



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type: **Regular Session #5**
Meeting Location: **Media Ctr. (Rm. 306) McConnell Center**
Meeting Date: **Monday, May 14, 2012**
Meeting Time: **7:00 pm**

- A. ROLL CALL**
- B. PLEDGE OF ALLEGIANCE**
- C. CITIZENS' FORUM**
- D. APPROVAL OF MINUTES:**
 - 1. Nonpublic Session #10, April 2, 2012
 - 2. Nonpublic Session #11, April 9, 2012
 - 3. Regular Session #4, April 9, 2012
 - 4. Nonpublic Session #13, April 16, 2012
 - 5. Workshop Session #1, April 16, 2012
 - 6. Nonpublic Student Discipline Session #14, April 19, 2012
 - 7. Nonpublic Session #15, April 30, 2012
 - 8. Special Session #6, April 30, 2012
- E. CONSENT AGENDA:**
 - 1. **Correspondence:** NONE
 - 2. **Resignations/Retirements:** NONE
 - 3. **Leaves of Absence:**
 - a. Andrea Fermanis, Dover Middle School
 - 4. **Nominations:**
 - Sheet 1: Nomination and Election of Staff (Boals)
 - Sheet 2: Nomination and Election of Coaching Positions (Wisniewski)
 - 5. **Extended Travel (Student Trips):** NONE
- F. SUPERINTENDENT'S REPORT**
- G. STUDENT REPRESENTATIVE REPORT**
- H. COMMITTEE REPORTS**
- I. POLICY – CHANGES – PROPOSALS:** NONE
- J. POLICY ADOPTION (Second Reading):**
 - a. IGEA Parental Objections to Specific Course Material
 - b. GCBD Rules and Regulations in the Application of Administrative Personnel Policies and Salary Schedules
- K. SUBMISSION AND PAYMENT OF BILLS**
- L. RESOLUTIONS:**
 - 1. Resolution of Recognition Emma Ciereszynski
- M. OLD BUSINESS:** NONE
- N. NEW BUSINESS:**
 - 1. Youth Risk Behavior Survey – V. Hebert
 - 2. Elementary and DMS Handbook Changes 2012-2013
 - 3. Minimum Enrollments – Request for Waivers, Policy IIBD (J. Altbergs)
 - 4. Policy DD State and Federal Funding Update
 - 5. Policy DFC Special Funds Update
 - 6. Quarterly Scholarship and Trust Update
 - 7. Alternative School/Strafford Learning Ctr. Partnership Approval
- 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.



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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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Chairperson Rocky D'Andrea called a meeting of the Dover School Board to order on Monday, April 9, at 7:05 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, Paul Butler and Ken Appel.

Also present were; Superintendent Jean Briggs Badger; Woodman Park School Principal Patrick Boodey; DMS Co-Principal Kim Lyndes, CIA Director Gary Tirone, DHS Principal Christine Boston; DTU President Deb Hackett, DTU Representative Carol Kennedy, Special Education Director Sandie Crosson, Federal Projects Director Paula Glynn, CTC Director Jim Amara, Dover teachers including Peter Driscoll, David Goldsmith, Kiley Hemphill, Beth Theriault, Michele Boulanger, and Fosters.

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

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

D. APPROVAL OF MINUTES

1. Nonpublic Session #6, March 5, 2012
2. Special Session #4, March 5, 2012
3. Regular Session #3, March 12, 2012
4. Nonpublic Student Discipline Session #8, March 22, 2012
5. Nonpublic Session #9, March 26, 2012
6. Special Session #5, March 26, 2012

Betsey Parker Andrews moved, Ken Appel seconded approval of the minutes. An oral **VOTE PASSED 7/0.**

E. CONSENT AGENDA

1. **Correspondence:** NONE
2. **Resignations/Retirements:**
 - a. Natalie Riddle, DHS
3. **Leaves of Absence:**
 - a. Peggy Carver, DHS Cosmetology
 - b. Stephanie Nemi, DMS
 - c. Brooke Repucci, DHS English



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d. Deborah Rockwell, DMS

4. Nominations:

Sheet 1: Nomination and Election of Staff (Beaulieu – Sims)

Sheet 2: Nomination and Election of Coaching Positions (Bennett-Dion)

5. Extended Travel (Student Trips):

a. Final Approval DMS 2012 Washington, DC Trip (May 29, 2012 departure)

b. Preliminary Approval DHS Music Dept. England and Ireland (April 18-26, 2013)

Betsey Andrews Parker moved, Kathy Baker seconded approval of the consent agenda. An oral **VOTE PASSED 7/0.**

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

SCHOOL Updates

April 17th-19th Kindergarten Screening for the 2012-13 School Year will be held at the 3 elementary Schools.

Dover High School/Career Tech Ctr.

Andrea Ritsch won first place in the regional French speech contest beating out the other regional public and private high schools. She wrote, memorized and presented a 5 minute speech in French. DHS can be very proud of her work, her efforts and her winning it for the home team!

Congratulations to the following Latin students for placing in the top 50 percentile at the Harvard Certamen, held at Harvard University on March 31st 2012:

Josh Bean

Morgan Chalue

Ellis Codd

Matt Palczynski



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This was a national competition of Latin, mythology, and Roman history questions. Dover High students performed very well and are to be commended.

Jan Hennessey has been recognized by the Northeast Conference for the Teachers of Foreign Language for her outstanding contributions in her field.

The DHS winter color guard finished their season winning their 7th New England championship and their 7th undefeated season! Congratulations.

DHS band and chorus participated at the NHMEA Large Group Music Festival. Both groups did well, and the band was awarded straight A ratings.

CTC/NTHS has 105 students in CTC that qualified to be members of the National Technical Honor Society this year! This will be the highest number of students in the history of CTC who have qualified for this prestigious honor, over 80 students qualified last year; this number breaks that record....

Congratulations and thank you to the **entire DHS faculty and staff**.

Their INDUCTION CEREMONY IS MAY 9TH AT DHS AUDITORIUM BETWEEN at 6:30 pm.

Dover High School Health Occupations Students of America members came home with 5 medals from the NH State Conference for Health Occupations Students of America! The WINNERS ARE ...

FIRST PLACE: Joe McKee and Paul Moore for EMT Technician (both students are in the Firefighter Academy)

SECOND PLACE: Mike LeBlanc for Medical Math (from Health Science Program)

THIRD PLACE: Kayla Johnstone for Home Health Nursing (Health Science Program and Anatomy & Physiology)

FOURTH PLACE: Amanda Naumann for Home Health Nursing (Health Science Program)

FOURTH PLACE: Jon Henao in Pathophysiology (Anatomy and Physiology)

Ms. Lapointe and Mr. LeClaire (Advisors for HOSA) report that our students competed with over 400 other NH students in Health Science programs. This is another HUGE accomplishment for Dover High School. CONGRATULATIONS!!!



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Also, please congratulate our Career Technical Education students who competed in the 2012 Skills USA New Hampshire Championships. Gold Medals went to Todd Shaw, Noel Strong, Heather Kester, Evan Bates, Kris Fargo, Aaron Denis and Jonathan Warren. In addition 3 Silver and 7 Bronze Medals were awarded. CTC Students who competed and became the champion in their specific area received scholarships ranging from \$5,000 to \$20,000.

Dover Middle School

Congratulations to DMS's team for placing first in the structure challenge at the NH Destination Imagination State Finals. The team is now going on to represent DMS and the state of NH at the Destination Imagination Global Finals at the University of Tennessee in Knoxville, May 23 – 26.

PTA Meeting on Tuesday, April 10th at 7:00pm in DMS Library

Spring Pictures on Friday, April 13th

5th Annual DMS Dodgeball Tournament Wednesday – Friday, April 18 - 20th.

Washington DC trip parent meeting on Tuesday, May 1st at 7:00pm

4th grade transition activities are being planned for the month of May

Garrison School

The 4th grade students had a very successful Food Intervention Challenge held downtown with many local restaurants participating. Congratulations to all the fourth grade students who participated and thank you to our local restaurants for their help. There was quite a bit on money raised for the school garden project.

There will be a PTA meeting on Tuesday, April 17th at 6:30 in the art room.

The 7th Annual Earth Day learning experience will be on Friday, April 20th. There will be a kick-off assembly with Trash Can lids production, educators from the UNH marine docent program, eco-craft and many other presenters throughout the day.

On May 7th, Garrison will participate in a bike or walk to school day. Students and parent with bicycles will meet up with students choosing to walk to school at designated points around



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the school community. Safety will be the top priority. Parents wanting to order affordable helmets should contact the school.

Horne Street School

On March 29th students from grades 1-4 had a variety show. Over 40 students participated and it was a huge success. There was singing, dancing, piano recitals, and comedic acts; and the students did a great job.

- April 6th – K-2nd grades went to the Rochester Opera House to see Alice in Wonderland
- April 11th – District-wide ESOL Science Fair at DMS
- April 13th – 3rd Grade is presenting “Around the World” with food and facts of the countries they studied
- April 17th – PTG Meeting in the library starting at 6:30 p.m.
- April 18th – 4th grade field trip to Concord State House
- April 20th – Earth Day Celebration with nature walks, plantings, trash clean-up, fitness stations, and several presentations

Woodman Park School

April 10th "Being a Good Community Member and Friend" presentation will be held at WPS and sponsored by McDonald's. This free presentation will support our student message of community service and anti-bullying. Thank you to Stephanie Paine for making this FREE presentation possible.

April 12th Title I On-Site Evaluation at WPS by NH Dept. of Ed. A special thanks to Paula Glynn and Cindi McKenney for organizing this extensive on-site evaluation process for the benefit of our school and the Dover School District.

April 12th Purple Pride Day, students and staff wear purple in honor of children of military families. WPS has several students with a parent actively serving in the military.

April 16th WPS Parent Teacher Organization Meeting, 6:30



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April 19th WPS and Seymour Osman Community Center will be having a Service Learning Fair, 5:30-7:00.

April 22nd Red's Road Race, WPS PTO is a sponsor

April 23rd – 27th WPS Spirit Week; information will be sent home in Friday Backpacks.

And finally WPS would like to thank the seven UNH interns that worked full time, all year, for no pay, in our school. They enriched our entire school community and we wish them well in their future endeavors.

G. STUDENT REPRESENTATIVE REPORT – April Theth

Ms. Theth was unable to attend the meeting. Ms. Briggs Badger read the following report on behalf of Ms. Theth.

-The National Honor Society will, again, be participating in Relay for Life, to be held at 7:00 PM on Saturday, April 28th at Phillips Exeter Academy. For all members of NHS, there is an opportunity for community service hours to attend and participate at the event. All other community members are encouraged to attend.

- For the upcoming year, National Honor Society will also be holding their induction ceremony at the high school on Thursday, May 10th.

- The Project Graduation Committee is holding a spaghetti dinner fundraiser to support their event this year. The dinner will be on Tuesday, April 17th at the Dover High School Cafeteria from 5:00 to 7:30 PM. This is a great opportunity for a community dinner to support the cause of keeping our students safe on graduation night. Tickets are: \$5 Children/ \$7 Adults/ \$20 Family and are being sold at the Dover Chamber of Commerce and at the school in the main office and room 208.

Betsey Andrews Parker moved, Amanda Russell seconded acceptance of the Superintendent and Student Reports. An oral **VOTE PASSED 7/0.**

H. COMMITTEE REPORTS:

Dr Appel provided two reports:

Document Created by: Betsey Andrews Parker
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Curriculum Planning Council

The Curriculum Planning Council meeting of April 5, 2012 was devoted to a report by Peter Driscoll on the social studies curriculum and a tentative schedule for the Capital Improvement Program (CIP) for curriculum

Mr. Driscoll described the social studies material covered at the various grade levels. Texts being used in the grade schools and high school were purchased in 1998 and the middle school texts were purchased in 2006. Teachers are supplementing the texts with online resources including Nova Net courseware. Future plans include using Moodle- or Blackboard-based courses and moving further toward a digital curriculum, as well as generating content from material prepared in professional development to keep content up to date and reduce costs. Committee members noted that most students are technologically prepared to deal with such a setting.

A task force supervised by UNH Professor Joseph Onosko has made plans for the steps needed to prepare to align with the Common Core State Standards in grades K-9, and the process they created was reviewed by the elementary school teachers. The resulting document will be used for implementation and integration with literary instruction.

At the high school level the Social Studies and English Departments are working to match writing assignments to the English Common Core. Social studies competencies and rubrics have been prepared and now need to be fully implemented.

Mr. Tirone presented a plan for using the CIP procedure for leveling out spending on curriculum at the \$250,000 level for six years to acquire texts in hard copy and digital form, provide professional development that would permit staff to construct their courses, and eliminate the need to purchase digital licenses thus reducing future curricular expenditures.

Professional Development Committee

The March 21 meeting of the Professional Development Committee was devoted to discussion of the results of the teacher workshop of March 16 that was devoted to focus groups and to the part of the March 28 early release day that will be devoted to the rollout of the professional development master plan.

The responses to a survey taken of the participants in the workshop showed considerable enthusiasm for the opportunities to work together with colleagues on goals and benefit from their knowledge and experience. Answers to a question about desired changes indicated that a large majority thought that this workshop format was a good one. Some



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participants felt that more preparation would have helped their groups to be more successful. A small number of responses indicated a desire for major changes.

The discussion of the master plan largely revolved about anticipating questions that might arise about details of the implementation. Shannon DeLello went over the guide to the recertification procedure and committee members considered details that could be clarified in the rollout.

Betsey Andrews Parker provided a report on the Joint Building Committee Meeting held on March 22.

A bid was approved for the pavement of the upper and lower parking lots at Horne Street School. A new driving pattern for the school was discussed which will have a positive impact on safety and create better traffic flow. The project is still under budget and is close to completion.

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

a. GCG Part-Time and Substitute Professional Staff Employment

FIRST READING

PART-TIME AND SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

(Substitute Teachers)

The Superintendent shall maintain a list of qualified substitute teachers who may be called on to replace regular teachers who are absent. Such a list shall be filed with the person for calling substitutes **or maintaining substitute placement online program.**

Insofar as possible, teachers on the substitute list will be called for the grades and/or subjects for which they are listed. A teacher whose name does not appear on the substitute list may not be employed in the school district except when specifically approved by the Superintendent. Principals will be responsible for seeing that the work of the substitute is as effective as possible and will provide him/her with a planned program.

The approved rate for substitute pay is \$75 per day. **Effective 7/1/12, certified substitutes holding a current New Hampshire teaching certificate will be paid \$80 per day. \$95 per day. Proof of certification must be on file in the office of the Superintendent. Substitutes for paraprofessional positions will be paid \$70 per day. Substitutes holding a current New Hampshire teaching certificate will be paid \$95 per day if they work for 20 or more consecutive days, which will be retroactive to the first day of the long term assignment. Under extenuating circumstances, the Superintendent, with approval from**



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the School Board, may authorize additional compensation for certain long term assignments.

The Superintendent or his/her designee shall conduct a thorough investigation into the past employment history, and other applicable background, of any person considered for employment with the district. This investigation shall be completed in accordance with Policy GBCD prior to making an offer of employment.

Statutory/Regulatory/Policy Cross References

RSA 189:13-a
Policy GBCD

Mrs. Grady asked how much the savings would be with this change. Ms. Briggs Badger responded that the savings could be approximately \$100,000, which would also include savings from a reduced number of substitutes.

Kathy Baker moved, Amanda Russell seconded adopting this policy in its first reading for budgetary purposes. An oral **VOTE PASSED 7/0.**

b. IGEA Parental Objections to Specific Course Material

FIRST READING

PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL

The Board recognizes that there may be specific course materials which some parents/guardians find objectionable.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building principal of the specific material to which they object and request that the student receive alternative instruction, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing.

The building principal and the parent must mutually agree to the alternative instruction. The alternative instruction agreed upon must meet state minimum standards.



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School district staff will make reasonable efforts, within the scope of existing time, schedules, resources and other duties, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school, through approved independent study, or through other method agreed to by the parent/guardian and the building principal. Any cost associated with the alternative instruction shall be borne by the parent.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the school board.

Parents who wish for particular instructional material be reviewed for appropriateness may submit a request for review in accordance with Board Policy KEC.

Legal References:

RSA 186:11, IX-c, State Board of Education; Duties.

Ms. Briggs Badger presented the policy which is mandatory for school districts so that they will be compliant with regulations. Dr. Butler asked what would happen if the teacher and parents disagree on an alternative instruction. Ms. Briggs Badger stated that the principal would have the final say since the parents do not have the right to appeal to the school board. Ms. Andrews Parker asked if there are any specific timelines or deadlines in this policy. Mr. Tirone discussed the policy and stated that if it is mutually agreed upon that alternative instruction is needed, the parent would pay for the alternative. He continued to say that he believes the legislature felt that this policy was already happening and they were just formalizing it.

Ms. Briggs Badger commented that this policy is taken directly from the New Hampshire School Boards Association (NHSBA). She added that they may have left the policy including the timeline vague, so that the district would have leeway.

Ms. Briggs Badger was directed to find answers to questions including:

- What happens if the parent and teacher do not agree?
- What is the timeline?
- What is the definition of objectionable in this instance?

Doris Grady moved, Amanda Russell seconded tabling this policy for a second reading on May 14th. An oral **VOTE PASSED 7/0**.



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c. GCBD Rules and Regulations in the Application of Administrative Personnel Policies and Salary Schedules

FIRST READING

RULES AND REGULATIONS IN THE APPLICATION OF ADMINISTRATIVE PERSONNEL POLICIES AND SALARY SCHEDULES

The following rules and regulations will govern the application of personnel policies for administrative personnel in the Dover public schools.

RECOGNITION:

The Dover School Board recognizes the administrative personnel as including the principals, deans, career technical center director, director of curriculum, assessment and instruction, special education director, and athletics and physical education director, who will be referred to throughout this document as administrative personnel. The administrative group is professionally responsible for the operation of the school system and is considered an integral part of the system in its relationship with the Dover School Board.

EVALUATIONS:

It is agreed and understood that prior to July 1 of each year hereafter, the administrator shall have been evaluated as to his/her professional service by appropriate certified personnel, and be given a copy of said evaluation that shall contain a provision allowing written comment by the administrator. A conference shall be held with the administrator to discuss the evaluation, and the administrator shall be given a full and complete opportunity to correct and improve upon any designated deficiencies within the next year following the evaluation. Should the administrator not be evaluated as required herein, the administrator's efforts and professional services shall be deemed conclusively to be at least satisfactory in all respects and for all purposes.

WITHHOLDING OF SALARY INCREASE:

The District may withhold the negotiated salary increase of an administrator whom the District determines is performing less than satisfactorily. This will not occur before the District identifies the administrator's weakness and makes reasonable attempts to help the administrator to overcome these weaknesses.



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The phrase “reasonable attempts” shall include, but not be limited to the following:

- A. The provision of a written clarification of weakness(es).
- B. The provision of written goals, results, behavior patterns, etc., that the District deems necessary for that administrator to be satisfactory.
- C. Development of a written plan that will assist the administrator in reaching the above goals.
- D. Establishment of an evaluation schedule during the year that may include observations and discussions which may provide the administrator with guidance and direction.

ABSENCE REPORTING:

A Record of Leave card will be submitted to the Payroll and Benefits Manager bi-weekly, coinciding with the existing pay periods, for all administrative personnel recognized by this policy. A card will be submitted even when there are zero absences during the pay period. Administrative personnel reporting to a building administrator will submit the Record of Leave card to the building administrator who will then forward it to the Payroll and Benefits Manager. Absence cards are to be signed by the administrator and not by a designee.

BENEFITS:

Administrative personnel will receive any and all benefits pertaining to other groups of personnel in the Dover school system, including, but not limited to, the following:

1. Professional Incentive Compensation

Administrative personnel in degree-granting programs will be reimbursed up to the in-state UNH degree credit tuition costs with a limit of sixteen (16) credits per calendar year, while maintaining a grade of "B" or better. Administrative personnel enrolled in a course directly related to the individual's area of administrative responsibility, but who are not enrolled in a prescribed curriculum, will be reimbursed up to the UNH tuition costs up to eight (8) credits per year, while maintaining a grade of "B" or better. Course reimbursement will be paid only if taken in a New England state authorized program or other nationally accredited college or university. Foreign institutions will be evaluated based on credentials supplied to the superintendent prior to attendance.



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The Dover School Board will contribute toward the cost of professional dues for administrative personnel upon presentation of membership to the superintendent and if funds have been budgeted and are available.

2. Sick Leave

200 day administrative personnel shall receive fifteen and three-quarters (15.75) days and full-year administrative personnel (220 or 225 days) shall receive eighteen (18) days sick leave with pay for personal illness for each year of service in the Dover school system cumulative to two hundred seventy five (275) days. Individuals may be asked for confirmation of an illness by a physician for seven (7) or more incidents of sick leave use in any school year.

