					
<i>06/30/11 Reserved for Encumbrances:</i>	0.00	2,481.00	0.00	0.00	2,481.00
<i>06/30/11 Unreserved Fund Balance:</i>	4,980.00	123,722.11	2,105.24	32,966.62	163,773.97
*Estimated 06/30/11 Total Fund Balance:	4,980.00	126,203.11	2,105.24	32,966.62	166,254.97
Revenue through 12/31/11:	1,854.31	47,980.44	11,329.00	28,620.00	89,783.75
<i>(Expenditures through 12/31/11):</i>	0.00	(95,446.35)	(9,437.10)	(35,972.79)	(140,856.24)
Balance:	6,834.31	78,737.20	3,997.14	25,613.83	115,182.48
<i>(Reserved for Encumbrances through 12/31/11):</i>	0.00	(305.55)	(671.17)	(14,407.67)	(15,384.39)
Estimated Fund Balance 12/31/11:	6,834.31	78,431.65	3,325.97	11,206.16	99,798.09

*Subject to completion of annual audit.

PROJECT ACTIVITY REPORT FOR 2011-2012 FEDERAL & STATE PROJECTS AS OF DECEMBER 31, 2011

Project Number	Project Manager	Project Title	Project Period	Total Allocation Amounts	Budgeted Amounts to Date	Purchase Orders/ Obligations	Disbursements	Cash Received	Cash Balance Remaining	Total Obligations & Disbursements	% of Funds Obligated & Disbursed	% of Funds Remaining
2821	Paula Glynn	TITLE I	7/11/11-8/31/12	\$ 955,041.16	\$ 807,953.71	\$ 354,888.70	\$ 283,385.25	\$ 213,864.36	\$ 741,176.80	\$ 638,273.95	67%	33%
2821	Paula Glynn	TITLE I, PART D CHILDRENS HOME	8/29/11-8/31/12	\$ 75,653.95	\$ 75,653.95	\$ 42,633.19	\$ 28,730.86	\$ 19,362.70	\$ 56,291.25	\$ 71,364.05	94%	6%
2821	Paula Glynn	TITLE I, PART OUR HOUSE FOR GIRLS	8/29/11-8/31/12	\$ 52,907.17	\$ 52,907.17	\$ 33,148.44	\$ 15,076.72	\$ 2,603.14	\$ 50,304.03	\$ 48,225.16	91%	9%
2821	Paula Glynn	TITLE I, SINI-WPS	8/29/11-8/31/12	\$ 25,000.00	\$ 20,789.12	\$ 12,018.53	\$ 8,289.78	\$ 6,100.04	\$ 18,899.96	\$ 20,308.31	81%	19%
2821	Paula Glynn	TITLE I, SINI-DMS	8/29/11-8/31/12	\$ 25,000.00	\$ 24,384.29	\$ 16,377.74	\$ 7,952.22	\$ 5,867.06	\$ 19,132.84	\$ 24,329.96	97%	3%
		Total		\$ 1,133,602.28	\$ 981,698.12	\$ 459,066.60	\$ 343,434.83	\$ 247,797.30	\$ 885,804.98	\$ 802,501.43	71%	29%
		Titles II - III										
2822	Paula Glynn	TITLE II, PART A	8/11/11-9/30/13	\$ 303,650.49	\$ 301,062.69	\$ 128,565.90	\$ 95,080.48	\$ 62,248.55	\$ 241,401.94	\$ 223,646.38	74%	26%
2822	Paula Glynn	TITLE II, PART A REDISTRIBUTION	8/26/11-9/30/13	\$ 9,660.00	\$ 9,660.00	\$ -	\$ -	\$ 9,660.00	\$ -	\$ -	0%	100%
2822	Sandra Crosson	TITLE III, ESOL IMMIGRANT CHILDREN & YOUTH	1/24/12-9/30/13	\$ 5,215.62	\$ 5,215.62	\$ -	\$ -	\$ -	\$ 5,215.62	\$ -	0%	100%
2822	Sandra Crosson	TITLE III, ESOL	9/8/11-9/30/13	\$ 18,925.42	\$ 18,925.08	\$ -	\$ 1,008.15	\$ 860.38	\$ 18,065.04	\$ 1,008.15	5%	95%
		Total		\$ 337,461.53	\$ 334,863.39	\$ 128,565.90	\$ 96,088.63	\$ 72,768.93	\$ 264,682.60	\$ 224,654.53	67%	33%
		Vocational										
2823	James Amara	VOC. ED. TITLE B PROGRAM (CARL PERKINS)	8/22/11-8/21/12	\$ 146,915.50	\$ 146,915.50	\$ 26,709.50	\$ 71,618.26	\$ 37,888.87	\$ 109,026.63	\$ 98,327.76	67%	33%
2823	James Amara	APPRENTICESHIP PROGRAM (ELECT/PLUMB)	7/11/11-6/30/12	\$ 101,424.24	\$ 101,424.24	\$ 94.00	\$ 41,144.47	\$ 25,134.52	\$ 76,289.72	\$ 41,238.47	41%	59%
		Total		\$ 248,339.74	\$ 248,339.74	\$ 26,803.50	\$ 112,762.73	\$ 63,023.39	\$ 185,316.35	\$ 139,566.23	56%	44%
		Adult Basic Education										
27005	Deanna Strand	ADULT BASIC EDUCATION	7/11/11-6/30/12	\$ 504,626.00	\$ 504,626.00	\$ 65,769.01	\$ 201,915.96	\$ 149,207.65	\$ 355,418.35	\$ 267,684.97	53%	47%
27303	Deanna Strand	ADULT HIGH SCHOOL AT DOVER	7/11/11-6/30/12	\$ 73,212.05	\$ 73,212.05	\$ -	\$ 19,220.96	\$ 13,160.19	\$ 60,051.86	\$ 19,220.96	26%	74%
27400	Deanna Strand	ABE/ADULT LEARNER SERVICES	7/11/11-6/30/12	\$ 66,830.12	\$ 66,830.12	\$ 27,518.11	\$ 30,568.66	\$ 24,852.47	\$ 41,977.65	\$ 58,086.77	87%	13%
27506	Deanna Strand	ENGLISH LANGUAGE/CIVICS EDUCATION	7/11/11-6/30/12	\$ 6,544.00	\$ 6,544.00	\$ -	\$ 2,960.91	\$ 2,437.71	\$ 4,106.29	\$ 2,960.91	45%	55%
27613	Deanna Strand	ADULT EDUCATION/COLLEGE TRANSITIONS	7/11/11-6/30/12	\$ 9,854.98	\$ 9,854.98	\$ -	\$ 2,575.39	\$ 1,988.26	\$ 7,866.72	\$ 2,575.39	26%	74%
		Total		\$ 661,067.15	\$ 661,067.14	\$ 93,287.12	\$ 257,241.88	\$ 191,646.28	\$ 469,420.87	\$ 350,529.00	53%	47%
		Special Education										
22515	Sandra Crosson	IDEA-B AND PRESCHOOL	8/30/11-6/30/12	\$ 923,249.80	\$ 806,231.28	\$ 470,311.27	\$ 244,895.97	\$ 177,383.39	\$ 745,866.41	\$ 715,207.24	77%	23%
		Total		\$ 923,249.80	\$ 806,231.28	\$ 470,311.27	\$ 244,895.97	\$ 177,383.39	\$ 745,866.41	\$ 715,207.24	77%	23%
		Total Federal Grants - Project Year 2011-2012:		\$ 3,303,710.50	\$ 3,032,199.67	\$ 1,178,034.39	\$ 1,054,424.04	\$ 752,619.29	\$ 2,551,091.21	\$ 2,232,458.43	68%	32%