3. Personal/Emergency Leave

Administrative personnel may request up to a total of five (5) days personal/emergency leave in a given school year without loss of salary. Such leave shall require the prior approval of the superintendent. In cases where the reasons are of a highly personal nature, prior notification shall be given, indicating that the reasons are personal with only such justification as is necessary to provide the superintendent with adequate cause to grant the request. Non-scheduled emergency leaves shall be supported in writing as soon after the fact as possible.

4. Funeral Leave

Pay shall not be deducted for up to five (5) days of absence related to the death of a member of the administrator's immediate family, defined as spouse, child, parent, or sister or brother residing in the household. Such leave shall be granted for up to three days for the death of a sister, brother, sister-in-law, brother-in-law, daughter-in-law, son-in-law, parent-in-law, or of a relative living in the household. Such leave shall also be granted for one day for the death of a grandparent, aunt, uncle, or close personal friend if approved by the superintendent.

5. Military Leave

Military leave shall be granted to any administrator who is inducted or called to active duty in any branch of the armed forces of the United States. For the period of said call to active duty, said administrator will be compensated by the District paying the



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difference between their school district salary and their annualized military salary. Upon return from such leave, an administrator will be placed on the salary schedule at the level which the administrator would have achieved had the administrator remained actively employed in the system during the period of the absence. Salary scale growth limit is equal to the period of original induction or period of call to active duty.

6. Jury Leave

Administrative personnel on jury duty shall be entitled to pay differential and continued benefits while fulfilling this duty.

7. Parental Leave

An administrator who is pregnant shall be entitled, without pay or salary schedule growth, upon request, to a leave to begin at any time between the commencement of her pregnancy and one (1) school year after the child is born. Except in cases of emergency the administrator shall give at least thirty (30) days notice prior to the date on which her leave is scheduled to begin. An administrator who is pregnant may continue in active employment as late into her pregnancy as she desires, provided she is able to perform her required administrative duties.

A male administrator may be entitled, upon request, to a parental leave to begin at any time between the birth of his child and one (1) school year thereafter.

An administrator adopting an infant (birth to first birthday) child may be granted a parental leave at any time after the date of the adoption and may continue the leave for up to one (1) school year after the adoption. Such leave may commence upon the administrator's receiving de facto custody of the infant, or up to three (3) months earlier if necessary to fulfill the requirements for adoption.

Parental leaves will not exceed one year in duration, and an administrator on parental leave must notify the superintendent in writing of his or her intent to return to work by March 1, preceding the beginning of the school year.

8. Extended Leave



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Administrators may request an unpaid extended leave of absence which shall be granted at the discretion of the superintendent and School Board for any of the following reasons:

- a. to pursue academic studies
- b. to accept a position with the Peace Corps, Vista, or a similar governmental agency
- c. for prolonged illness, needed rest, necessities of the home, professional improvement, or any other activity which would benefit the Dover school system

Upon return from an extended leave of absence administrative personnel shall be assigned to the same or a substantially equivalent position. All benefits to which the administrator was entitled at the time of the leave, including accumulated sick leave, shall be restored upon return.

9. Health Insurance

The School Board shall provide health insurance for administrative personnel during the term of their employment through the SchoolCare program or another program providing substantially equivalent or improved coverages or services on the following basis:

Ninety-two percent (92%) of the premiums of the SchoolCare Point of Service Option, or the School Care HMO Option.

If an administrator does not subscribe to the School Department of the City of Dover, New Hampshire, New Hampshire School Health Care Coalition plan, SchoolCare health program, or to another City of Dover health insurance plan through a family member, he/she will receive a lump sum payment of three thousand dollars (\$3,000) on or before December 15th of the school year.

The School Board agrees to submit or have submitted retired administrators' payments for health insurance at the School Department group rate.



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10. Life Insurance

The School Board shall provide life insurance coverage for administrative personnel during the term of their employment in the amount of \$100,000 for natural death and \$200,000 for accidental death. Coverage for new personnel will not begin until the first of the month following the completion of a thirty- (30) day waiting period.

11. Dental Insurance

The School Board shall provide and pay the premiums for dental insurance through the Delta Dental Insurance Plan or a substantially equivalent plan for administrative personnel during the term of their employment. Coverage shall be for individuals or their families, as appropriate, and coverage for new personnel will not begin until the first of the month following the completion of a thirty- (30) day waiting period.

12. Disability Insurance

The School Board shall provide for administrative personnel an income insurance program which will provide the following coverage: seventy percent (70%) of monthly salary up to \$5,000 maximum to begin after ninety (90) consecutive calendar days or expiration of accumulated sick leave, whichever is greater. Said insurance will run until age sixty-five (65) and shall be coordinated with Social Security benefits.

13. Longevity

Administrative personnel shall receive a longevity benefit for service in the Dover school system (teaching and administrative) as follows:

Upon completion of ten years	\$500
Upon completion of fifteen years	\$550
Upon completion of twenty years	\$625
Upon completion of twenty-five years	\$700
Upon completion of thirty years	\$775
Upon completion of thirty-five years	\$850

14. Severance Pay



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All retiring administrative personnel, as well as those leaving who have at least ten (10) years of service in the Dover School District, shall receive severance pay in the amount of thirty (30) percent of their accumulated sick leave at their current per diem rate.

15. Tax-deferred Annuity

The School Board shall allow administrative personnel to take advantage of the federal law regarding tax-deferred annuities. Any new group must have at least ten (10) members.

16. Holidays

All administrative personnel shall observe the following holidays and any other days as may be designated from time to time:

New Year's Day
Martin Luther King, Jr., Day
Presidents' Day
Monday of Spring Vacation (Fast Day)
Memorial Day
Fourth of July
Labor Day
NEA Teacher Workshop Day (Columbus Day)
Veterans' Day
Day before Thanksgiving
Thanksgiving Day
Friday following Thanksgiving
Christmas Eve (1/2 Day)
Christmas Day
The Day after Christmas (To be scheduled with School Secretary)
New Year's Eve (1/2 Day)
Work day following Christmas, should school be in session on one of the holidays listed above

17. Work Day Schedule



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200 day administrative personnel shall provide the Superintendent with a schedule for days to be worked prior to July 31st of each year.

Full year (contracted for 220 or 225 days) administrative personnel shall provide the Superintendent with a schedule for days to be worked prior to July 31st of each year. Full year administrative personnel will be contracted for 220 or 225 days based upon their years of service in the Dover school system as follows:

- From zero (0) to five (5) years: Contracted for 225 days worked
- At the beginning of six (6) year or more: Contracted for 220 days worked

Any changes to your work schedule must be submitted to the Superintendent for approval. Any carry forward of non work days must be approved by the Superintendent and used by December 31st.

Administrators are able to carry over no more than ten (10) days of vacation leave into the subsequent school year. In addition, all carry-over leave must be taken on or before December 31 of that year, or it will be forfeited.

18. Mileage Allowance

Administrators shall be paid \$150.00 on or before December 31 and \$150.00 on or before the close of the school year for in-district travel. They will continue to be able to submit requests for mileage for out-of-district travel.

SALARIES:

Administrators will receive the following stipends:
Stipends: CAGS: \$750 Doctorate: \$1,500

SALARY RANGES BY CATEGORY FOR ALL NEW EMPLOYEES HIRED DURING THE DURATION OF THIS CONTRACT.

Principal	\$85,000	to	\$110,000
Director	\$79,000	to	108,000
Dean	\$75,000	to	95,000



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Any request to exceed the salary range scale when hiring a new employee must be approved by the Dover School Board.

Annual Salary Adjustment

Year 1: 0%
Year 2: 0%
Year 3: 0%

Salaries in Year 2 and Year 3 will be opened for discussion if mutually agreed upon by the DAA and the Dover School District.

Addendum:

Year 2: No salary change

Year 3: The Dover Administrator's Association (DAA) will be granted an across the board increase of 2% for the 2012-2013 school year. However, the 2% payment increase will be distributed to all Dover Administrators beginning July 1, 2013 through June 30, 2014 over 26 equal payments. Any Administrator who retires or resigns prior to July 1, 2013 will be granted the 2% payment increase on a pro-rated basis for retirement purposes.

NOTE: Nothing in this document shall preclude administrators receiving additional benefits as may be granted by the School Board

Doris Grady moved, Amanda Russell seconded tabling this policy for a second reading on May 14. An oral **VOTE PASSED 7/0.**

J. POLICY ADOPTION: None

K. SUBMISSION AND PAYMENT OF BILLS: Amanda Russell moved, Ken Appel seconded to direct the payment of manifest #12-J in the amount of \$5,440.66 for FY11 and \$2,215,299.93 for FY12 for a total of \$2,220,740.59. The time period for payments was from 3/13/12 to 4/9/12. A roll call **VOTE PASSED 7/0.**

L. RESOLUTIONS: see above

M. OLD BUSINESS:

1. School Board/Superintendent 2012-2013 Goals Adoption



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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



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- 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.

Doris Grady moved, Amanda Russell seconded adopting School Board/Superintendent Goals for 2012-2013. An oral **VOTE PASSED 7/0**.

Rocky D'Andrea moved, Betsey Andrews Parker seconded to delete Alt Program Handbook changes from N.5. Only DALC Handbook changes will be considered in this item. An oral **VOTE PASSED 7/0**.

N. NEW BUSINESS:

1. Approve Strafford Learning Membership

The correspondence below from Ms. Crosson addresses the request for the district to join the Strafford Learning Center Collaborative.



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"I have analyzed the benefit/cost of becoming a member of Strafford Learning Center (SLC) and **recommend that Dover School District join the collaborative**. At the November 14, 2011 school board meeting, the school board granted my request to pursue conversation with the SLC Executive Board regarding joining the collaborative. The following information was presented to the school board for consideration:

Dover School District currently places students at two programs operated by SLC: John Powers School, a private provider of special education for elementary and middle school aged students, and Charles Ott Academy, a private provider of special education for students aged 14-21. The number of students placed at SLC programs varies from year to year and within any year, depending on Dover's ability to meet student needs within existing district programs and the availability of openings at the SLC programs.

In addition, Dover School District contracts with SLC to provide special education, related services, or supplementary aids/services to students with low incidence disabilities. Currently we contract for a Teacher of the Deaf/Hard of Hearing, Vision/Orientation/Mobility services, and Secondary Transition services. Last year SLC provided us with an OT when our employed OT resigned mid-year and this year we contracted with SLC for a substitute Speech Pathologist when our employed SLP had family leave. We use Strafford Learning Center as our first choice when looking for out of district special education programs or contracted related services because of their reputation for quality programming and their commitment to working with districts to design services to meet evolving needs. Dover School District has a history of partnership with SLC including joint projects with The Prevention Board, Community of Practice, and Wraparound.

Since the initiation of discussion with the SLC Executive Board, I have tracked the potential savings of being a member and have found a savings despite fluctuations in placements and services (see attached). Jean Briggs Badger and I attended a SLC Executive Board meeting and a membership meeting. We are pleased to announce the SLC Executive Board has voted to accept us as members in the collaborative should the Dover School Board decide to join.

While there is a fiscal advantage to membership in SLC, more importantly, membership provides the opportunity for collaboration in establishing comprehensive regional resources in providing special education programs and services to children with special needs and their families. The superintendent from each member district and a school board representative serve on the SLC Executive Board. Member districts include SAU 74 (Barrington), SAU 61 (Farmington and Middleton), SAU 64 (Milton and Wakefield), SAU 44 (Northwood,



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Nottingham, Strafford), SAU 5 (Oyster River), and SAU 56 (Rollinsford, Somersworth). Working with our regional neighbors will help strengthen our community in meeting the challenge of educating every child, every day.

BENEFIT/COST ANALYSIS

The rate of membership in the Strafford Learning Center collaborative is \$6.65 per enrolled K-12 student. Our enrollment 10/31/2011 was 3771 (including 27 out of district students and omitting Preschool, Barrington, and Nottingham students). The cost of membership for FY12 based on these figures would be \$25,077.15.

This year we have contracted services from Strafford Learning Center totaling \$102,814.91 (Teacher of the Deaf/Hard of Hearing, Vision/Mobility training, Transition Consultant). We have also paid tuition for students placed in the John Powers School and Charles Ott Academy (COA). Our projected tuition costs to SLC have fluctuated over the year, partly because we are bringing two students back to district from John Powers School.

Members of SLC pay a 15% lower rate than nonmembers. Here is a comparison of member and nonmember rates for this year; the nonmember column represents our projected costs for FY12.

FY12 ACTIVITY	FY12 NONMEMBER	FY12 MEMBER
Tuition to John Powers/COA	\$154,692	\$131,488
Contracted Services	\$102,815	\$87,393
Membership (\$6.65 pp)		\$25,077
TOTAL	\$257,507	\$243,958
<i>Savings if a SLC member this year</i>		\$13,549

Next year we have estimated continuing contracts for a Teacher of the Deaf/Hard of Hearing, Teacher of the Visually Impaired, and Orientation/Mobility services, as well as continued tuition for students at John Powers School. Assuming our enrollment and membership costs are the same, estimated costs and savings for FY13 are illustrated by this table:

FY13 ACTIVITY	FY13 NONMEMBER	FY13 MEMBER
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Tuition to John Powers	\$89,701	\$78,001
Contracted Services	\$134,051	\$113,943
Membership (\$6.65 pp)		\$25,077
TOTAL	\$223,752	\$217,021
<i>Projected Savings FY13 SLC member</i>		\$6,731

The amount of “savings” is proportional to the number of contracted service hours and the number of students placed in an SLC program. The amount of savings is expected to increase if we “shift” contracted nursing, out of district placements, behavioral consultation, and assistive technology consultation to SLC.

Strafford Learning Center provides additional opportunities for member districts, such as low cost contracted services for dropout prevention and credit recovery (NORTHSTAR) and ESOL services.”

Mrs. Grady asked if Dover had previously been a member of this collaborative. Kevin Murphy, Executive Director responded that Dover had been a member in 1973. The Special Education consultants who visited Dover last year recommended that Dover participate in a collaborative so that money could be saved. Ms. Crosson stated that she had been looking into the possibility of joining for the past few years and now feels that it is the right time. If Dover had been a member last year, there could have been a savings of over \$13,000 and next year the savings could be almost \$7,000. The cost of membership is directly related to the student enrollment as of 10/1, therefore costs could be a bit higher or lower depending on the change in student enrollment.

Betsey Andrews Parker commended Ms. Crosson for “thinking outside of the box” and for her efforts trying to save money for the district.

Betsey Andrews Parker moved, Amanda Russell seconded to approve the membership into the Strafford Learning Center. A roll call **VOTE PASSED 7/0.**

2. Social Studies Curriculum Presentation—Social Studies Academic Coordinator Peter Driscoll made the following presentation:

Social Studies Curriculum
 Spring 2012

Scope and Sequence



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1. Elementary (K-4)

Grade	Coverage
K	Maps, Community, Social Skills, Current Events
1	Maps, Community, Cultural Traditions and Celebrations, including Native Americans Current Events
2	Maps, National Holidays, Diversity, Current Events
3	Maps, Community with emphasis on Dover History, Immigration, Current Events
4	Maps, Community, New Hampshire History and Geography, United States Regions, Current Events

2. Middle School (5-8)

Grade	Coverage
5	United States History through the Antebellum Period
6	United States History from the Civil War to Present
7	World History: Prehistoric Peoples to the Fall of the Roman Empire
8	World History: Medieval to Present

3. High School (9-12)

Grade	Coverage
9	Economics, Global Studies
10	American Government
11	United States History
9-12	18 Electives (15 available each year)

Curriculum Development

1. Elementary Level

The scope and sequence at the elementary level has basically remained the same since the 1998-1999 Curriculum Adoption. A task force of teachers from all grade levels and all schools met under the supervision of Professor Joseph Onosko with the goals of insuring alignment, sharing assessments and resources, discussing integration, and developing a list of resources needed and professional development that would help them reach these goals



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and align with the Common Core State Standards. A review of this process was given at a faculty meeting at each elementary school and then every elementary teacher was surveyed to review the document. This information has been synthesized to produce a document that will serve as an implementation platform. The goal of integrating Social Studies into other areas of literacy instruction will be a continuous endeavor as a way to address the issues of time and resources.

2. Middle School Level

The scope and sequence at the middle school was changed during the 2005-2006 Curriculum Adoption because the state assessment of the Social Studies was dropped. This resulted in the current scope and sequence that provides students with two sequential classes at the most appropriate developmental level. Middle school teachers have worked to develop essential questions to help organize student learning around the Common Core State Standards and have worked with content reading and writing to help students with NECAP testing.

3. High School Level (9-12)

The scope and sequence at the high school level has generally remained the same since the 2005-2006 Curriculum Adoption but a change has been made from Civics to American Government. In 2006, the number of required credits dropped to 2 ½ from 3 as the two year American History and Government class became a half year of Civics and one year of United States History with the student having a choice of United States History I or II. With the transition to block scheduling and semester classes in 2009-2010, the number of required credits returned to three and American Government became a full semester, full credit course. The class combines appropriate sequential content from United States History with the matching content of a government class. With the corresponding transition to block scheduling, all credit and elective courses have developed pacing guides, common assessments and competencies for all levels of classes offered. Currently the Social Studies Department is working with the English Department in matching our writing assignments with the English Common Core in preparation for the NECAP testing of writing that will incorporate content from Social Studies. Finally, to aid in credit recovery, the courses offered by the new web based NovaNet program have been aligned with the corresponding Dover High courses.

Summary

Since the Curriculum Adoption of 1998-1999 the district curriculum has been generally consistent without major changes except for Middle School alignment in 2005-2006 and the



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genesis of the American Government course at the high school. This stability has allowed for smooth transitions between the three school levels and for a level of consistent curriculum delivery.

The Social Studies faces a somewhat unique challenge in that much of our content is constantly evolving. This makes changes in content, delivery and assessment an on-going process and highlights the need for consistency of resources and communication between the three elementary schools and within departments at the middle and high school levels.

The challenge facing the Social Studies Curriculum is how to provide a 21st Century education that allows students learning experiences that mirror the world of work in an increasingly technologically driven society. It is also recognized that this challenge must be faced in a time of scarce resources. An opportunity to address these two challenges is available through the new professional development master plan that affords teachers the opportunity to tailor their professional development to the needs of their classroom. This could allow the development of on-line course platforms using both existing school resources and outside professional development and hosting sources.

Mrs. Grady asked if Mr. Driscoll's committee had discussed the elimination of text books. She thought that with the idea that most text books are obsolete as soon as they are published, this would be a viable option. Mr. Driscoll responded that they have discussed purchasing only a set of classroom texts that would stay in each classroom, but the students would have online resources at home. He stated they also researched purchasing an ipad cart for classes, but this would cost approximately \$21,000 per class. He feels that a combination of resources is most likely the best option.

It has been determined that approximately 67% of the students have access to the internet, (which does not include those students with dialup). Mr. Driscoll added that that number is probably on the low side.

Many of the teachers are tech savvy and are able to think creatively about curriculum in that way.

His biggest plea for funding would be for economics. There haven't been historical events addressed in economics since 2008 due to lack of funding.

Mr. D'Andrea asked Mr. Driscoll how NovaNet worked. Mr. Driscoll responded that there are 12 students in each of 4 blocks so that there are 48 opportunities for credit recovery for



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students. The cost of each license is \$1200 and the district has 12 licenses. The district has had as many as 30 licenses, but with funding reductions, they have been reduced.

Ms. Andrews Parker was happy to hear that there are plans for adoption and implementation of curriculum that can be adopted with the CIP. She was encouraged that there are plans in place and is impressed with the creative thinking. She also commented that it is nice to hear that students will be able to access information online and leave books at school.

Mr. Tirone added that CIP will allow for real, thoughtful planning that can go toward long range savings.

3. K-4 Health Stem Presentation:

DRAFT



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Present

Health

- every topic taught every year, with some curricular overlap with PE, guidance, & DARE

Future

Health – one inquiry-based health topic taught per grade

STEM – one FOSS science unit per grade level, emphasizing Next Generation Science Standards. Students then use their science knowledge to engage in

the engineering design process.



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Proposed Changes to Health

Present

All grades receive instruction on the following topics, every year:

- ***mental health** (also taught by guidance)
- ***family life & sexuality** (family life also taught by guidance)
- ***personal & consumer health**
- ***nutrition**
- ***physical activity** (also taught by PE)
- ***alcohol, tobacco, & drugs** (tobacco also taught by DARE)
- ***injury prevention**

*community & environmental health

While topically based on the state guidelines, the scope and sequence is based entirely on a textbook that does not meet our students' learning needs.



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Proposed Changes

To streamline and eliminate redundancies in the curriculum, we suggest the following assignments:

- Health:**
- K – Injury Prevention
 - 1st – Personal & Consumer Health
 - 2nd – Nutrition
 - 3rd – Community & Env’tal Health
 - 4th – Alcohol, Drugs, Puberty

Nutrition is a topic that will be discussed informally in all grades due to the growing problems in this area for many students

PE: K-4th – Physical Activity

Guidance: K-4th – Family Life & Mental

Health

DARE: 2nd & 4th – Tobacco

We’ve spoken with PE, Guidance, and DARE representatives and all are in agreement with our proposal



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Why Change?

Reasons for Change

- Health curriculum becomes concise and grade level appropriate
- Common Core Standards emphasize topic integration
- Next Generation Science Standards are STEM focused
- District-wide inquiry scores on science NECAP approximately 18%
- Classroom science and social studies times are inequitable (24 weeks vs. 12 weeks)
- Elementary ITC standards not consistently met

Benefits to Change

- Articulated health curriculum based on state guidelines without redundancies
- Focus instruction on science and engineering practices as recommended by the Framework for K-12 Science Education (NRC 2011)
- Students receive equitable exposure to science (18 weeks) and social studies (18 weeks)
- Classroom science focuses on depth of understanding
- Integration of ITC standards in the program and throughout a student's 5 years



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Next Generation Science

Standards...

1. **Scientific and Engineering Practices**

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating and communicating information



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2. Crosscutting Concepts

- Patterns
- Cause and effect
- Scale, proportion, and quantity
- Systems and systems models
- Energy and matter
- Structure and function
- Stability and change

3. Core Ideas

Physical Sciences
Life Sciences
Earth and Space Sciences
Engineering, Technology, and the
Applications Sciences

-National Research Council 2011



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The Future of STEM is Now

Organization

- modeling

- One overarching topic, K-4 *“Connecting Science and Engineering”*
- Grade level projects focus on the engineering design process and relate to their science units.
- Grade spans will focus on higher order thinking and Science/Engineering Practices:
 - creative thinking
 - problem solving
 - logical thinking



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Resources

- Science – FOSS units, one per grade level
- Engineering – Engineering is Elementary (EiE) units 1st-4th, from the Museum of Science
- Materials – both FOSS and EiE are designed to utilize common items such as popsicle sticks, paper clips, etc.



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Science Unit Organization 2012-2013

Current Classroom	Classroom Units 2012-2013	STEM Units 2012-2013
K Animals 2x2 Trees Wood & Paper	K Trees Wood & Paper	K Science - Animals 2x2 Engineering – Designing Movement
1 Solids & Liquids Pebbles, Sand, & Silt Insects	1 Solids & Liquids Insects	1 Science - Pebbles, Sand, & Silt Engineering - Designing Walls
2 New Plants Balance & Motion Air & Weather	2 New Plants Balance & Motion	2 Science - Air & Weather Engineering - Designing Windmills



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3 Physics of Sound Space Water & Weather*	3 Water & Weather* Rocks & Minerals*	3 Science - Sound Engineering - Designing Sound Models
4 Magnetism & Electricity* Rocks & Minerals* Living Things*	4 Magnetism & Electricity* Living Things*	4 Science - Space Engineering - Designing Solar Ovens (Except for 2012-2013. We will teach Rocks & Minerals to 4 th grade so no unit is omitted in their elementary career)



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Meeting Location: Media Ctr. (Room 306) McConnell Center
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Cutting Edge Curriculum and Community Integration

- Librarians
 - Help with research and introduce technology programs
 - STEM background knowledge taught through library skills
- CTC
 - Kathleen Costello matches students from CTC classes to assist elementary students
- UNH
 - Partnering with professors to construct learning units
 - Professor/grad student as guest speakers and/or learning coach
- Next Generation Learning
 - Working to establish school/community connections through NH DOE program
- Museum of Science
 - Partnering with Educator Resource Center for curricular support and research

Mrs. Grady appreciated the presentation and particularly enjoyed the enthusiasm of the teachers presenting the curriculum reports.

Ms. Russell also stated her appreciation for their presentation. "There are good things happening in the midst of budget chaos"

Ms. Andrews Parker asked if there would be hands-on learning. Mr. Goldsmith and Ms. Hemphill responded that there would be definitely hands-on learning.

4. Adopt the Proposed 177 Student Day Calendar for 2012-2013 School Year:

Ms. Russell stated her concern for the additional 4 days being all on Fridays. She felt that certain related arts classes would be affected with this format. In the elementary schools, related arts classes are held on the same day each week and with this format, some students would attend certain classes less than their peers. Mr. Tirone stated that this issue had been discussed and schedules can be changed so that this does not happen.



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Mrs. Grady commented that the addition of these teacher workshop days will create 4 4-day weekends. She stated that sometimes they work well and sometimes not as well.

Mr. D'Andrea asked if the first two days of school are beneficial for students and teachers. Ms. Russell responded that in her opinion, as a teacher, they are very helpful so that housekeeping tasks are completed at that time and the next week can be a fresh start to the school year.

Mrs. Grady asked if the calendar can be changed back to 180 days if it doesn't work since a Memorandum of Understanding was signed by the Board and the DTU. Ms. Hackett responded that the MOU is for one year only and can be re-assessed during negotiations which will begin in the fall.

Ms. Andrews Parker reminded the public that these teacher workshop days will replace early release days and there will not be a loss of instructional time.

Betsey Andrews Parker moved, Amanda Russell seconded to approve the calendar as presented. An oral **VOTE PASSED 7/0**.

5. Approve ~~Alternative Program~~ and DALC Handbook Changes:

KEY: Text that has a line through it is text that is to be deleted. *Italic* text is new text.

HANDBOOK: Staff

Following is a summary of substantive changes to the 2012-2013 Staff Handbook. Changes in dates, staff and monetary items as yet undetermined are not indicated.

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B. IF A STUDENT NEEDS EMERGENCY AID

1. Stay with the victim.
2. Dispatch a responsible student to call the Dover Policy Emergency #911*
3. Dismiss other students.
4. Continue to stay with victim until the police or ambulance arrives.
5. Call the Adult Learning Center (742-1030) immediately, or the next day if emergency occurred in the evening, to report the incident.
6. All accidents on school, Center or outreach property require a written accident report by the classroom teacher on duty. *Accident report forms are available in the main DALC office and must be filed within 24 hours of the incident.*

~~*At Dover High School, use the pay phones in the lobby if no other phone is available. At other sites, be sure you know where the nearest phone is and be sure to have change with you to use for an emergency call from a pay phone~~

**Use the phone in the guidance office, the main office or a personal cell phone*



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Betsey Andrews Parker moved, Amanda Russell seconded approval of the recommended handbook changes. An oral **VOTE PASSED 7/0**.

Ms. Andrews Parker commented that since there are handbook changes that require approval from the School Board, DALC must be a part of the district.

6. Revisit Options to Accept Rollinsford Students:

Ms. Briggs Badger recommended that the Board change their response to Rollinsford to accept ALL of their students, as opposed to SOME of the students, as the previous Board had previously requested. She will send a letter to Superintendent Mosca in Somersworth with this change.

Dr. Butler asked if there would be room in the school district for these students. Ms. Briggs Badger responded that there may need to be some restructuring of the district to accommodate all of the students.

Mrs. Grady stated that if all 5th grade students are returned to the elementary schools, there could be a requirement for assistant principals in each school. She recommends that we go to Rollinsford and let them know all of the positive aspects of Dover and try to sell Dover to them.

Ms. Russell stated that restructuring could mean a variety of different configurations. Ms. Briggs Badger added that there may no longer be neighborhood schools.

Ms. Briggs Badger commented that Dover could receive an additional \$1.8M in revenue, which means there would be funding for additional administrators if needed.

Ms. Baker stated her desire to look into restructuring and asked what the timeline would be for the addition of Rollinsford students. Ms. Briggs Badger responded that this would not occur until September of 2015, so there is time for restructuring. There could be some transitional years, where all students would not come to Dover, especially for students who would be graduating soon.

Ms. Russell commented that as a Rollinsford teacher, it is highly unlikely that 6th grade students would attend Dover schools since the 36 6th grade students are less expensive to keep.

Mrs. Grady reiterated “selling” Dover schools to all surrounding areas.

Amanda Russell moved, Kathy Baker seconded authorizing the superintendent to change the proposal previously submitted to Rollinsford to include all Rollinsford students. An oral **VOTE PASSED 7/0**.

7. Revenue Generating Committee Formation:



DOVER SCHOOL DISTRICT

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Dr. Butler asked if people on the list agreed to be on the committee. Ms. Andrews Parker stated that they had all emailed her and expressed their interest. Since this committee was her idea, she would like to be the School Board representative. Other interested citizens are Greg Brown, Keith Holt, Carolyn Mebert, and Bonnie Newman.

Mrs. Grady asked if the Business Administrator or other administrators will be on the committee. Ms. Andrews Parker stated that she is hopeful there will be representatives from each school.

Mrs. Grady also asked if this would be in conflict with SEED. Ms. Russell pointed out that Dr. Mebert is also a member of the SEED committee and would like to be a member of this committee. She added that SEED is more for grants, and not for marketing.

Betsy Andrews Parker moved, Amanda Russell seconded approval of formation of a revenue generation committee. An oral **VOTE PASSED 7/0**.

8. Approval of Other Funds—M. Limanni:

Below are the FY2013 estimated budgets for the funds that support the school district outside of the general fund. These funds are commonly referred to as “Other Funds.” The budgets for these funds have been reviewed by the business office and are presented for School Board approval:

FY13: School Budget - Other Funds

Description	FY12 Adopted	FY13 Consideration	\$	%
Cafeteria (2800)	\$ 1,398,164	\$ 1,398,164	\$ -	0.00%
Federal Grants (2820)	\$ 2,907,041	\$ 2,715,962	\$ (191,079)	-6.57%
Special Programs (2900)	\$ -	\$ -	\$ -	
Tuition Programs (3810)	\$ 348,761	\$ 141,500	\$ (207,261)	-59.43%
Alternative Education (3825)	\$ 878,000	\$ 868,063	\$ (9,937)	-1.13%
Facilities (3830)	\$ 137,075	\$ 137,075	\$ -	0.00%
Total :	\$ 5,669,041	\$ 5,260,764	\$ (408,277)	-7.20%

Dr. Butler asked facilities generate income. Mr. Limanni responded that they generate revenue through parking, gate receipts. Game Workers are paid from these funds.

Amanda Russell moved, Paul Butler seconded approval of Other Funds. A roll call **VOTE PASSED 7/0**.

O. SCHOOL BOARD MATTERS OF INTEREST:



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Mr. Limanni asked for two other items to be considered. The first is the long standing bus contract for the tri-city area CTC programs. (Dover, Somersworth, Rochester). In consultation with the CTC Directors of Rochester and Somersworth, it is the recommendation of Mike Limanni, that Dover accepts the three year bid (2012-2015) that was submitted by The Provider Enterprises, Inc. The documentation has been reviewed by the Business Administrator and Superintendent with respect to Liability Insurance, vehicles used, Letters of Reference, Bid Specifications, Transportation Routes, and any additional value added items.

Betsey Andrews Parker moved, Kathy Baker seconded awarding the bid for CTC tri-city bus transportation to The Provider Enterprises, Inc. A roll call **VOTE PASSED 6/0 (Butler abstained)**. Dr. Butler abstained due to limited review time since the document was not distributed earlier.

Mr. Limanni also noted that the School district was informed by the Department of Revenue that they will be receiving \$178,000 more from property tax. This is good news and he will make the changes on the website and on budget documents.

Mrs. Grady read the following statement regarding the passing of Owen McKenney:
“The Dover School Board would like to take the time to offer condolences to the McKenney family during the sadness of the death of their dad, Owen McKenney. We, as a Board are children advocates, but I’m not sure if we can match the lifestyle of Owen McKenney and he did it totally on a volunteer basis. If it was baseball, basketball, and hockey, name it...he was there. Owen was a friend to all and this community will miss him each and every day! We will miss the many waves as we drive down Central Ave and past Tasker Funeral Home because Owen really was a family to everyone. The Dover School Board’s thoughts are with you during your time of grief. He really loved his community!”

Lastly, Mrs. Grady, spoke with pride at the accomplishments of her granddaughter. She was recently announced to be Ice Hockey player of the year and is a 4 year hockey and soccer player, and is also playing tennis this year. Recently, she was accepted to Colby College and will be playing ice hockey there. Congratulations on all of her successes and best of luck!

P. ADJOURNMENT: Amanda Russell moved, Kathy Baker seconded, to adjourn at 9:06 P.M. An oral **VOTE PASSED 7/0**.

Respectfully Submitted,
Betsey Andrews Parker, Secretary
BAP/ral



**DOVER SCHOOL
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A workshop session of the Dover School Board was called to order by Chairperson Rocky D'Andrea on Monday, April 16, 2012 at 6:40 p.m. in the Media Center at the McConnell Center.

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

Also present were Superintendent Jean Briggs Badger; DMS Co-Principals, Kim Lyndes and Mike McKenney; Director of Curriculum, Instruction and Assessment, Gary Tirone; New Teacher Inductors Shannon Delello and Sue Vitko; Federal Projects Director Paula Glynn; Math Coordinators Patty Driscoll and Karen Berg; CTC Director Jim Amara; DHS Guidance Director Sally Thorn; Asst Fire Chief Eric Hagman; DHS Director of Instruction Jon Altbergs; DHS Principal Christine Boston; Carolyn Mebert; students of Dover School District.

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

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

D. EVALUATION OF PROGRAMS INITIATED 2007-2012:

Gary Tirone introduced speakers, each of whom would be representing a new program from the past five years.

New Teacher Induction Program—Sue Vitko and Shannon Delello

The New Teacher Induction Program was created to support all new teachers with three goals in mind: reduce the intensity of the transition into teaching, increase teacher retention and improve teacher effectiveness.

Teaching's "Three Simple Premises"

- What teachers know and can do is the most important influence on what students learn.
- Recruiting, preparing and retaining good teachers is the central strategy for improving our schools.
- School reform cannot succeed unless it focuses on creating the conditions under which teachers can teach and teach well.

Ways in which we support new teachers

- Starting the year with a positive culture and climate
- Curriculum
- Discipline
- Technology
- School and District information
- District initiatives and programs



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- Non-evaluative observations
- Mentoring
- Resource for a myriad of issues that may arise
- Monthly workshops to address educational topics
- PD time to observe other teachers
- Having highly qualified teachers model lessons
- Provide professional reading to support classroom instruction

What our new teachers are saying...

“They came in and not only observed, but helped.”

“Positive and professional feedback...”

“They built me up; I never felt judged.”

“They eased my stress.”

Program Description

This program is currently in its fourth year and includes all new teachers to Dover in grades K through 12. The program includes two Facilitators for the district and includes Coordinators and mentors at each school. In August, two full days for the new teachers are provided to get acquainted with Dover’s programs and initiatives. Every month new teachers meet to discuss various facets of the teaching profession, and how they connect to Dover. In grades K through 8, all teachers have an opportunity to observe veteran teachers. The two facilitators see each teacher 2-3 times per month.

Meetings are also held to assess mid- year goals as well as fulfillment of certification requirements

Measures of Success

At the end of each year all new staff completes a survey to help make Induction more useful going forward. All the comments are considered and changes are made on an ongoing, timely manner to support teachers.

New teacher retention

Results to date:

Year 1 to 2—50 new staff to 30

Year 2 to 3—30 new staff to 22

Mrs. Grady commented that this program should absolutely be included in the budget. She added that the work that is done is amazing. Mr. D’Andrea agreed that this is a valuable program and asked what the teacher retention rate is. Ms. Delello responded that it is difficult to determine because they were unaware of the retention rate before the program was started. She also said that the budget adversely affects the retention rate therefore making it difficult to measure.



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Ms. Russell asked how the survey was sent to teachers. Ms. Delello and Ms. Vitko responded that it is electronically sent and responses are anonymous. They typically receive close to 100% participation.

Dover Middle School Oasis Program—Kim Lyndes and Mike McKenney

The Co-Principals distributed a pamphlet highlighting details about the Opportunity, Advocacy, Success and Individual Supports (OASIS). The name was changed to ISLAND when the new middle school was built. Currently there are 50 students who access OASIS, with 25 being more regular visitors than the others. Of these numbers, 9 or 10 of the students would be placed in out-of-district placement. In addition, additional paras and/or teachers would need to be hired without this program. There are 4 students who would have no extra supports.

Mr. McKenney continued to say that this is a continually changing program and it helps to keep students in Dover. With an average out-of-district cost of \$53,000, this can create a significant savings.

The OASIS philosophy:

“We believe all children want to, can and should succeed. Children do well when they can. When they need support we have an obligation to provide it. OASIS strives to provide that support in the least restrictive environment.”

Additional Information:

This program has been in place for 12 years. Each year minor changes are made according to student need and available funding. The most significant change in the last two years is that students currently enrolled spend time more time attempting to mainstream and less time self-contained in the program.

Program Description:

Dover Middle School is committed to providing behavioral and emotional support for all students. For most, this general support is sufficient. Some students, however, need additional supports, either within the regular classroom or in a smaller environment.

OASIS is designed to provide Tier 3 (more individualized) support for students at risk emotionally, behaviorally, socially, academically and organizationally, for whom DMS cannot sufficiently meet the diverse needs of individual students. OASIS provides those necessary supports so that students have the ability to be successful in the above mentioned areas. Supports are offered on a continuum ranging from a check in, to self-containment, depending upon the individual needs.

Measures of Success:

Success is measured differently for each individual student. Success is dependent on areas of need. Some examples of success measures are:

- Increased participation in mainstream classes



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- Fewer discipline incidents
- Consistent school attendance

Dr. Appel asked what the staffing numbers are for the program. Mr. McKenney responded that there are 2 special education teachers, child specific paraprofessionals and an extra paraprofessional.

Dr. Butler asked how success is measured in the program. Mr. McKenney replied that sometimes the success is difficult to measure, but these students are required to participate in the same tests as other students.

New Career Technical Center Programs—Jim Amara

2007: Pre-Engineering Academy (3 year program) initiated with a \$50,000 grant from the NH Department of Education. Four-Course Honors sequence. Students can earn up to 12 Running Start credits at NHTI and/or 9 College Credits at 39 participating Project Lead the Way Engineering Colleges.

Student enrollment: 76 Dover students and 1 area student; **77 students total.**

Teacher: Mr. Scott Duprat, student Engineering representative: Travis Canney;

Teacher: (PT) Ms. Jennifer Cove, Engineering Exploratory

Program Description:

A three year sequence of courses that introduce students to the scope, rigor and discipline associated with a career in Engineering. 3 Year approach includes:

1. Foundation Courses: Principles of Engineering and Introduction to Engineering Design. Year 1
2. Specialization Courses: Computer Integrated Manufacturing and Digital Electronics. Year 2
3. Engineering Design and Development-Capstone Project-Year

Measures of Success:

1. Maximum student enrollment in PLTW I, II, and III. NH Department of Education Completers/data. Attracting students with strong math and science background.
2. Number of students completing and passing engineering courses (Principles of Engineering, Intro to Engineering, Digital Electronics, Computer Integrated Manufacturing and Engineering Design and Development)



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3. Number of students securing 9 college articulation credits and 12 Running Start Credits.

Student Travis Canney, spoke in support of the program and stated that he will be attending Colorado School of Mines in the fall.

The School Board congratulated Travis on his accomplishments.

Dr. Butler asked if college credits can be earned in this program. Teacher Scott Duprat replied that they are affiliated with the Running Start program and credits can be earned at NHTI.

2008: LNA I and II (Licensed Nursing Assistant) program: Prepares students for the State of New Hampshire LNA I and II exam, including certifications in CPR, First Aid and Professional Rescuer. In 2011, addition of Phlebotomy Certification for grade 12 students. Students can earn 3 Running Start credits in Medical Terminology from Great Bay Community College. Partnerships with local hospital, nursing care facilities within the Dover community. Student enrollment: 29 Dover students and 2 area students; **31 students total.** Teacher: Ms. Margaret LaPointe; student LNA representative: Hanna McMahon

Program Description:

Preparing students for the State of NH LNA I and II exam. In addition, students involved in this career cluster will also have the opportunity to view and research the many career paths associated with a career in Health Sciences.

Receive additional training to obtain a number of advanced third party certifications

Measures of Success:

1. Maximum student enrollment in LNA I and II. NH Department of Education Completers/data
2. Number of students passing the NH State Licensure Exam and Red Cross Certifications in LNA I and II
3. Number of recognized third party (state and national) certifications achieved by students; i.e. Phlebotomist, Terminology, CPR, Professional Rescuer and First Aid.
4. Complete 180 hours of LNA I instruction. Complete 145 hours of LNA II instruction. Complete all clinical hours and associated responsibilities.
5. Student securing employment in field, related field or opting for college.