PROJECT ACTIVITY REPORT FOR 2011-2012 MISCELLANEOUS SCHOOL GRANTS AS OF DECEMBER 31, 2011

Fund	Project Number	Project Manager	Project Title	Project Period	Total Expected Funding	Authorized Funding to Obligate	Purchase Orders/ Obligations	Disbursements	Cash Received	Cash Balance Remaining	Total Obligations & Disbursements	% of Funds Obligated & Disbursed	% of Funds Remaining
2940	18156	Paula Glynn	EDUCATION JOBS FUND	8/10/10-6/30/12	\$ 272,222.88	\$ 272,222.88	\$ 177,757.74	\$ 94,465.14	\$ 73,452.00	\$ 198,770.88	\$ 272,222.88	100%	0%
2950	12000	Christopher Stockland	YOUTH ARTS PROJECT GRANT FOR 2012	7/11/11-6/30/12	\$ 3,040.00	\$ 3,040.00	\$ -	\$ -	\$ 3,040.00	\$ -	\$ -	0%	100%
			Total		\$ 275,262.88	\$ 275,262.88	\$ 177,757.74	\$ 94,465.14	\$ 76,492.00	\$ 198,770.88	\$ 272,222.88	99%	1%
			Total Miscellaneous School Grants - Project Year 2011-2012:		\$ 275,262.88	\$ 275,262.88	\$ 177,757.74	\$ 94,465.14	\$ 76,492.00	\$ 198,770.88	\$ 272,222.88	99%	1%