Former LNA student, Hannah McMahon (current UNH sophomore studying Nursing) discussed her experience as a Dover LNA student and how it changed her life.



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Dr. Appel asked what percentage of DHS LNA students go into 2 or 4 year college programs. Teacher Margaret Lapointe responded that approximately 80% go on higher education and many other usually work in related occupations.

Ms. Lapointe continued to say that the program is acquiring a positive reputation in the community.

2008 Note: On Site Animal Barn Project initiated: Building of on-site barn by Building Construction and Electrical students. Project was designed to expand current Animal Science program from just dog grooming to a more comprehensive Animal Science Program including barn management. Animal Science students can receive 3 Running Start Credits at Great Bay Community College/Introductory Veterinary Technology program.
Teachers: Ms. Carrie Bascom and Ms. Jacqueline Gilbert
Animal Science student: Emily Martinko; Equine student: Courtney Boyd

Program Description:

Expand animal Science program from dog grooming focus to a comprehensive animal science program-expansion of program and curriculum including barn management.

Measures of Success:

1. Maximum enrolment in Animal Science I, II and III. NH Dept. of Education-Completers/data.
2. Utilization by students of available Running Start college credit -3 credits (Animal Science III).

2009: Equine Science (I/II) Program. Continue expansion of Animal Science program. Focus on Equine Science, barn management, and equine veterinary care. Partnership with Myhre Equine Clinic and Dr. Grant Myhre of Rochester. Student enrollment in Animal/Equine Science Program: 63 Dover students and 38 area students; **101 students' total.**

Program Description:

Two Year program that instructs students about horse history, equipment, and safety. Basic riding skills are introduced, in conjunction with horse anatomy and physiology, barn management, veterinary care, horse evaluation, behavior, and nutrition. Equine science program has a strong science base that prepares students to enter an Equestrian career or Equine related college program, such as Veterinary Technology.

Measures of Success:



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1. Maximum enrollment in Equine I and II. NH Dept. of Education Completers in Animal Science I and II/data.
2. Future College Articulation credit with UNH Equine Science Program.
3. Participation at competitive equine events.
4. Employment in field, related field or opting for college.

Animal Science student Matt Demers spoke in support of the program. He stated that he didn't think that he would graduate from high school and now hopes to attend UMASS Amherst to major in a related field.

Student Emily Martinko also spoke in support of the program and hopes to work in animal massage.

Student Courtney Boyd spoke in support of the equine program and appreciates the competitions in which they can be involved. She hopes to continue in the field and be a grand prix jumper in the future.

Also started in 2009:

Collins Writing Project

In 2009, under Perkins funds initiated a two- year "Writing Across the Curriculum" Professional Development project for all CTC teachers. John Collins Writing Project focused on the essential principle that thinking and writing skills develop with experience and practice. To increase relevant and related writing skills.

Program Description:

Collins Writing is based on the essential principle that thinking and writing skills develop with experience and practice. Writing is one of the most difficult activities we ask of students.

Measures of Success:

1. An increase in relevant and related writing skills; ability to perform well on State and/or national exams. Staff comments and feedback.

Seacoast Firefighter and EMS Academy:

2010: Seacoast Firefighter and EMS Academy (I/II)

Prepare students for the NH Fire Standards and Training Commission Firefighter I Certification for year one and EMT training in year two, leading to EMT Certification. Students can up to 9 articulated college credits at Lakes Region Community College or Sothern Maine Community College. Other Certifications Include: Professional Rescuer CPR and AED, NH Wildland Firefighter I, Hazardous Materials Awareness and Operations, and Basic EMT Certification. Student enrollment in Firefighter Academy: 20 Dover students and 7 area students;



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27 students total.

Instructor/Coordinator: Assistant Fire Chief Hagman, Dover Fire Department.

Student Firefighter Academy representative: Sean Nicoll.

Partnership with the Dover Fire Department, all classes take place at Liberty North End Fire Station.

Program Description:

Prepare students for the NH Fire Standards and Training Commission Firefighter I Certification upon completing year 1. Year 2 students receive 150 hours of EMT training leading to EMT Certification and additional Fire Science modules. Completion of year 1 and 2 leads to 9 articulated college credits with either Lakes Community College in Laconia, NH or Southern Maine Community College

Measures of Success:

1. Maximum enrollment in Firefighter I and II. NH Dept. of Education Completers/data
2. Third party recognized certifications achieved by students.
3. Maximum number of students who pass the State Firefighters Level I exam and EMT certification.
4. Students securing employment in field, related field, or opting for college.

Student Sean Nicoll spoke in support of the program. He's been a volunteer for two years and is volunteering in Rollinsford. He is hopeful that he will receive his paramedic license. Asst Chief Hagman stated that as an employer, it is easier to determine who they would like to hire. He continued to say that public trust and values are also taught. He continued to say that there are endless opportunities and the department gets as much from the program as the students.

Sean told the Board that he had been a poor student prior to this program and now is more motivated. Asst. Chief Hagman also stated that this program is a good way for students to determine if they would like or not like the program. It will save them tuition money if they determine before attending school that firefighting is not for them.

2010: Biotechnology/Biomanufacturing Technology w/Science Department

CTC supports program through Perkins Funding in equipment, supplies, chemicals, computers, field trips, texts and professional development opportunities. In this honors program, students are introduced to this new and emerging technology. Core activity centers on laboratory and gene activities, biotechnology instrumentation and techniques, molecular biology, bioethics, microbiology, cell culture and genetics. Students can earn 4 Running Start college credits with Great Bay Community College.

Student enrollment in Biotechnology is 19 total, all students from Dover.

Teacher: Ms. Elizabeth Taylor; Student representative, Alec LeBorgne.



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Program Description:

Biotechnology I- students introduced to what is biotechnology what it can do and potential of this new and emerging technology. Students are involved in biotechnology instrumentation and techniques, introduction to immunology, cell culture, genetics, molecular biology microbiology and bioethics.

Biotechnology II-Students involved in advanced genomic and proteomic studies. Core activity in year II centers on laboratory and gene activities. Students extract DNA from chosen plant sources perform PCR to amplify the specific gene, using plasmid and restriction enzyme verification. Including current protocols used in Bio-manufacturing Tech

Measures of Success:

1. Maximum enrollment in Biotechnology. NH Dept. of Education Completers in Biotechnology/data
2. Utilization of 4 College Running Start College Credits for students in grades 11 and 12.
3. Students attracted to CTC program with strong math and science backgrounds.
4. Pursuit of an advanced science career or employment in Bio-manufacturing.

Biotechnology student Alec LeBorgne spoke in support of the program. He will be attending the Albany College of Pharmacy and Health with a large scholarship and attributes the program with his success. He has hopes of being a pathologist after college and medical school.

2011-2012: Student Electronic Portfolio Project

Two year project funded by Carl D. Perkins to train all CTC staff in the organization, development and implementation of a student Electronic Portfolio System for all program majors leaving Grade 12. The student Electronic Portfolio will include: a student resume, all certifications, project work, program competencies, academic work samples, letters of recommendation, project photos, related work experiences and any third party certifications. To be used by the student as part of the application and interview for employment process or post graduate pursuit.

Program Description:

Electronic Portfolio development for all students in CTC program majors. Students will plan, organize and create their own electronic portfolio prior to graduation. Electronic Portfolio will include student resume, certifications, project work, academic samples, project photos, competencies achieved or any other third party certifications.



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Measures of Success:

1. 100% completion of Portfolio Project by grade CTC students at the end of grade 12.
2. Used by student as part of the employment and interview process.

NJROTC:

2012: Notification by the NH Department of Education that the Dover High School NJROTC program was approved as a CTC program major in the area of: **Public Administration and/or Government.** Will provide tuition revenue from area students attending in 2012-2013 and partial transportation reimbursement from the State of NH in December of 2013. As a result of this approval, NJROTC will be eligible for future Perkins renovation funds as well.

Teacher Liz Taylor stated that there will be a large industry for this profession in the future.

CTC summary:

Data Summary for New Programs 2011-2012:

Total # of students served as a result of new initiatives:	255
# of Dover students served	: 206(80%)
# of area students served	: 49 (20%)
Tuition Revenue Generated by Area Students	: \$144,705

Future Thoughts and Opportunities:

CTC is a vital educational link and integral component of Dover High School and the Dover Community at large. Future programs, expansion, modifications and discussion could center on the following areas as a start. The opportunities are both real and limitless.

1. Welding Technology Training Program
2. Waste Water and Drinking Water Technician Training Program
3. Landscape/Hardscape program with the Thompson School/UNH
4. Academy of Exercise Science and Sports Medicine
5. Heating and Ventilation and Air Condition (HVAC) Technician Training
6. Instrumentation and Calibration Technology
7. Finance Academy



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8. TV Production and Film Academy

9. Child Care Academy and Day Care Center

10. and many more

ENDLESS POSSIBILITIES OR MISSED OPPORTUNITIES

Alternative Plan Update—Sally Thorn

Alternative Learning Plans were implemented in 2009 for 16-18 year old at-risk students (implemented when State of NH increased drop-out age to 18 and facilitated through Guidance)

Program Description

This program provides alternatives to the traditional high school diploma for 16-18 year old students. Counselors meet with students and parents to formulate a plan, subject to Principal and Superintendent approval.

Current options include:

- GED Options Program
- Regular GED Program – may include preparation classes
- Adult HS Diploma
- Combination of DHS classes with Virtual Learning Academy, Dover Adult Learning or Extended Learning Opportunities

Tracking status is challenging as students switch between types of plans and/or move from the area. Many students will complete programs but not within the time frame planned.

Measures of Success

Review statistics regarding the number of students who drop out at age 18 without completing one of the alternative programs

Review data regarding the various reasons that students drop or age out prior to completing a high school program, and make/recommend program changes based on the data analysis.

Dover High School Guidance Director Sally Thorn presented an update to the Board on Alternative plans.

Two Years ago, DHS Guidance Counselors reviewed the list of students who were not high school completers as of the DOE cut-off date. For 2009-10, the total number of students was 16 and for 2010-11, the total was 28. Counselors were asked what the major influences were on each student.



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	2009-2010	2010-11
Family conflict/turmoil	94%	93%
Emotional problems	75%	89%
Limited support from home	56%	86%
Substance Abuse	56%	46%
Low Academic Skills	56%	43%
More interested in a job	38%	29%
Legal problems	25%	29%
Other data:		
Attendance was an issue	75%	79%
Discipline was an issue	50%	29%
Moved out of home	31%	21%
Parents opposed non-diploma options	25%	14%

- Even from this informal survey, the most significant factors are clear and are also challenging to deal with—family turmoil and emotional problems.
- The importance of early intervention (before high school) is clear; the path for students who are likely to complete high school as well as those who are college bound begins well before 9th grade.
- The influence of the family and community is also clear—to what degree is education valued and when are the obstacles such as poverty and dysfunction too overwhelming.

Current Efforts to Support DHS students at Risk

In addition to the creation of Alternative Plans, there are a number of on-going practices and initiatives that address the needs of students at risk for dropping out.

- DHS counselors and administrators meet with middle school staff to get background information on the needs of incoming students.
- Counselors and administrators review progress reports and report cards and screen for multiple failures. Focus in on 9th graders.
- Freshman team teachers also identify students at risk.
- Pupil Assistance Team reviews history and possible interventions, including parent-teacher conferences and individual meetings with counselors
- Referral to school psychologist, intervention specialist, alternative school, alcohol and drug counselor, DHS peer tutoring, peer mentoring program and groups for students on coping skills and anger management.
- Referrals to therapists and community agencies such as quantum program, teen center, Avis Goodwin Community Health, charter schools and Job Corps.
- Reading programs increase skills for students who choose to stay in school and for those who may need to qualify for an Alternative Plan.



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2009-2010

42 Plans (29 completed to date)

33 Dover
6 Barrington
3 Nottingham

19 GED Options	18 completers
17 Regular GED	8 completers
4 DALC diploma	2 completers
2 DALC + DHS	1 completer

2010-11

48 Plans (28 completed to date)

39 Dover
6 Barrington
3 Nottingham

26 GED Options	19 completers
20 Regular GED	9 completers
2 DALC	0 completers

2011-12

31 Plans (6 completed to date)

25 Dover
5 Barrington
1 Nottingham

17 GED Options	4 completers
8 Regular GED	2 completers
3 DALC + DHS	
3 DALC	

Ms. Andrews Parker asked why there are significant shifts in percentages from year to year. Ms. Thorn replied that there are different students and situations.

Dr. Butler asked what would be a logical way to determine the drop-out rate. Ms. Thorn stated that realistically the time frame should be 4 or 5 years, instead of just one year. She has heard that the state will be changing to this method at some point.



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Dover High School Block Scheduling—Christine Boston

Program Description

Flexible Block Scheduling was implemented at DHS in the Fall of 2009. This model was implemented to meet NEASC Accreditation recommendations from the 2007 report. Classes that would typically be taught in a 45 minute class period over the course of a year are now consolidated into a 90 minute —block and taught over the course of a semester.

Measures of Success

Increased Academic Opportunity

- average number of credits earned per student per year over 2008-2009
- number of students involved in internships and dual credit opportunities
- Number of electives offered

Personalization

- Number of students not earning credit for coursework
- Number of students recovering credit in same academic year
- Perceptions Survey response —I have choices in what I learn
- Number of students experiencing a yearlong gap in sequenced classes

Improved School Climate

- Number of discipline referrals
- Number of unexcused absences or cuts

Increased use of Instructional Strategies

- Number of hands on/ Problem and Project based units planned/taught

Academic Opportunity

- Under a traditional schedule students in 2008-2009 were able to earn 7 credits per year. Under the block students can earn an average of 8 credits per year.
- There are currently 40 students enrolled in dual credit opportunities and 5 involved in ELO's and internships.
- In 2008-09 and 2010-11 we had similar electives offered due to reductions in staff.

Personalization

- In 2008-09 2.5 % of students failed to earn credit in a class. This increased to 2.6% in 2010-11. (Possibly due to more classes being taken)
- 16 students recovered credit within the same academic year.
- 50 students experienced a gap of a year in World Language classes.
- 123 students experienced a gap of a year in Math coursework

Improved Climate

Document Created by: Robin LaFleur
Document Posted on:

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Class Cuts

2008-09	809
2010-11	490

Tardies to Class

2008-09	942
2010-11	108

Defiance/Disrespect/Insubordination

2008-09	680
2010-11	773

Recommendations

- Implementation of a modified block schedule to address “gap” year in sequential classes
- Address supervision and duties
- Determine ways to assist students in recovering credit within same academic year
- Develop an instrument to measure and evaluate diversity in instructional practices

Ms. Russell asked if a cause for increased behavioral issues is the 90 minute length of class. Ms. Boston responded that that could be a factor or it could be that a different group of students were being compared. Ms. Boston also stated that it could be an instructional issue. Ms. Russell suggested that more professional development may be needed for certain teachers. Ms. Briggs Badger added that there has been a change of administration since the years were compared also, which may have something to do with it.

Mrs. Grady asked if the teachers like block scheduling. Ms. Boston responded that many, including sciences and vocational classes, like the longer blocks. Others don't like the compression of classes. For some assignments, a longer period of time is needed. There are fewer “overnights” to complete reading assignments, etc.

Mrs. Grady also asked if Ms. Boston determined that out of the 90 minutes, 30 minutes are allocated for homework. Ms. Boston responded that there are many different models and the only way that they can be fully monitored is with administrator walk-throughs.

Ms. Russell commented that she heard that a modified block was currently being considered. She is concerned with the gap in some classes including languages and math. Ms. Boston stated that they are also looking into an AB schedule which would schedule classes all year, but every other day.

Ms. Andrews Parker asked for the implementation timeline. Ms. Boston replied that there could be changes as early as next fall, although there could be budget implications such as the



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increased need for math textbooks. She continued to say that this may be an instance where a classroom set would be purchased and the students would use digital books.

DHS Course Competencies—Jon Altbergs

Program Description:

Competencies are —the expected content, concepts, and skills to be mastered in approved courses, independent study, internship, and online/virtual course. Competencies are to be defined for each course, along with assessments to measure student understanding of those competencies (2011-12).

Measures of Success:

Competencies for each course will be evaluated to be at level 3 or 4 as defined by the Competency Validation Rubric provided by the NH DOE. Competencies will also be articulated in the 2012-13 Program of Studies.

Where is DHS in the process of developing Competencies?

- Competencies have been written for each course
- They are currently being compiled by AC's and will be reviewed by the Dean of Instruction and Principal
- Competencies will be posted on-line as an addendum to the Program of Studies by the end of the year

What are the Next Steps?

Competencies will be reviewed to ensure that each meets level 3 or 4 on the NH DoE competency

Validation Rubric

- Teachers will develop and implement assessments for
- course competencies in 12-13 school year
- Competencies will be reviewed and revised based on
- assessment process

Sample Competencies

- Students will understand the benefits of healthful eating. (Health)
- Students will demonstrate an understanding that cells are the basic units of life by comparing and contrasting the structure and function of prokaryotic and eukaryotic cells. (Biology)



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- Students will demonstrate an understanding that DNA can provide individual evidence by performing gel electrophoresis and comparing DNA profiles. (Introduction to Forensic Science)
- Students will be able to make and defend conjectures, construct geometric arguments, use mathematical and geometric properties, postulates, and theorems to solve problems. (Geometry)
- Students will be able to evaluate limits graphically and analytically. (Calculus)
- Students will understand the basic technique of playing a guitar through study of chords in I-IV-V chord progressions, barre chords and power chords. (Guitar I)

Recommendations

- DHS will continue during 12-13 school year to refine the competencies
- DHS will begin assessing students' mastery of the competencies
- DHS will explore the implications of moving to a competency-based system, including grading, reporting, recovery, etc.

Ms. Andrews Parker asked what other districts are doing with competencies.

Mr. Altbergs responded that districts, including Rochester have completely transformed their grading system. Others have made some changes.

Ms. Andrews Parker also asked how the national tests relate to competencies. Ms. Briggs Badger responded that there is a NECAP transition in the next few years. It will be given in the fall of 2012 and 2013, then there will be a year without a test and it will be given again in spring of 2015.

Mrs. Grady asked Mr. Altbergs if he thinks that education has really changed. He responded that there is a change in language and is more skill developed versus competency. There are a new set of words for basic learning skills.

Mrs. Grady commented that a staff member will need to re-teach if something was missed. Mr. Tirone added that some students will meet the competencies in 4 or 5 years and others will meet them in 3 years.

Read 180/System 44—Jon Altbergs

Program Description:

Software and curriculum to deliver explicit instruction in reading strategies to increase reading fluency and comprehension in students whose skills are significantly below grade level. Eight sections of these courses are taught by both regular education and special education teachers to students in grades 9-12.

Measures of Success:



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Proficiency levels in the NECAP, AIMSweb probe, and Diagnostic Online Reading Assessment scores will show appropriate growth in fluency and reading comprehension

How were Read 180 & System 44 students identified?

First Screen: Below Proficient on the NECAP

- Second Screen: Diagnostic On-line Reading Assessment (DORA)
- Third Screen: Teacher, Case Manager, Counselor, Parent input; Evaluation by DHS reading specialist

How many students were enrolled in Read 180 & System 44 in 2011-2012?

Read 180

- Began September with 92 students enrolled in Read 180
- Rescreened and reduced the number to 81 students
- 7 students were added after teacher/case manager recommendation and assessment by DHS reading specialist
- Began the 2011-2012 year with 88 students

What do the Read 180 & System 44 data tell us?

Read 180

- 23 students have completed the program as of the end of Quarter 3 by achieving the exit criteria (approximately 1055 on the DORA, proficient fluency, proficient phonics)
- Of the 79 students enrolled in January, 40 had made gains in their Lexile score
- the average gain=116 points
- median gain=94 points

System 44

- By design, students generally complete the program over the full year
- 2 students exited at the end of Semester I
- Average phonics growth as of January, based on the Scholastics Phonics Inventory was 8 points (11 points=1 year of growth)
- Lexile growth, based on DORA was 175 points

How is data collect for each student?

- DORA—3 times per year
- AIMSWeb Probes—every three weeks
- Scholastic Reading Inventory (SRI)—quarterly
- Scholastic Phonics Inventory (SPI)—quarterly
- Daily progress reports via the Read 180 or System 44
- site



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- Subtest data is analyzed for each student

What other work have we done to implement and evaluate this program?

- Developed clearer entry and exit criteria
- Ensured program fidelity
- Discussed how to best schedule the program to meet the needs of students
- Met regularly as a Read 180/Systems 44 teaching team

Recommendations

- The programs have value—they work very well for most students, though Read 180 does not work equally well for all
- Going forward, we need to evaluate how Read 180/System 44 fit into the larger RtI model—for example, how do we identify & serve students for whom Read 180 does not work?
- Continue to monitor program implementation
- Use both programs through the 2012-2013 school year, re-evaluate on an ongoing basis

Ms. Briggs Badger asked Mr. Altbergs to research the breakdown of Read 180 and System 44 for Barrington students.

Dual Credit Offerings—Sally Thorn/Jim Amara

Program Description:

Provide students with the skills and content knowledge to take advantage of both Running Start and Articulated College Credit upon completion of CTC programs and identified DHS courses.

Measures of Success:

Increased partnerships with local Community Colleges and 4 year institutions (SNHU) to accept CTC and DHS programs for —Running Start and/or Articulated College Credits.

What is dual enrollment?

- Dover High School offers dual-enrollment programs, which allow students to earn college credits while earning credits toward their high school diploma. These programs play a significant role in promoting access to higher education and lowering the costs associated with obtaining a college degree.
- Students pay a small fee for the courses.

What colleges are involved?



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- Project Running Start offers DHS juniors and senior's college credits through the New Hampshire Community College System.
- SNHU in the High School offers DHS sophomores, juniors, and senior's college credits through the Southern New Hampshire University.

How many dual enrollment courses are available at DHS?

- Accounting II
- Anatomy and Physiology I and II
- Animal Science III
- Automotive Technology I and II
- Biotechnology I
- Building Construction Technology I and II
- Computer Tech I
- Drawing IV
- Early Child Development
- Electrical Technology II
- Finite Math
- Fire Fighter Academy I and II
- Health Science Technology I and II
- Pre-Engineering Academy
- Photography II
- NJROTC

How many students earn college credits through dual enrollment?

- Medical Terminology (GBCC) Spring Semester, 12 students
- Photography II (SNHU) Fall Semester, 9 students
- Engineering PLTW (NHTI) Fall Semester, 15 students
- Engineering PLTW (NHTI) Spring Semester, 15 students
- Anatomy and Physiology (SNHU) Spring Semester, 7 students
- Drawing IV (SNHU) Spring Semester, 6 students
- Animal Science (GBCC), Spring Semester, 16 students
- Computer Tech II (GBCC), Fall-Spring Semesters, 10 students

Total Students: 90 students (slots) for this school year.

What are the next steps?

- Continue to explore ways to increase dual enrollment opportunities by expanding offerings through GBCC and SNHU
- Encourage students taking dual enrollment courses to take advantage of the opportunity to earn college credit (cost, perceived need)



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After Mr. Altbergs finished his presentation, he stated that he is puzzled as to why more students don't take advantage of the program.

He stated that the key difference between Advanced Placement classes and dual enrollment is that with AP classes, everything relies on one test to get any college credit and dual enrollment relies on a semester's worth of work.

Ms. Andrews Parker asked if the only schools to offer credit are GBCC, NHTI and SNJU. Mr. Altbergs responded that the credits can be transferred to many state schools and possibly other colleges.

Ms. Andrews Parker asked if it was ever considered to concentrate on specific tracks so that the district isn't spread too thin. Ms. Altbergs responded that he would like to work on both. The breadth and depth of a program need to be reviewed.

After reviewing Read 180 data, Dr. Butler asked why students are in a program for students who are significantly below grade level if they are scoring 94-100%. Mr. Altbergs explained that they are listed under grade equivalents. A high school student could be scoring at this range, but at a grade 4 level.

Ms. Briggs Badger stated that most, if not all of the students in System 44 have Individualized Education Plans.

Tufts—Karen Berg

Program Description:

Ms. Berg described the program and stated that it began in the fall of 2010 and was recommended by a former Dover student. It will continue for three more years and is a great opportunity for teachers. Currently, there are 3 teachers who take the online classes and 8-12 teachers attend the regular meetings.

The Poincare Institute is a collaboration between Tufts University, TERC, and nine school districts in New England that aims at improving the teaching and learning of middle school mathematics. It is funded by a grant from the National Science Foundation.

- The Institute offers three online courses that integrate mathematical content, science and modeling applications, and approaches to the teaching and learning of mathematics. Each course has a two-day face-to-face kickoff event at Tufts University and includes face-to-face weekly meeting at the district or school level.



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- The Institute conducts educational research to assess the impact of the Institute on teacher's teaching and learning and on student learning. This research is aimed at evaluating the Institute, NEVER at evaluating individual teachers or students.
- The Institute does not offer ready-made curricular materials. Courses are designed to help teachers understand mathematics more deeply and to see connections between topics. Teachers discuss mathematics, its applications, and teaching with their colleagues and with mathematicians, scientists, and educators from Tufts and TERC.
- Please see <http://sites.tlJfts.edJ./poinccn> for more information and some videos.

Who can participate in the Poincare Institute?

- Participants in the Institute are teachers who teach mathematics to students in grades 5-9, selected by their school districts and confirmed by Tufts University after filling out an application form.
- Participants must be interested in learning mathematics related to the middle school curriculum and in improving the teaching and learning in their classrooms, especially in the areas related to algebra and functions. They may have different levels of mathematical knowledge when they enroll; a math background is not required but the willingness to learn is.
- Participants must be able to spend 8-10 hours a week during the school year for three consecutive semesters on their online course work. They must be able to participate in weekly meetings after school hours in their districts (for an additional 1.5 hours per week) and be able to travel to Tufts for a weekend prior to the start of each course.
- Participants must be willing to allow Poincare researchers to visit their classroom and to complete research questionnaires prior to and after completion of the program.

Math In Focus—Patty Driscoll and Karen Berg

Program Description:

Grades K – 6—Elementary and Middle Schools

Adoption process for math to be expanded 7-10 (2011-2013).

Math In Focus is our K – 6 new math pro-gram. The program is rigorous, and focuses on depth of understanding for students.



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Math In Focus emphasizes problem solving and is closely related to the new Common Core State Standards.

Measures of Success:

Math In Focus success will be measured by the following criteria:

Numeracy Assessment scores (Fall, Winter and Spring) for 2011 - 2012 as compared to 2010-2011 for grades 2 – 6.

Informal observation/comments by parents, teachers, staff members and administration about student achievement, professional development, attitudes about mathematics, etc.

End of unit tests to be shared/analyzed with grade level teams and administration.

Results of competencies/assessments for —must-knows to be developed and aligned with Common Core State Standards as part of the 3-year plan being implemented by the Math Improvement Team in conjunction with the first common core exam in 2015.

NECAP scores in mathematics

18 teachers (K-5) pilot last year

Full implementation this school year (K-6)

Informal Feedback

Positives

- Teachers are excited about the continuity K-6
- Some of the great things we have seen and heard...
 - people are excited about the level of rigor and the problem solving piece within the program
 - teachers have shared that they like the focus, clarity, and depth
 - many teachers have shared that they are pleased with the level of math that their kids can do
 - low/middle along with middle/high students rising to the challenge
 - many teachers have expressed how impressed they are with the level of math that the majority of their students are able to do/access
- Professional development – teachers/staff/interns/parents/administrators have had numerous opportunities to work together and talk about math instruction
 - 6 parent nights in the fall – over 100 parent's district wide attend (K-6)
- Dover has become a showcase...we have had well over 100 visitor from 25+ schools to see the amazing things that our students are doing in math

Challenges

- The rigor of the program is a positive, but the rigor is also a challenge, especially for our students who are 2-3 years below grade level
- We recognize that this is a challenge teaching math in any district



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- Differentiation has been a challenge due in part to the large number of students in the classroom as well as limited support resources for math
- Pacing has been tricky as teachers have had to “go back” and re-teach skills and concepts from previous grades
- End of Chapter Tests – using skills and strategies to solve problems in a novel situation
 - informally speaking, students are doing much better with the end of chapter tests
 - teachers have been working together to identify problems that all kids should know...and what are the problems that kids should try
 - has increased communication within and across grade levels
- Report card (competency based) – if we had the money to pay people to come in the summer we could get this done

Professional Development

- Instructional strategies workshops, grade level training, classroom coaching/modeling, assessment etc...on-going throughout the school year (TW & ER)
- UNH course – 2nd – 4th Pilot teachers
- Tufts – Weekly discussion group
- Being thoughtful for on-going PD for next school year, especially in Grade 7

Numeracy Assessment

- Created grades 2-6, based on what is expected in the CCSS for numeracy at each grade level
- Up a couple of points from last year for the percentage of students proficient or above
- HANDOUT – notice that this is for all students 2-6 who took the assessment
 - we had about 43% of students score proficient or above in the fall
 - we had about 64% of the students score proficient or above in the winter
- We recognize a big dip in grade 5 in the fall and we are looking closely at the transition from grade 4 to grade 5
- We are also looking closely at the small number of students who may have dropped a level from Fall 2011 to Winter 2012
- Working closely with Dr. Mebert to ensure that we are interpreting the data correctly

Next Steps

- Spring Numeracy
- Parent & Staff survey about Math in Focus (Dr. Mebert)
- Continuing to update the district Math in Focus transition guides for year 2 of implementation
- We are working together to review and update our 3 year plan for math



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Ms. Russell thanked Ms. Driscoll and Ms. Berg for promoting Math In Focus. She is excited about the amazing progress.

Ms. Andrews Parkers commended them for attending the large number of meetings required to provide information on this program.

Ms. Driscoll commented that the teachers love it have “jumped” into it.

Dover’s Growing Readers/Next Step Learning/Interventions—Paula Glynn

Ms. Glynn presented information on the DGR and Next Steps Learning. She thanked Dr. Mebert for assistance with this program.

Components:

- 1. Core Instruction**
- 2. Next Steps Learning**
- 3. Intervention Programming**

How Do We Know It’s Working?

Essential Questions

1. Has the implementation of DGR resulted in **district and school** growth?
2. Has the implementation of DGR resulted in **individual student** growth?

The answer to each of these two questions is that preliminary data looks **encouraging**. We need to remember that DGR was only fully implemented in 2009-2010; therefore we only have DGR data from two full school years of school so far. The grassroots nature of DGR, along with the personal investment in time teachers made in writing DGR, make us all as anxious as you to see this program succeed!

Assessment Measures

District/School Growth

- ❖ NECAP - New England Common Assessment Program
- ❖ PALS – Phonological Awareness Literacy Screening
- ❖ CFA’s - Common Formative Assessments



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Individual Student Growth

- ❖ Fountas Pinnell Benchmark Assessment – K-4
- ❖ Scholastic Reading Inventory 5-8
- ❖ CFA's
- ❖ Individual Intervention Assessment
- ❖ Individual NECAP scores
- ❖ Individual PALS scores

Here is a chart that shows the progress of 871 Dover students from 2008 to 2011 on the NECAP reading test.

nec08rl * nec11rl Cross-tabulation						
Count						
		nec11rl				Total
		1.00	2.00	3.00	4.00	
nec08rl	1.00	16	24	17	3	60
	2.00	17	36	90	10	153
	3.00	6	32	258	211	507
	4.00	0	0	25	126	151
Total		39	92	390	350	871

As this cross-tabulation shows, in Fall of 08, 60 students were in the lowest level on the NECAP. 44 of them improved by the 2011 testing. Similarly, there were 153 students at level 2 in 2008 and 100 of them increased in level, 90 to level 3 and 10 to level 4 by 2011. Most impressive, there were 151 students at the proficient with distinction level in 2008 and 350 at that level in 2011. This is pretty impressive improvement in reading **and the only thing that changed between 08 and 11 was the curriculum.**

Program Description:

The Dover's Growing Readers literacy program advocates a philosophy and vision statement that is grounded in providing the best possible instruction for all students, including those of



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diverse cultural, linguistic and socioeconomic backgrounds. It is pro-claimed that this will be achieved through profession-al development opportunities where teachers work together to discover the best practices for instruction.

The DGR program is a program that is intended to unify our three elementary schools and align curriculum and instructional strategies with our middle school. The foundational components of the of the DGR program are listed below:

- Shared beliefs about learning and literacy
- Clearly articulated standards and goals for reading instruction
- Underlying principles of the reading process and the development of a reader
- Essential components of effective reading instruction
- Necessary infrastructure for supporting literacy
- A culture of collegiality, collaboration and support for our classroom teachers, special educators, reading specialists and literacy facilitators

DGR's organizational components consist of:

- Core instruction for all learners.
- Re-teaching of standards to those students who need it in Next Steps Learning.
- Enriching students who have already mastered the standards.
- Intensive targeted instruction for those students significantly behind in our Intervention Programming.

DGR Core Instruction:

Instructional Components of Core Instruction:

Whole Group:

1) Focus Lesson

- Modeled reading
- Oral language
- Fluency
- Shared reading
- Direct skill instruction
- Phonics
- Word Study
- Comprehension
- Interactive reading
- Read Alouds

2) Small Group Strategic Instruction:

- Individual instruction:
- Individual Practice
- Guided Reading



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Workshop Meeting
Meeting Location:	McConnell Media Center (Room 306)
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- Comprehension
- Word Study
- Vocabulary
- Fluency

3) Independent Reading

- Individual targeted skill application

4) Writing Workshop Instructional Components of Core Instruction: Whole Group:

1) Focus Lesson

- Modeled reading
- Oral language
- Fluency
- Shared reading
- Direct skill instruction
- Phonics
- Word Study
- Comprehension
- Interactive reading
- Read Alouds

2) Small Group Strategic Instruction:

- Individual instruction:
- Individual Practice
- Guided Reading
- Comprehension
- Word Study
- Vocabulary
- Fluency

3) Independent Reading

- Individual targeted skill application

4) Writing Workshop

Measures of Success:

Common Formative Assessments on each essential Language Arts standard.

NECAP Scores

Benchmark Assessments administered 3 times a year. (K-4)

Scholastic Reading Inventory Scores administered fall and spring. (5-8)



**DOVER SCHOOL
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Teacher observation and anecdotal notes
Writing Prompts
Authentic writing scored on a 6 traits writing rubric

Next Steps Learning

NSL is a re-teach and enrich program based on student performance on each of the individual grade level language arts strands.
Students who struggle to understand a concept are provided an additional opportunity to grasp a concept through re-teach lessons.
Students who easily grasp a concept are given the opportunity to explore the concept further through enrichment lessons. The concept is explored at a higher depth of knowledge.
Students who easily grasp a concept are given the opportunity to explore the concept further through enrichment lessons. The concept is explored at a higher depth of knowledge.

Measures of Success:

Common Formative Assessments on each essential Language Arts standard.
NECAP Scores
Benchmark Assessments administered 3 times a year. (K-4)
Scholastic Reading Inventory Scores administered fall and spring. (5-8)
Teacher observation and anecdotal notes

Title I Summer Programming—Paula Glynn

Program Description:

2011 Title I Summer School Report

Woodman Park School Students - 6 weeks (July 5 through August 11)
Dover Middle School Students – 5 weeks (July 5 through August 4)

*DRA assessments were used for all elementary grade levels at beginning and end of programs.

Project BEFORE (Kindergarten students moving on to Grade 1)

Teaching staff: Jill Fredrickson, Jessica Morton, Wendy Nasberg, Emily Nasberg

- 22 students enrolled in program
- 19 students attended consistently and were assessed week 6
- 12 out of the 19 students improved by one or more reading levels
- 7 out of 19 students maintained their entering reading level
- Attendance improved well over last year's number

Project MORE (First Graders moving on to Grade 2)

Teaching staff: Michelle Simpson and Kelly Gennett (along with 2 instructional aides)

- 20 students enrolled in program
- 16 students attended consistently and were assessed week 6



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- 7 out of 16 students improved by one or more reading levels
- 7 out of 16 students maintained their entering reading level
- 2 out of 19 students each tested one reading level below their entering reading level.

Project ENCORE (Students moving on to Grades 3, 4 and 5)

Teaching staff: Rhonda Katz and Conall Loughlin (along with 3 instructional aides)

- 32 students enrolled in program
- 28 students attended consistently and were assessed week 6
- 13 out of 28 students improved by one or more reading levels
- 13 out of 28 students maintained their entering reading level
- 2 out of 28 students each tested one reading level below their entering reading level

23 ENCORE students also received math support during the 6-week program.

Brainwave Academy (DMS students moving on to Grades 6, 7, 8)

Teaching staff: Patty Mulqueen, Lisa Kratoville, Beth Dunton, Alicia Spates-Messier

- 18 students enrolled in program
- 16 students attended consistently and were assessed week 5
- All 16 students improved in math
- 6 students improved or maintained their SRI reading level
- 7 students did not improve their SRI reading scores
- 3 students were not present for final SRI testing

Program Description:

Camp Explore—All incoming K students are given the opportunity to familiarize themselves with the kindergarten teachers and routines for 4 half days in mid-August.

Grades 1-8—Academically at risk students are invited to attend our 6 week, half day summer program in order to at least maintain, but hopefully increase academic skills over the summer. Students receive level appropriate small group instruction in reading and math.

In reading we use Intervention By Design published by Rigby. This program is a counterpart to Literacy By Design which is used in classrooms throughout the year.

In math we use Do the Math by Marilyn Burns. This program was selected by our Math Coordinator as a good intervention program to match our math curriculum.

E. ADJOURNMENT: Amanda Russell moved, Doris Grady seconded, to adjourn at 9:42. An oral **VOTE PASSED 7/0.**

Respectfully submitted,
Betsy Andrews Parker, Secretary



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #6
Meeting Location:	McConnell Center, Superintendent's Conference Room
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- A. ROLL CALL:** Present were Rocky D'Andrea, Kathy Baker, Paul Butler, Doris Grady, Ken Appel, Betsey Andrews Parker and Amanda Russell.

Also present were Superintendent Jean Briggs Badger; Woodman Park School Principal Patrick Boodey; DMS Co-Principals Mike McKenney and Kim Lyndes, DHS Principal Christine Boston; Horne Street Principal Mal Forsman; Garrison School Principal Dustin Gray, Special Education Director Sandie Crosson, Federal Projects Director Paula Glynn, CTC Director Jim Amara, Athletic Director Peter Wotton, City Councilors Michael Crago, parents and DMS teachers David Latchaw and Nancy Kach.

- B. PLEDGE OF ALLEGIANCE:** Dr. Butler led the Board in the Pledge of Allegiance.

- C. CITIZEN'S FORUM (LIMITED TO AGENDA ITEMS ONLY):** The following people addressed the Board:

Lisa Murphy, 56 Sandpiper Dr, spoke in support of keeping the athletic department intact.

D. OLD BUSINESS:

1. FY2013 Budget

Ms. Briggs Badger summarized the FY13 budget and gave the following examples of where the school budget has grown over the past 10 years.

- Debt Service – increase of 110% (or \$2,133,892)
- Full Day Kindergarten – increase of 76% (or \$874,000)
- Addition of the Freshman Academy Program
- Expansion of the Career Technical Center Programs – increase of 39% (or \$730,000)
- Expansion of Dover Adult Learning Center – increase of 72% (or \$134,500)
- Salary and Benefits (FICA, Retirement, Medical, Dental) – increase under Regular Education Programs of 57% (or approx \$5,806,803)
- Operation of Buildings: Facility Operations & Maintenance, Utilities (Natural Gas, Electricity, Waste Removal, Water/Sewer, Repairs, etc) -- increase of 58% (or \$1,952,099)
- Special Education Programs – including Out of District Placements, Transportation – increase of 57% (or \$3,031,128)
- Special Education: Preschool – increase of 64% (or \$238,000)
- Special Education: Occupational Therapy Services – increase of 71% (or \$94,000)
- English Language Learners – increase of 72% (or \$219,000)
- Technology – increase of 68% (or \$426,500)
- Curriculum and Professional Development – increase of 76% (or \$146,000)



DOVER SCHOOL DISTRICT

DOVER SCHOOL BOARD – MINUTES

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She also reviewed the budget cut sheet that has been expanded over the course of the budget process.

BOARD DID NOT CUT ON 3/12/12	
Reduce Kindergarten	\$550,000
Eliminate DHS Trans	\$193,000
Athletic Transportation	\$40,000
DHS Extracurriculars	\$26,152
DALC	\$158,000
GED Options	\$39,000
ROTC	\$107,156
Literacy Inter. K-8 (6)	\$80,000
SRO Officer	\$47,000
ADMIN PROPOSED ADD’I REVENUE SOURCES	
Resource Fee(\$50/\$25/0)	\$123,000
HS & Transportation (\$100/st. & \$250/Fam Cap)	\$110,000
Full Day Kindergarten w/fee	\$550,000
Allowing Public/Private Advertising	\$25,000
Increase Athletic Fees	\$40,000
	\$848,000
ADMIN PROPOSED ADD’T CUTS ADDITIONAL CUTS	
50% Fac. Coord Sal paid from Fac Fund	\$22,500
DHS Supervisory Aide	\$20,000
Prof. Development Funds	\$50,000
Grade 5 Teachers (2)	\$114,142
Reduction of 8th gr. Team	\$170,580
DHS Math Teacher	\$50,796
.67 World Lang Teacher	\$33,206
Add’l Retirement Savings	\$40,000
Building Tech Coordinator	\$74,000
Athletics	\$210,000
DMS/DHS Band	\$4,500
	\$789,724



**DOVER SCHOOL
DISTRICT**

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Ms. Briggs Badger stated that none of the cuts were recommended, but needed to be made in case there is no override to the current budget. There would need to be 6 votes by City Council members for an override.

Mr. D'Andrea added that the City Council can still meet a tax cap budget if they re-allocate funds and reduce other city services. If this happened, the school may not need to reduce the budget.

Ms. Briggs Badger stated that these decisions needed to be made at this time because RIF notices would need to go out to teachers no later than Friday, May 11. Teachers would be nominated for their position at the May 7 School Board meeting and contracts or RIF notices would be distributed within a day or two after the meeting.

Mr. D'Andrea stated that it was "ludicrous" to consider cutting some of these personnel items since they would need to be added back next year.

Ms. Russell stated that it is illogical to reduce staff now when there are bulging classes coming up next year and there will be a need again for the staff that is reduced. She is not in favor of reducing any teachers in grades K-8 unless there is much lower enrollment.

Ms. Russell asked how the \$110,000 in revenue for transportation was determined. Mr. Limanni stated that it's due to enrollment. Anyone who is eligible to ride would need to pay the fee. Ms. Russell stated that this didn't seem logical. She stated that a user fee is very different since they would use the service, whereas a bus rider may not use the service.

Mrs. Grady stated that it seems that many busses are half empty. Ms. Boston spoke about DHS bussing and stated that the busses all are full, for the most part. Mrs. Grady feels that students who ride the bus should pay for it. Ms. Andrews Parker stated that she has had people tell her that if bussing is taken away, their student would not be able to get to school.

Ms. Boston also stated that currently juniors and seniors are able to get a parking pass. If bussing changes, they may need to change to sophomores also. She added that a fee may end up costing as much as a parking pass. One of Ms. Boston's greatest concerns is how truancy and attendance will be affected if bussing is taken away or a fee instituted. She needs to guarantee that students can get to school.

Dr. Butler asked Ms. Boston how many students get to school via other means, who are able to take the bus. Ms. Boston responded that she doesn't know, but does know that if a student has another way to get to school, they will generally take it.

Ms. Russell asked Ms. Boston how the high school will be affected if a math teacher is reduced. Ms. Boston stated that there will be collapsing of certain courses. College prep classes will have higher enrollment.



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Ms. Boston also stated that the district really won't realize the effects of a reduced math teacher for a few years.

Ms. Russell stated that deficiencies may be gone in a few years also with the use of Math in Focus. Ms. Boston agreed that there should be some gains.

Ms. Andrews Parker asked what items didn't make the list of recommended cuts. She also stated that test scores aren't the only things that determine the success of the school.

Ms. Boston added that the use of an AB schedule where students will have math all year, made this an easier cut to make.

Ms. Baker asked for details on the supervisory aide position and the .67 world language position. Ms. Boston responded that the supervisory position is someone who monitors halls and various other places during the day. With the new AB schedule, there may be some time for teachers to have a duty to cover the position. The world language position would cause collapsing of different levels of the language. Spanish classes usually have 20-22 students and French usually have 15 students.

Ms. Briggs Badger explained the contract process and that RIF's and contracts would be distributed between May 8 and May 11. This list is a preparation in case additional cuts are mandated by the City Council.

Ms. Andrews Parker asked about the process for the meeting.

Ms. D'Andrea stated that he wouldn't be voting for anything until he receives further direction from the City Council.

Dr. Butler asked if there is a possibility of teachers taking a reduction in salary. Ms. Briggs Badger stated that she would ask the union president.

Ms. Baker asked if decisions could wait until after the Joint Fiscal Meeting (to be held on May 2) Ms. Briggs Badger stated that we should probably proceed with RIF notices since the final vote for the budget could be as late as June 13th.

Ms. Briggs Badger stated that there could be up to 15 teacher positions cut if the entire amount is funded through personnel.

Ms. Andrews Parker asked what positions would be RIF'd. Ms. Briggs Badger summarized past and proposed reductions from the budget worksheet distributed to Board members.

Ms. Russell asked if 15 was the number of people or positions. Ms. Briggs Badger stated it would be positions and it could be fewer depending on the people lowest on the seniority list.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

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Ms. Russell asked what impact paying the facilities coordinator out of the facilities fund would be. Ms. Briggs Badger stated that some things would not be completed and it's not an ideal situation. This position is currently a liaison for UNICCO and the School District. It's a school year position at this time.

Ms. Baker asked what the \$4,500 band stipend was for. Ms. Briggs Badger responded that it would be DMS Band and DHS Marching Band.

Dr. Butler asked how realistic the advertising proposal is. Ms. Andrews Parker responded that everything would be available for advertising. Fields, bike racks, etc could be named, etc. She would go to area companies requesting sponsors. She doesn't want to have this in the schools, but it is better than the alternative of larger class sizes, etc. \$25,000 is a target number. Mr. Limanni thought this would be a conservative estimate.

Ms. Andrews Parker asked why the 175 day calendar was not on the list again. She also asked about longer bus rides for students. Maybe we could consider getting rid of one language or reduce the number of offerings.

Ms. Briggs Badger stated that any of these items can be re-visited. She continued to say that scheduling and filling requirements is difficult also with some changes. Reducing electives would make it difficult for student to fulfill graduation requirements. If that happened, Ms. Boston suggested looking at graduation credits. Currently, there are about 100 students per quarter who have nowhere to go and end up aiding for teachers.

Dr. Appel stated that he is bothered by the kindergarten with fee proposal. He asked if the estimate for number of families taking the option would be realistic. He continued to say that he is doubtful that a large percentage would pay the fees.

Ms. Briggs Badger agreed there is not a lot of parental support for paying for kindergarten.

Dr. Appel stated there would be two different kindergartens if many didn't pay the fee.

Ms. Andrews Parker thought that many people would opt out and go to private kindergartens.

Ms. Russell asked for an explanation of the Building Technology Coordinator position. Ms. Briggs Badger explained that Chris Roberge and the DMS BTC would be more involved with DHS. This position would be a RIF.

Ms. Russell commented that literacy interventionists are crucial since Title I services are only at WPS and DMS. These services help to bridge gaps in literacy for students at the other schools. Ms. Andrews Parker reiterated her opposition to eliminating these positions.

Ms. Andrews Parker stated that there will be outrage if 5th grade teaching positions are eliminated. She also questioned as to why a high school guidance counselor was not cut. She



**DOVER SCHOOL
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felt that might be something to look at since there are more than the numbers mandated of counselors at the high school.

Ms. Andrews Parker continued to say that that the budget process is confused and, “we are caught between a rock and a hard place.”

Ms. Briggs Badger agreed that it's a bad situation and there is “no good place to take money”. There is nothing left that is frivolous or lavish. “We are down to the bone with this budget”. She continued to say that without an override, the cuts will need to be made.

Ms. Andrews Parker stated that teachers will leave if RIF notices are distributed, taking their training with them. She asked the Human Resources Coordinator to explain the process for determining who would receive a RIF notice. Ms. LaFleur responded that the seniority list by core subject is determined and the last people in are the first to receive notices. For instance, if there are 3 elementary teachers who need to be reduced, the last three elementary ed certified teachers would be laid off. If a math teacher needs to be cut, then the last math teacher hired would be the first to go. It cannot be done with an overall seniority list. An important area of the list is the area of certification.

Mr. D'Andrea asked what the school allotment of the city budget is. Ms. Briggs Badger responded that it is about 40.5%. She added that Dover is among the lowest for cost per pupil in the state.

Ms. Russell stated that it doesn't make sense to take away programs, such as athletics, when we want to increase the enrollment. The district wants to make the district more attractive.

Mr. D'Andrea asked what the athletic budget cut would mean. Mr. Wotton stated that he is unsure about which programs would be cut, but his position would probably be one of them. If the sports were not cut, there would be huge user fees for the students. Booster clubs currently raise \$175,000-\$200,000 toward the cost of athletics. The program would be decimated with the proposed \$210,000 cut to athletics.

Ms. Grady made a statement with concerns. She stated that what is happening is not anything that hasn't happened in the past. She feels animosity is everywhere and has not been in a situation like this before. She believes there is a good educational system in the city. The only thing that has been out has been negative information. This system can run efficiently, but it has to be cooperative between the City Council and the School Board. Unfortunately, the school has to complete their budget before the council has to complete their budget. The City Council will be having a revenue shortfall also this year and they could be in the same situation. She continued to say that she has been in 3 recessions and has come out of each one. One of the recent problems has been that the federal government stimulus money was given to districts and then when it was gone, the district wasn't prepared. In the past, many teachers have been “pink-slipped”, but in the end most have all ultimately been re-hired. About 5 years ago, teachers left Dover to teach in other districts, but came back to work in Dover.



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She added that there have been times when teams at the middle school have been rearranged. She would like to have administrators determine if they can reconfigure what is scheduled at the middle school so that positions can be reduced. Perhaps they can be grouped according to skills. She doesn't care about NECAPS, only what students know when they enter a classroom and what they know when they leave. A skill schedule will allow more students in the top courses because the students challenge the teachers. Everyone has a budget and if a person is short in funds, something has to be given up, or the home could be lost.

She continued to say that money should be spent on students in the middle. At this point, a large amount of money is being spent on Special Education. She feels that some of this money should be re-allocated to students in the middle group.

Her personal opinion is that there is a temporary recession. She suggested reducing foreign language offering to 3 years, with a possibility of offering classes online through the virtual learning center. She also recommended possibly reducing English offerings.

The City is growing to 30,000 and there will be many more students. Since 1998, student enrollment has stayed within the 4000 range. There are usually 100-142 students fewer in the spring than there started in the fall. She recommended splitting \$5,000 from special education among students in the middle range. Students aren't taking Advanced Placement classes because they would prefer to take a lower level class and receive a higher grade so that they are admitted to college. Those classes should be larger and the grading should be evaluated so that the grade point average remains high.

Ms. Andrews Parker pointed out that most of the current school board members are new and didn't have an input on former issues. She opposed eliminating higher level foreign languages. The upper levels of languages are conversational and difficult to do online. She also added that the district is legally mandated to supply special education services. She suggested that maybe a Career Technical Center program be eliminated.

Mrs. Grady stated that she didn't mean to say that a program should be eliminated, but just reviewed for options.

Ms. Briggs Badger clarified stimulus funding. She stated that it has been gone for two years. Last year edjobs funds were used to cover the general fund budget. The current rifting issue is not related to the stimulus money. The money allowed the preservation of the 8th grade team last year. She added that the district has grown by 60 students from last year to this year. Ms. Briggs Badger reminded the Board that Dover is the fastest growing city in the state for young families and there will be more students coming our way. This must be taken into account for the future.

E. ADJOURNMENT

Kathy Baker moved, Amanda Russell seconded to adjourn at 8:06. An oral **VOTE PASSED 7/0.**



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

DRAFT

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

TO: DOVER SCHOOL BOARD

DATE: May 14, 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	HOURS	SALARY
Boals, Vera	Special Education Tutor- Out of District Placement	Elementary	Not to exceed 25 hours total	13.97/hr- Federally Funded

OFFICE OF THE SUPERINTENDENT
DOVER PUBLIC SCHOOLS
DOVER, NEW HAMPSHIRE

TO: DOVER SCHOOL BOARD

DATE: May 14, 2012

MEMORANDUM: Nomination and Election of Coaching Positions.

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 2011-12 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY
Wisniewski, Jason	Girls Varsity Soccer	DHS	Connie Roy	\$3,458.00

DOVER SCHOOL DISTRICT	POLICY CODE: IGEA
DATE OF ADOPTION:	PAGE 1 OF 1

SECOND READING

PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL

The Board recognizes that there may be specific course materials which some parents/guardians find objectionable.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building principal of the specific material to which they object and request that the student receive alternative ~~instruction~~ curriculum, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing.

The building principal and the parent must mutually agree to the alternative ~~instruction~~ curriculum. The alternative ~~instruction~~ curriculum agreed upon must meet state minimum standards.

School district staff will make reasonable efforts, within the scope of existing time, schedules, resources and other duties, to accommodate alternative ~~instruction~~ curriculum for the student. Alternative ~~instruction~~ curriculum may be provided by the school, through approved independent study, or through other method agreed to by the parent/guardian and the building principal. Any cost associated with the alternative ~~instruction~~ curriculum shall be borne by the parent.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the school board.

Parents who wish for particular ~~instructional~~ curriculum material be reviewed for appropriateness may submit a request for review in accordance with Board Policy KEC.

Legal References:

RSA 186:11, IX-c, State Board of Education; Duties.

DOVER SCHOOL DISTRICT	POLICY CODE: GCBD
DATE OF ADOPTION: A ROLL CALL VOTE PASSED:	PAGE 1 OF 7

SECOND READING

RULES AND REGULATIONS IN THE APPLICATION OF ADMINISTRATIVE PERSONNEL POLICIES AND SALARY SCHEDULES

The following rules and regulations will govern the application of personnel policies for administrative personnel in the Dover public schools.

RECOGNITION:

The Dover School Board recognizes the administrative personnel as including the principals, deans, career technical center director, director of curriculum, assessment and instruction, special education director, and athletics and physical education director, who will be referred to throughout this document as administrative personnel. The administrative group is professionally responsible for the operation of the school system and is considered an integral part of the system in its relationship with the Dover School Board.

EVALUATIONS:

It is agreed and understood that prior to July 1 of each year hereafter, the administrator shall have been evaluated as to his/her professional service by appropriate certified personnel, and be given a copy of said evaluation that shall contain a provision allowing written comment by the administrator. A conference shall be held with the administrator to discuss the evaluation, and the administrator shall be given a full and complete opportunity to correct and improve upon any designated deficiencies within the next year following the evaluation. Should the administrator not be evaluated as required herein, the administrator's efforts and professional services shall be deemed conclusively to be at least satisfactory in all respects and for all purposes.

WITHHOLDING OF SALARY INCREASE:

The District may withhold the negotiated salary increase of an administrator whom the District determines is performing less than satisfactorily. This will not occur before the District identifies the administrator's weakness and makes reasonable attempts to help the administrator to overcome these weaknesses.

The phrase "reasonable attempts" shall include, but not be limited to the following:

- A. The provision of a written clarification of weakness(es).
- B. The provision of written goals, results, behavior patterns, etc., that the District deems necessary for that administrator to be satisfactory.
- C. Development of a written plan that will assist the administrator in reaching the above goals.
- D. Establishment of an evaluation schedule during the year that may include observations and discussions which may provide the administrator with guidance and direction.

ABSENCE REPORTING:

A Record of Leave card will be submitted to the Payroll and Benefits Manager bi-weekly, coinciding with the existing pay periods, for all administrative personnel recognized by this policy. A card will be submitted even when there are zero absences during the pay period. Administrative personnel reporting to a building administrator will submit the Record of Leave card to the building administrator who will then forward it to the Payroll and Benefits Manager. Absence cards are to be signed by the administrator and not by a designee.

BENEFITS:

Administrative personnel will receive any and all benefits pertaining to other groups of personnel in the Dover school system, including, but not limited to, the following:

1. Professional Incentive Compensation

Administrative personnel in degree-granting programs will be reimbursed up to the in-state UNH degree credit tuition costs with a limit of sixteen (16) credits per calendar year, while maintaining a grade of "B" or better. Administrative personnel enrolled in a course directly related to the individual's area of administrative responsibility, but who are not enrolled in a prescribed curriculum, will be reimbursed up to the UNH tuition costs up to eight (8) credits per year, while maintaining a grade of "B" or better. Course reimbursement will be paid only if taken in a New England state authorized program or other nationally accredited college or university. Foreign institutions will be evaluated based on credentials supplied to the superintendent prior to attendance.

The Dover School Board will contribute toward the cost of professional dues for administrative personnel upon presentation of membership to the superintendent and if funds have been budgeted and are available.

2. Sick Leave

200 day administrative personnel shall receive fifteen and three-quarters (15.75) days and full-year administrative personnel (220 or 225 days) shall receive eighteen (18) days sick leave with pay for personal illness for each year of service in the Dover school system cumulative to two hundred seventy five (275) days. Individuals may be asked for confirmation of an illness by a physician for seven (7) or more incidents of sick leave use in any school year.

3. Personal/Emergency Leave

Administrative personnel may request up to a total of five (5) days personal/emergency leave in a given school year without loss of salary. Such leave shall require the prior approval of the superintendent. In cases where the reasons are of a highly personal nature, prior notification shall be given, indicating that the reasons are personal with only such justification as is

necessary to provide the superintendent with adequate cause to grant the request. Non-scheduled emergency leaves shall be supported in writing as soon after the fact as possible.

4. Funeral Leave

Pay shall not be deducted for up to five (5) days of absence related to the death of a member of the administrator's immediate family, defined as spouse, child, parent, or sister or brother residing in the household. Such leave shall be granted for up to three days for the death of a sister, brother, sister-in-law, brother-in-law, daughter-in-law, son-in-law, parent-in-law, or of a relative living in the household. Such leave shall also be granted for one day for the death of a grandparent, aunt, uncle, or close personal friend if approved by the superintendent.

5. Military Leave

Military leave shall be granted to any administrator who is inducted or called to active duty in any branch of the armed forces of the United States. For the period of said call to active duty, said administrator will be compensated by the District paying the difference between their school district salary and their annualized military salary. Upon return from such leave, an administrator will be placed on the salary schedule at the level which the administrator would have achieved had the administrator remained actively employed in the system during the period of the absence. Salary scale growth limit is equal to the period of original induction or period of call to active duty.

6. Jury Leave

Administrative personnel on jury duty shall be entitled to pay differential and continued benefits while fulfilling this duty.

7. Parental Leave

An administrator who is pregnant shall be entitled, without pay or salary schedule growth, upon request, to a leave to begin at any time between the commencement of her pregnancy and one (1) school year after the child is born. Except in cases of emergency the administrator shall give at least thirty (30) days notice prior to the date on which her leave is scheduled to begin. An administrator who is pregnant may continue in active employment as late into her pregnancy as she desires, provided she is able to perform her required administrative duties.

A male administrator may be entitled, upon request, to a parental leave to begin at any time between the birth of his child and one (1) school year thereafter.

An administrator adopting an infant (birth to first birthday) child may be granted a parental leave at any time after the date of the adoption and may continue the leave for up to one (1) school year after the adoption. Such leave may commence upon the administrator's receiving de facto custody of the infant, or up to three (3) months earlier if necessary to fulfill the requirements for adoption.

Parental leaves will not exceed one year in duration, and an administrator on parental leave must notify the superintendent in writing of his or her intent to return to work by March 1, preceding the beginning of the school year.

8. Extended Leave

Administrators may request an unpaid extended leave of absence which shall be granted at the discretion of the superintendent and School Board for any of the following reasons:

- a. to pursue academic studies
- b. to accept a position with the Peace Corps, Vista, or a similar governmental agency
- c. for prolonged illness, needed rest, necessities of the home, professional improvement, or any other activity which would benefit the Dover school system

Upon return from an extended leave of absence administrative personnel shall be assigned to the same or a substantially equivalent position. All benefits to which the administrator was entitled at the time of the leave, including accumulated sick leave, shall be restored upon return.

9. Health Insurance

The School Board shall provide health insurance for administrative personnel during the term of their employment through the SchoolCare program or another program providing substantially equivalent or improved coverages or services on the following basis:

Ninety-two percent (92%) of the premiums of the SchoolCare Point of Service Option, or the School Care HMO Option.

If an administrator does not subscribe to the School Department of the City of Dover, New Hampshire, New Hampshire School Health Care Coalition plan, SchoolCare health program, or to another City of Dover health insurance plan through a family member, he/she will receive a lump sum payment of three thousand dollars (\$3,000) on or before December 15th of the school year.

The School Board agrees to submit or have submitted retired administrators' payments for health insurance at the School Department group rate.

10. Life Insurance

The School Board shall provide life insurance coverage for administrative personnel during the term of their employment in the amount of \$100,000 for natural death and \$200,000 for

accidental death. Coverage for new personnel will not begin until the first of the month following the completion of a thirty- (30) day waiting period.

11. Dental Insurance

The School Board shall provide and pay the premiums for dental insurance through the Delta Dental Insurance Plan or a substantially equivalent plan for administrative personnel during the term of their employment. Coverage shall be for individuals or their families, as appropriate, and coverage for new personnel will not begin until the first of the month following the completion of a thirty- (30) day waiting period.

12. Disability Insurance

The School Board shall provide for administrative personnel an income insurance program which will provide the following coverage: seventy percent (70%) of monthly salary up to \$5,000 maximum to begin after ninety (90) consecutive calendar days or expiration of accumulated sick leave, whichever is greater. Said insurance will run until age sixty-five (65) and shall be coordinated with Social Security benefits.

13. Longevity

Administrative personnel shall receive a longevity benefit for service in the Dover school system (teaching and administrative) as follows:

Upon completion of ten years	\$500
Upon completion of fifteen years	\$550
Upon completion of twenty years	\$625
Upon completion of twenty-five years	\$700
Upon completion of thirty years	\$775
Upon completion of thirty-five years	\$850

14. Severance Pay

All retiring administrative personnel, as well as those leaving who have at least ten (10) years of service in the Dover School District, shall receive severance pay in the amount of thirty (30) percent of their accumulated sick leave at their current per diem rate.

15. Tax-deferred Annuity

The School Board shall allow administrative personnel to take advantage of the federal law regarding tax-deferred annuities. Any new group must have at least ten (10) members.

16. Holidays

All administrative personnel shall observe the following holidays and any other days as may be designated from time to time:

New Year's Day
Martin Luther King, Jr., Day
Presidents' Day
Monday of Spring Vacation (Fast Day)
Memorial Day
Fourth of July
Labor Day
NEA Teacher Workshop Day (Columbus Day)
Veterans' Day
Day before Thanksgiving
Thanksgiving Day
Friday following Thanksgiving
Christmas Eve (1/2 Day)
Christmas Day
The Day after Christmas (To be scheduled with School Secretary)
New Year's Eve (1/2 Day)
Work day following Christmas, should school be in session on one of the holidays listed above

17. Work Day Schedule

200 day administrative personnel shall provide the Superintendent with a schedule for days to be worked prior to July 31st of each year.

Full year (contracted for 220 or 225 days) administrative personnel shall provide the Superintendent with a schedule for days to be worked prior to July 31st of each year. Full year administrative personnel will be contracted for 220 or 225 days based upon their years of service in the Dover school system as follows:

From zero (0) to five (5) years: Contracted for 225 days worked

At the beginning of six (6) year or more: Contracted for 220 days worked

Any changes to your work schedule must be submitted to the Superintendent for approval. Any carry forward of non work days must be approved by the Superintendent and used by December 31st.

Administrators are able to carry over no more than ten (10) days of vacation leave into the subsequent school year. In addition, all carry-over leave must be taken on or before December 31 of that year, or it will be forfeited.

18. Mileage Allowance

Administrators shall be paid \$150.00 on or before December 31 and \$150.00 on or before the close of the school year for in-district travel. They will continue to be able to submit requests for mileage for out-of-district travel.

SALARIES:

Administrators will receive the following stipends:

Stipends: CAGS: \$750 Doctorate: \$1,500

SALARY RANGES BY CATEGORY FOR ALL NEW EMPLOYEES HIRED DURING THE DURATION OF THIS CONTRACT.

Principal	\$85,000	to	\$110,000
Director	\$79,000	to	108,000
Dean	\$75,000	to	95,000

Any request to exceed the salary range scale when hiring a new employee must be approved by the Dover School Board.

Annual Salary Adjustment

Year 1:	0%
Year 2:	0%
Year 3:	0%

Salaries in Year 2 and Year 3 will be opened for discussion if mutually agreed upon by the DAA and the Dover School District.

Addendum:

Year 2: No salary change

Year 3: The Dover Administrator's Association (DAA) will be granted an across the board increase of 2% for the 2012-2013 school year. However, the 2% payment increase will be distributed to all Dover Administrators beginning July 1, 2013 through June 30, 2014 over 26 equal payments. Any Administrator who retires or resigns prior to July 1, 2013 will be granted the 2% payment increase on a pro-rated basis for retirement purposes.

NOTE: Nothing in this document shall preclude administrators receiving additional benefits as may be granted by the School Board

Reviewed

Readopted

Resolution of Recognition

Emma Ciereszynski – NH State Spelling Bee Winner

WHEREAS *Emma Ciereszynski, Dover Middle School 8th grade student was the winner of the New Hampshire State Spelling Bee on March 3, 2012, and*

WHEREAS *Emma came in first in the Written Round and won the Oral Round out of one hundred and ninety participants, and*

WHEREAS *Emma will now proceed to be a participant in the June 2012 National Spelling Bee, and*

WHEREAS *Emma has brought great pride, recognition, enthusiasm, and honor to herself, her parents and to Dover Middle School, and to the City of Dover,*

NOW THEREFORE BE IT RESOLVED *that the Dover School Board applauds, honors, and recognizes the achievement of Emma Ciereszynski as the New Hampshire State Spelling Bee Winner.*

SUBMITTED BY:

Rocky D'Andrea, Chairperson

Amanda L. Russell, Vice Chairperson

Betsey Andres Parker, Secretary

Kenneth Appel

Kathy Baker

Paul Butler

Doris Grady

May 14, 2012

2011
Dover Student Behavior Survey
Community Report

Results of grades 7-12

Demographic Data

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
STUDENTS	<i>251</i>	<i>254</i>	<i>282</i>	<i>341</i>	<i>318</i>	<i>287</i>
8. Percentage of students who would describe their grades in school as mostly As or Bs during the past 12 months	<i>80.2</i>	<i>71.9</i>	<i>72.8</i>	<i>62.9</i>	<i>65.1</i>	<i>73.5</i>

Safety

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
9. Among students who rode a bicycle during the past 12 months, the percentage of students who never or rarely wore a bicycle helmet	<i>35.4</i>	<i>51.8</i>	<i>55.2</i>	<i>62.1</i>	<i>62.1</i>	<i>67.1</i>
10. Percentage of students who never or rarely wore a seat belt when riding in a car driven by someone else	<i>4.8</i>	<i>7.5</i>	<i>9.3</i>	<i>7.0</i>	<i>10.1</i>	<i>15.7</i>
11. Percentage of students who rode one or more times in the past 30 days in car or other vehicle driven by someone who had been drinking alcohol	<i>12.4</i>	<i>18.6</i>	<i>26.0</i>	<i>17.6</i>	<i>15.4</i>	<i>21.6</i>
12. Percentage of students who drove a car or other vehicle after drinking alcohol during the past 30 days	<i>1.3</i>	<i>8.0</i>	<i>7.2</i>	<i>5.9</i>	<i>6.0</i>	<i>11.2</i>

Violence

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
13. Percentage of students who carried a gun, knife, or club on school property during the past 30 days	<i>11.2</i>	<i>16.9</i>	<i>20.3</i>	<i>15.0</i>	<i>12.9</i>	<i>21.3</i>
14. Percentage of students who did not go to school because they felt unsafe at school or on their way to or from school on one or more of the past 30 days	<i>5.2</i>	<i>9.1</i>	<i>5.0</i>	<i>2.9</i>	<i>3.5</i>	<i>3.8</i>
15. Percentage of students who were in a physical fight one or more times during the past 12 months	<i>29.0</i>	<i>35.2</i>	<i>29.1</i>	<i>26.7</i>	<i>17.3</i>	<i>22.3</i>
16. Percentage of students who were injured in a physical fight and had to be treated by a doctor or nurse one or more times during the past 12 months	<i>2.4</i>	<i>5.2</i>	<i>5.7</i>	<i>3.5</i>	<i>1.6</i>	<i>4.9</i>
17. Percentage of students who were in a physical fight on school property on one or more times during the past 12 months	<i>8.9</i>	<i>17.1</i>	<i>13.5</i>	<i>12.0</i>	<i>7.2</i>	<i>8.0</i>
18. Percentage of students who were hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the past 12 months	<i>5.6</i>	<i>8.3</i>	<i>7.8</i>	<i>8.5</i>	<i>5.7</i>	<i>7.0</i>
19. Percentage of students who experienced an unwanted sexual advance because of other students' drinking (in the past 12 months)?	<i>2.0</i>	<i>4.7</i>	<i>6.1</i>	<i>4.4</i>	<i>6.9</i>	<i>7.3</i>
20. Percentage of students who have ever been physically forced to have sexual intercourse when they did not want to	<i>2.4</i>	<i>6.7</i>	<i>5.7</i>	<i>5.3</i>	<i>4.7</i>	<i>6.3</i>

Bullying

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
21. Percentage of students who have been bullied on school property in the past 12 months	<i>36.1</i>	<i>32.4</i>	<i>27.1</i>	<i>23.2</i>	<i>17.3</i>	<i>14.3</i>
22. Percentage of students who have been electronically bullied in the past 12 months	<i>24.4</i>	<i>19.8</i>	<i>18.9</i>	<i>20.2</i>	<i>14.5</i>	<i>16.1</i>

Sad Feelings and Suicide

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
23. Percentage of students who felt so sad or hopeless almost every day for two weeks or more in a row during the past 12 months that they stopped doing some usual activities	<i>21.6</i>	<i>23.8</i>	<i>22.3</i>	<i>23.5</i>	<i>22.6</i>	<i>25.8</i>
24. Percentage of students who seriously considered attempting suicide during the past 12 months	<i>14.1</i>	<i>16.2</i>	<i>18.4</i>	<i>17.6</i>	<i>13.6</i>	<i>13.0</i>
25. Percentage of students who made a plan about how they would attempt suicide during the past 12 months	<i>8.8</i>	<i>15.4</i>	<i>13.2</i>	<i>17.4</i>	<i>10.1</i>	<i>10.1</i>
26. Percentage of students who actually attempted suicide one or more times during the past 12 months	<i>6.8</i>	<i>9.7</i>	<i>11.3</i>	<i>8.8</i>	<i>3.5</i>	<i>7.3</i>
27. Percentage of students whose suicide attempt resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse during the past 12 months	<i>0.9</i>	<i>4.9</i>	<i>5.0</i>	<i>4.7</i>	<i>1.6</i>	<i>1.7</i>
28. Percentage of students who most of the time or always get the kind of help they need when they feel sad, empty, hopeless angry, or anxious	<i>22.2</i>	<i>13.9</i>	<i>18.1</i>	<i>15.0</i>	<i>16.7</i>	<i>17.5</i>

Tobacco Use

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
29. Percentage of all students who smoked a whole cigarette for the first time before age 13 years	<i>7.2</i>	<i>12.4</i>	<i>13.8</i>	<i>9.4</i>	<i>7.2</i>	<i>9.1</i>
30. Percentage of students who smoked cigarettes on one or more of the past 30 days	<i>4.4</i>	<i>15.5</i>	<i>19.9</i>	<i>19.9</i>	<i>20.8</i>	<i>24.7</i>
31. Percentage of students who used chewing tobacco, snuff, or dip on one or more of the past 30 days	<i>2.0</i>	<i>5.5</i>	<i>5.3</i>	<i>9.1</i>	<i>7.9</i>	<i>11.1</i>
32. Percentage of students who smoked cigars, cigarillos, or little cigars on one or more of the past 30 days	<i>3.6</i>	<i>12.3</i>	<i>15.2</i>	<i>15.8</i>	<i>19.5</i>	<i>25.8</i>

Alcohol Use

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
33. Percentage of students who had at least one drink of alcohol on one or more days during their life	21.9	40.2	56.0	57.5	64.2	74.2
34. Percentage of all students who had their first drink of alcohol other than a few sips before age 13 years	11.4	23.3	22.0	13.6	12.3	11.9
35. Percentage of students who had at least one drink of alcohol on one or more days during the past 30 days	6.6	19.3	30.6	33.5	35.8	47.0
36. Percentage of students who had five or more drinks of alcohol in a row, that is, within a couple of hours, on one or more of the past 30 days	2.0	9.2	17.4	18.5	23.6	34.1
37. Of those students who had a drink of alcohol in the past 30 days, the percentage who obtained it by having someone give it to them	35.3	24.0	21.8	39.3	32.5	22.0
38. Percentage of students who had at least one drink of alcohol in the last 30 days on school property	0.4	4.0	7.9	3.2	3.1	8.7

Marijuana Use

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
39. Percentage of students who used marijuana one or more times during their life	8.0	24.1	35.2	41.8	48.9	55.7
40. Percentage of students who tried marijuana for the first time before age 13 years	6.8	14.4	10.4	9.1	6.3	5.6
41. Percentage of students who used marijuana one or more times during the past 30 days	4.0	15.3	24.6	29.7	28.7	34.0
42. Percentage of students who used marijuana on school property on one or more times during the past 30 days	0.8	3.2	4.7	6.5	10.4	7.4

Drug Use

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
43. Percentage of students who used any form of cocaine, including powder, crack, or freebase one or more times during their life	3.2	9.9	7.5	7.9	9.4	10.1
44. Percentage of students who used any form of cocaine, including powder, crack, or freebase one or more times during the past 30 days	0.8	6.0	5.0	4.1	3.8	8.0
45. Percentage of students who in their life used prescription drugs (such as OxyContin, Percocet, Vicodin, Adderall, Ritalin, or Xanax) without a doctors prescription	6.4	15.1	18.6	22.1	25.5	22.6
46. Percentage of students who in the past 30 days used prescription drugs (such as OxyContin, Percocet, Vicodin, Adderall, Ritalin, or Xanax) without a doctors prescription	2.8	8.3	11.1	9.4	11.0	13.6
47. Percentage of students who in their life used over-the-counter drugs to get high	3.6	12.7	12.8	18.2	15.4	14.3
48. Percentage of students who in the last 30 days used over-the-counter drugs to get high	2.0	7.5	6.8	5.9	7.2	8.0
49. Percentage of students who sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high one or more times during their life	12.0	22.8	12.9	12.9	13.8	11.1
50. Percentage of students who used heroin one or more times during their life	1.2	7.6	4.0	2.6	2.2	4.2
51. Percentage of students who used methamphetamines one or more times during their life	0.8	7.1	6.1	2.9	4.1	5.9
52. Percentage of students who used ecstasy one or more times during their life	2.0	8.7	8.3	10.0	11.0	14.3
53. Percentage of students who used steroid pills or shots one or more times during their life	2.0	6.3	1.4	1.5	1.3	3.5
54. Percentage of students who were offered, sold, or given an illegal drug on school property by someone during the past 12 months	12.7	23.9	23.9	27.9	23.9	23.1

Sexual Behavior

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
55. Percentage of students who ever had sexual intercourse	<i>9.7</i>	<i>18.2</i>	<i>27.9</i>	<i>43.5</i>	<i>52.4</i>	<i>67.5</i>
56. Percentage of students who had sexual intercourse for the first time before age 13 years	<i>5.9</i>	<i>9.2</i>	<i>6.4</i>	<i>6.8</i>	<i>3.2</i>	<i>4.2</i>
57. The percentage of students who had sexual intercourse with four or more people during their life	<i>2.4</i>	<i>7.7</i>	<i>7.9</i>	<i>10.0</i>	<i>14.8</i>	<i>26.9</i>
58. Percentage of students who had sexual intercourse with one or more people during the past 3 months	<i>5.7</i>	<i>10.9</i>	<i>16.8</i>	<i>31.0</i>	<i>42.0</i>	<i>55.2</i>
59. Among students who had sexual intercourse, the percentage who drank alcohol or used drugs before last sexual intercourse	<i>13.6</i>	<i>25.5</i>	<i>30.7</i>	<i>21.7</i>	<i>17.3</i>	<i>25.4</i>
60. Among students who had sexual intercourse, the percentage who used a condom during last sexual intercourse	<i>56.5</i>	<i>61.2</i>	<i>65.1</i>	<i>66.9</i>	<i>66.5</i>	<i>65.5</i>
61. Among students who had sexual intercourse, the percentage who used birth control pills to prevent pregnancy during last sexual intercourse	<i>4.3</i>	<i>10.6</i>	<i>12.7</i>	<i>22.5</i>	<i>29.6</i>	<i>32.8</i>
62. Percentage of students who had sexual contact with females and males during their life	<i>0.8</i>	<i>4.4</i>	<i>4.3</i>	<i>6.8</i>	<i>4.8</i>	<i>6.3</i>

Nutrition

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
63. Percentage of students who drank 100% fruit juices one or more times during the past seven days	79.5	77.8	79.7	81.7	80.1	81.5
64. Percentage of students who ate fruit one or more times during the past seven days	90.4	84.4	82.1	88.2	91.2	89.5
65. Percentage of students who ate green salad one or more times during the past seven days	66.9	59.8	65.0	68.4	68.6	72.4
66. Percentage of students who ate potatoes one or more times during the past seven days	68.1	64.5	65.9	72.5	74.2	73.0
67. Percentage of students who ate carrots one or more times during the past seven days	59.7	50.6	56.1	51.6	58.2	54.4
68. Percentage of students who ate vegetables on one or more times during the past seven days	84.7	78.9	86.0	88.5	89.6	89.9
69. Percentage of students who drank a can, bottle, or glass of a sugar-sweetened beverage on one or more times per day during the past seven days	19.6	14.7	22.7	28.9	21.4	23.1
70. Percentage of students who most of the time or always go hungry because there is not enough food in the home	2.4	4.8	5.0	4.4	3.1	5.3

Health Topics

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
71. Percentage of students who had ever been taught in school about AIDS or HIV infection	50.4	78.8	77.8	92.0	93.4	89.5
72. Percentage of students who had ever been told by a doctor or nurse that they had asthma	16.7	19.9	22.0	24.6	25.2	22.3
73. Percentage of students who had been told by a doctor or nurse that they had asthma and who still have asthma	13.0	16.9	13.8	16.1	12.3	12.0
74. Percentage of students who saw a doctor or nurse for a check up or physical exam when not sick or injured in the past 12 months	68.3	68.5	71.6	71.5	65.0	66.8
75. Percentage of students who saw a dentist for a check up, exam, teeth cleaning, or other dental work during the past 12 months	81.0	79.7	79.9	83.1	77.8	83.5
76. Percentage of students who used an indoor tanning device such as a sunlamp, sunbed, or tanning booth one or more times during the past 12 months	3.6	8.0	5.4	8.0	8.2	16.9

Family, Community, Plans

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
77. Percentage of students who agree or strongly agree their parents or other adults in their family have clear rules and standards for their behavior	86.7	82.0	78.5	84.0	83.9	83.8
78. Percentage of students who have talked with at least one of their parents or guardians about the dangers of tobacco, alcohol, or drug use during the past 12 months	45.9	44.6	45.0	53.3	45.7	44.0
79. Percentage of students who performed any organized community service such as picking up litter, helping out at a hospital, or building homes for the poor one or more times during the past 30 days	33.2	26.1	36.0	34.3	38.5	40.8
80. Percentage of students who, during an average week, participated in one or more activity in a club or organizations (other than sports) outside of school, such as 4-H, Boys and Girls Clubs, YWCA, or YMCA	38.7	33.6	41.7	35.9	38.8	38.7
81. Percentage of students who agree or strongly agree that they feel like they matter to people in their community	51.4	42.1	50.9	49.3	46.7	51.1

Perceived Harm from Drug Use

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
82. Percentage of students who think people are at great risk of harming themselves (physically or in other ways), if they smoke one or more packs of cigarettes per day	73.3	63.2	57.2	67.7	68.7	70.8
83. Percentage of students who think people are at great risk of harming themselves (physically or in other ways), if they smoke marijuana regularly	75.8	51.8	44.8	33.9	29.7	33.1
84. Percentage of students who think people are at great risk of harming themselves (physically or in other ways),if they try cocaine in powder form once or twice	56.3	62.0	58.6	66.1	68.6	72.9
85. Percentage of students who think people are at great risk of harming themselves (physically or in other ways), if they take a prescription drug without a prescription	62.3	60.8	57.8	59.9	59.6	65.5
86. Percentage of students who think people are at great risk of harming themselves (physically or in other ways), if they have one or two drinks of alcohol nearly every day	45.1	36.6	33.8	31.0	33.4	34.9
87. Percentage of students who think people are at great risk of harming themselves (physically or in other ways), if they have five or more drinks of alcohol each weekend	57.0	48.8	39.4	40.4	37.2	39.8

Drug Related Attitudes

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
88. Percentage of students who think it is wrong or very wrong if someone their age to smoke cigarettes	89.8	75.3	67.4	69.1	61.2	53.9
89. Percentage of students who think it is wrong or very wrong for someone their age to drink alcohol regularly	91.5	77.0	68.1	67.1	61.7	53.2
90. Percentage of students who think it is wrong or very wrong for someone their age to smoke marijuana	90.2	73.4	62.6	54.3	48.9	50.4
91. Percentage of students who think it is wrong or very wrong for someone their age to take a prescription drug without a doctors prescription	94.2	85.4	82.4	83.4	82.9	82.3
92. Percentage of students who suggest that their parents think it is very wrong or wrong for someone their age to smoke cigarettes	95.5	88.6	89.9	88.8	84.8	78.8
93. Percentage of students who suggest that their parents think it is very wrong or wrong for someone their age to drink alcohol regularly	96.3	89.8	89.6	87.3	85.4	82.0
94. Percentage of students who suggest that their parents think it is very wrong or wrong for someone their age to smoke marijuana	96.3	89.4	87.5	81.4	83.2	78.1
95. Percentage of students who suggest that their parents think it is very wrong or wrong for someone their age to take a prescription drug without a doctors prescription	93.9	91.4	93.5	91.2	93.3	92.6

Drug Availability

	Dover Middle School		Dover High School			
	7th grade	8th grade	9 th grade	10 th grade	11 th grade	12 th grade
	%	%	%	%	%	%
96. Percentage of students who think it would be very easy for them to get some cigarettes if they wanted to	12.7	20.2	31.0	43.8	51.9	72.4
97. Percentage of students who think it would be very easy for them to get some beer, wine, or liquor if they wanted to	17.4	29.9	41.2	46.4	50.6	51.9
98. Percentage of students who think it would be very easy for them to get some marijuana if they wanted to	8.9	23.2	36.6	52.7	53.8	59.0
99. Percentage of students who think it would be very easy for them to get a prescription drug without a doctors prescription if they wanted to if they wanted to	9.5	17.8	25.2	26.3	26.9	23.8

Woodman Park School
11 Towle Avenue
Dover, NH 03820
www.dover.k12.nh.us



Patrick Boodey, Principal
p.boodey@doover.k12.nh.us
Phone: (603) 516-6700
Fax: (603) 516-6703

TO: Jean Briggs Badger and Dover School Board
FROM: Woodman Park School
DATE: April 18, 2012
RE: Elementary Schools Handbook Changes
KEY: Text that has a line through it is text that is to be deleted.
Italicized text is new text.

Cover, 5, 8, 9, 11, 12, 13, 14, 15, 18, 19, 20, 25, 26, 27, 28, 29, 41, 42

Throughout this handbook, any reference to “parents” has been changed to either “family(ies)” or “parent(s)/guardian(s),” where appropriate.

COVER

School Year has been changed from 2011-2012 to 2012-2013.

~~School Motto~~

PAGES 1-2

Revised and updated Table of Contents.

PAGE 3

Dover School District Calendar – 2011 – 2012 calendar removed, 2012-2013calendar added.

PAGE 4

School Board Members and information revised and updated.

PAGE 5 – Letter to Families

Dover School District mission statement added.

PAGE 6 – WPS Contact Information

Dover School District mission statement removed (double listed).

Superintendent’s Office contact information removed (double listed).

Provider Bus Co. contact information added.

PAGE 7

School year changed to 2012-2013.

School day schedule reformatted.

Information about Early Release Days removed, per newly adopted calendar.

PAGE 8

Names of emergency drills have been updated.

~~“Shelter in Place”~~ → “*Stay in Place*”

~~“Scan in Place”~~ → “*Scan*”

PAGE 10

The information regarding NH State Laws of attendance have been updated, as there was an out-of-date reference:

~~The State of New Hampshire RSA 193:1 requires “that every child between six and sixteen years of age shall attend public school at the time the public schools are in session.” The law RSA 193:2 further states that “every person having custody of a child shall cause the child to attend such a school during all the time the public schools are in session.”~~

RSA 193:1 has been updated.

RSA 193:2 has been removed, as it was repealed in 1990.

The State of New Hampshire RSA 193:1 requires that “A parent [or guardian] of any child at least 6 years of age and under 18 years of age shall cause such child to attend the public school to which the child is assigned in the child's resident district. Such child shall attend full time when such school is in session.”

PAGE 13 – Food Services

All prices are TBA.

PAGE 14 – School Health Guidelines

Your role as a parent or guardian also includes reporting the following contagious diseases to the nurse...

PAGE 16 – Academics

Description of Social Studies curriculum has been changed:

Students will learn many concepts including people in our communities, citizenship, government, geography, and both Dover and State of New Hampshire history in various grades.

PAGE 17 – Academics

Health

~~All students grades K-4 will have a health lesson each week. Emphasis will be placed on living a healthy lifestyle including exercise, nutrition, and safety. The physical education teacher as well as a health instructor will teach the lessons.~~

This will be replaced with a description about the STEM (Science, Technology, Engineering, and Math) curriculum.

PAGE 18 – Academics

Date of Open House has been changed from Thursday, September 8, 2011 to Thursday, September 6, 2012 or to the date assigned to the school.

PAGE 19 – School Support

~~Each classroom has a Title I tutor working along with the classroom teacher for a portion of the day. This “team teaching” approach offers comprehensive educational benefits to all children in the classroom. The Title I tutor is in the classroom for several hours a day. The Title I tutor most often works with small groups of students in the lower quartile (25%) of the class.~~

Each classroom has a Title I tutor working along with the classroom teacher for a portion of the week. This “team teaching” approach offers comprehensive educational benefits to all children

in the classroom. The Title I tutor is in the classroom for a few hours a week. The Title I tutor most often works with small groups of students. (WPS only)

PAGE 19 – School Support

~~The school Family Outreach Coordinator also presents classroom programs on issues such as feelings, teasing/bullying, conflict resolution, health, etc.~~

PAGE 20 – School Support

~~**Box Tops for Education and other educational reward programs**~~

The information under this header has been combined with the section on the Woodman Park PTO or other elementary school's organization.

PAGE 29 – School Policies

Interim Director of Curriculum & Instructional Assessment Paula Glynn

PAGE 37 – Bullying & Cyberbullying

Most recent JICK-E report form replaced the out of date form.

PAGE 48 – Custody & Guardianship

If you have any questions or concerns, please contact the Guidance Counselor (516-6711).

VARIOUS PAGES

Typographical and grammatical errors were corrected throughout this handbook.



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Bev O'Brien
School Counselor Grade 5

Beckie Pazdon
School Counselor Grade 6

Justin Pagnotta
School Counselor Grade 7

Fran Meffen
School Counselor Grade 8

TO: Superintendent Jean Briggs-Badger and Dover School Board

FROM: Principal Lyndes, Principal McKenney, and Dean Patrick

DATE: May 4, 2012

RE: DMS Student Handbook Changes

Page 9: TARDINESS TO SCHOOL: text deleted and added

A homeroom bell is sounded at 7:30. Any student not present in homeroom by 7:30 A.M. is tardy. Between 7:30 A.M. and ~~7:40~~ **7:35** A.M. students are admitted into homeroom and marked tardy by the homeroom teacher. After ~~7:40~~ **7:35** A.M. all students tardy to school must report to the main office before going to class. A student failing to report to the main office to sign in will be referred to the dean's office. A student who arrives at school after 10:30 A.M. may be considered absent and the truant officer will be notified if proper documentation is not provided.

A student may be excused for being tardy only if he/she has a note with a justifiable reason signed by the office of a professional such as a doctor, dentist, therapist, lawyer, etc. Traffic problems, oversleeping, or car problems are not acceptable excuses. An after school detention is given after five tardies. Each tardy after the first five will earn the student an additional after school detention. Failure to serve a detention for unexcused tardies will result in an in-school suspension. At the beginning of each new quarter, all tardies will be erased allowing students to start each quarter with a clean slate. Students who are chronically tardy may be referred to the truant officer.

Page 10: AFTERNOON DISMISSAL: text deleted and added

All students will be dismissed at 2:20 P.M. Students should use the closest exit door to their classroom at dismissal. If students are not taking the bus parents should pick their child up by 2:30 P.M.

Note: Only students who participate in supervised activities such as ~~tutoring~~ **academic support**, athletics, music, theater, or intramurals may be in the building at the end of the school day. All others must leave campus.

Page 10: GRADING SYSTEM: text deleted

Students are graded in each subject according to the following:

Grade Average	Letter Grade
98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59- below	F

Report cards are issued quarterly

Incomplete Grade: A student has two weeks to change an incomplete to a standard grade once the term ends. If a student makes up an incomplete grade, a new report card will be issued.

Honor Roll: ~~A student is selected for the honor roll after grades are assigned. The honor roll is determined by the average of the individual grades.~~

Highest Honors: All grades of 93 and above
Honors: All grades of 83 and above

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

Page 11: ACADEMIC PROBATION: text added

Students who fail more than one core subject during any marking period will lose privileges (**band, chorus, drama**, attending dances, special functions, team sports, extra-curricular trips, etc.) until the next report card is issued.

Page 11: STUDENT PERFORMANCE STANDARDS: text deleted (section deleted)

STUDENT PERFORMANCE STANDARDS

~~Purpose: The policy of the Dover School Board shall require all eighth-grade students to pass four core subjects. Failing students shall enter and successfully complete a remedial program before being elevated to the ninth grade.~~

Page 15: DISCIPLINE: text added

In order to maintain a safe and positive school environment, expectations for student behavior at Dover Middle School are set very high. Rules and regulations provide structure and limits, so students may achieve their maximum potential. A positive school environment is the goal of everyone here at DMS. Teachers will handle minor disciplinary offenses within their classrooms/teams through their classroom management strategies. Students who display poor behavior or commit repeat offenses may be referred to the dean for disciplinary action. Disciplinary actions will be administered when necessary to protect students, school employees, or property, and to maintain the order and discipline essential to an environment conducive to learning. Persistent or repeated violations of the rules of conduct will result in increasingly serious consequences for the offending student. Disciplinary actions may include, but are not limited to, warnings, detentions, parent conferences, in-school or out-of-school suspensions, or other creative disciplinary measures designed to improve the behavior of the student. All students will be treated fairly, equitably and provided with an appropriate amount of due process. Discipline decisions are based on a careful assessment of the circumstances surrounding each incident.

Teachers are expected to handle situations in which students are:

1. Talking or fooling around in class
2. Wasting time in class
3. Arriving for class unprepared
4. Causing minor disruptions which impede the learning process
5. Chewing gum or eating candy
6. Consistently not getting textbooks covered
7. Littering in the classroom or corridor
8. Arriving late for class
9. Rude or discourteous behavior
10. Dressed in inappropriate attire
11. Inappropriate hallway behavior
12. Showing public display of affection

Consequences for improper classroom conduct will include reprimands, detentions, and parent contact. Teachers will maintain their own referrals by team until three accumulate in one marking period. A student's file will be referred to the administration for further action. The student may need to remain in the Dean's office until a parent can appear for a conference.

Students will be referred to the Dean's office and may be suspended 1 to 10 days depending on the offense or the circumstances surrounding the offense.

1. Profane, obscene, or other improper language or gesture directed toward faculty or staff
2. Smoking in school or on school grounds
3. Serious incidents of fighting or provoking a fight
4. Any act which imperils or threatens the safety of others
5. Possession of any dangerous weapon or implement
6. Theft or damage to property of others
7. Possession of any illegal substance or apparatus
8. Acts of vandalism
9. Starting a fire or pulling a false alarm
10. Cutting class, walking out of class, or failing to report to an assigned area
11. Inappropriate behavior in the cafeteria (second offense)
- 12. Misuse of technology**

In some cases, a student may not return to class until a parent conference has taken place.

While on field trips, students are expected to abide by all school rules. All policies are in effect.

Page 16: IN-SCHOOL SUSPENSION PROGRAM: text added

Students are placed in the In-School Suspension Program only by a member of the administration, and parents will be notified by letter. Some examples that warrant ISS are:

- Failure to serve an administrative detention
- Directing profanity toward another student
- Cutting or walking out of class without permission, or failure to report to an assigned area
- Using food or other objects as a projectile in the cafeteria (Second offense)
- Threats toward other students
- Earning two referrals in one day
- Plagiarism or cheating (Second offense)
- Insubordinations, defiance, or disrespect of staff
- Destruction of school property
- **Misuse of technology**

Daily Activities - Time in the In-School Suspension Program will be spent on academic work, community service, or counseling. Students are assigned ISS from 7:30 A.M. to 2:20 P.M.

During in-school-suspension the student:

1. Will be provided with written assignments in his/her regular classes. The student must complete his/her regular classroom assignments on a daily basis. Inability to complete assignments will result in an extension of the in-school suspension period to the following day(s).
2. Will be required to comply with the rules of the in-school suspension room.
3. Will be available for counseling.

The rules of Dover Middle School will be in effect at all times. Any infraction of these rules may result in an out-of-school suspension or time added to the student's in-school suspension program.

Page 16: OUT-OF-SCHOOL SUSPENSION: text deleted and text added

Certain offenses will result in immediate out-of-school suspension for a period of up to ten school days. Some examples of these offenses are:

- A student-caused injury to others.
- Harassment that can be judged to be physically or emotionally abusive.
- Use of aerosol cans for the non-intended purpose.
- Possession or use of dangerous objects (blades, lighters, etc.) or controlled substances such as drugs, inhalants, aerosols, alcohol, tobacco, etc.
- Possession of look-alike weapons.
- Student conduct that is characterized by frequent offenses.
- Any threatening act, whether in words or by actions, contempt, or profanity, ~~or failure to comply with a reasonable request from a staff member.~~

- **Failure to comply with a reasonable request from a staff member.**
- Assaulting a staff member.
- **Gross or continued misuse of technology**

The administration reserves the right to require a parent conference before a student returns to school. When your child is suspended out-of-school he/she is not allowed on school grounds or in the building for the entire time of the suspension. Being on school grounds during a period of out-of-school suspension or expulsion may be grounds for a criminal trespass citation.

Misbehavior directed at staff that is deemed gross or serious by the administration will result in immediate suspension from school. The following are cumulative and will be kept on file throughout the student's four years of middle school.

- 1st Offense: Three (3) days out-of-school suspension
- 2nd Offense: Five (5) days out-of-school suspension
- 3rd Offense: Suspension pending school board hearing

Page 24: **ELECTRONIC DEVICES:** text deleted and text added

~~IPods, cell phones, portable audio devices, MP3 players, laser pointers, CD players, earphones, etc. are not to be used inside Dover Middle School. Teachers will turn these items in to the Dean. Cellular phones (calls and texts) and cameras may not be used during the school day. Electronic devices can only be utilized within the school with teacher permission and supervision. This includes: palm pilots, recording devices, etc. IPods and similar devices may be used on the bus only if earphones are used. Students must take responsibility if items are lost or damaged. Confiscated items may require parent pick up.~~

Electronic devices may not be used inside of Dover Middle School without teacher permission. All devices must be turned off and stored away upon entering the building. Teachers may allow permission and supervise the use of electronic devices only in classrooms for instructional purposes. Photography and video recordings are not allowed without teacher consent.

Text messaging and cell phone calls are not allowed during school hours. Students are responsible for any loss, theft or damage of personal electronic devices. Bringing and using technology is a personal decision and privilege. It is not a requirement and Dover Middle School is not responsible.

If misused, electronic devices will be confiscated, and in some cases, require parent pick up. Abuse in any way, will result in loss of privilege and discipline based on individual circumstances. This may include in or out of school suspension.

All Dover Middle School and personal property (including electronic devices) may be searched if needed.

Page 24: DISRUPTIVE DEVICES: text deleted (section deleted)

DISRUPTIVE DEVICES

~~Personal sound system and other electronic devices, such as text messages, and cell phones must be turned off in the school and stored away upon entering the building. Skateboards, musical instruments, and athletic equipment must be stored upon entering the building.~~

Page 25: TECHNOLOGY: text added to section title

SCHOOL OWNED TECHNOLOGY

Students may not bring any computer applications including games to school for any reason. District workstations may not be altered without direct teacher permission. Each school may establish additional guidelines, which will be posted in classrooms. Please refer to the AUP (Acceptable Use Policy) form at the back of this handbook. Any vandalism (renaming, trashing, or moving files, illegal copying, etc.) intentional copyright violations or attempted access to unauthorized data will result in disciplinary action, which may include restitution.

Students and parents should be aware that as with any school property or activity, the inappropriate use of the Internet connection would subject the student to disciplinary action. Computers are Dover Middle School property. Students shall have no expectation of privacy in their use. Computers may not be used to convey messages that contain harassment or confidential information. Examples of inappropriate behavior include the accessing, downloading and distributing of inappropriate materials, vandalism, or any other use incompatible with district or individual school policies.

Any violation as related to the Internet will result in disciplinary action, including detention, suspension and/or the withholding of Internet access.

DOVER HIGH SCHOOL
Minimum Enrollment

Courses requested to offer

ART	SCULPTURE II	3
ART	DRAWING IV	5
ART	SCULPTURE I	6

ENG	ENG 11A RECOVERY	8
ENG	ENG 11B RECOVERY	8
ENG	JOURNALISM I + II	11

Will be taught as an additional class on the teachers' load

Courses to be cut

ART	AP STUDIO ART
SCIENCE	SCIENCE RESEARCH
ART	HONORS ART
ENG	MEMOIRS & MORE
ENG	TRANSITIONS
SCIENCE	PLANT BIOLOGY
SOCIAL STUDIES	COMPARATIVE GOVTS
ART	PRINTMAKING
ENG	PHILOSOPH QUEST II
MUSIC	HIST MUSIC THEATRE
SCIENCE	AP CHEMISTRY
ENG	BRITISH AUTHORS
ENG	DYSTOPIAN LIT II
SCIENCE	ENVIRON SCIENCE
SCIENCE	WRLD DECISIONS SCI
ENG	FOLK TALES & LEGEND
ENG	UNIFIED DRAMATICS
SOCIAL STUDIES	WOMENS HISTORY
SOCIAL STUDIES	NATIVE AMERICANS
ART	STUDIO PAINTING
ENG	ENG 9B RECOVERY
ENG	SHORT FICTION
CTC	HON BIOTECH I
WL	LATIN V HONORS
WL	SPANISH V HONORS
WL	FRENCH V HONORS

DOVER SCHOOL DISTRICT	POLICY CODE: IIBC
DATE OF ADOPTION: OCTOBER 10, 2005	PAGE 1 OF 1

COURSES REQUIRE MINIMUM ENROLLMENT

This policy shall establish the minimum number of students required to permit a course or program* to be conducted at Dover High School.

Remedial and academic support programs shall be exempt from this policy.

Effective September 1, 2003, no course with less than eleven (11) students and no program with less than twenty-one (21) students shall be conducted at Dover High School.

By April 1 the high school shall review current course enrollments, spring signups from Dover High School and sending schools to make recommendations for program continuation and staffing for the following school year.

Any exceptions to this policy shall require a waiver from the Dover School Board.

*"Program" is defined as a group of courses that have multiple years of study. Example: Aquaculture 1 and Aquaculture 2 would be evaluated by combining the enrollment of both courses as one program requiring twenty-one (21) students or more.

PROJECT ACTIVITY REPORT FOR 2011-2012 FEDERAL & STATE PROJECTS AS OF MARCH 31, 2012

	Project Manager	Project Number	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
Title I													
2821	Paula Glynn	20031	TITLE I	7/1/11-8/31/12	\$ 955,041.16	\$ 955,040.52	\$ 216,563.59	\$ 495,980.93	\$ 397,349.62	\$ 557,691.54	\$ 712,544.52	75%	25%
2821	Paula Glynn	20161	TITLE I, PART D CHILDRENS HOME	8/29/11-8/31/12	\$ 75,653.95	\$ 75,653.83	\$ 16,126.20	\$ 55,562.91	\$ 44,634.53	\$ 31,019.42	\$ 71,689.11	95%	5%
2821	Paula Glynn	20162	TITLE I, PART OUR HOUSE FOR GIRLS	8/29/11-8/31/12	\$ 52,907.17	\$ 52,907.17	\$ 14,389.20	\$ 35,602.01	\$ 25,198.38	\$ 27,708.79	\$ 49,991.21	94%	6%
2821	Paula Glynn	20196	TITLE I, SINI-WPS	8/29/11-8/31/12	\$ 25,000.00	\$ 20,789.12	\$ 5,708.36	\$ 14,703.28	\$ 11,908.16	\$ 13,091.84	\$ 20,411.64	82%	18%
2821	Paula Glynn	20197	TITLE I, SINI-DMS	8/29/11-8/31/12	\$ 25,000.00	\$ 24,394.29	\$ 7,430.18	\$ 15,429.70	\$ 11,782.66	\$ 13,217.34	\$ 22,859.88	91%	9%
Total					\$ 1,133,602.28	\$ 1,128,784.93	\$ 260,217.53	\$ 617,278.83	\$ 490,873.35	\$ 642,728.93	\$ 877,496.36	77%	23%
Titles II - III													
2822	Paula Glynn	24819	TITLE II, PART A	8/11/11-9/30/13	\$ 303,657.33	\$ 301,062.69	\$ 69,185.86	\$ 159,553.71	\$ 131,310.51	\$ 172,346.82	\$ 228,739.57	75%	25%
2822	Paula Glynn	24787	TITLE II, PART A REDISTRIBUTION	8/26/11-9/30/11	\$ 9,660.00	\$ 9,660.00	\$ -	\$ 9,660.00	\$ 9,660.00	\$ -	\$ 9,660.00	100%	0%
2822	Paula Glynn	25385	SUMMER SUMMIT	3/29/12-9/30/12	\$ 4,000.00	\$ 4,000.00	\$ -	\$ -	\$ -	\$ 4,000.00	\$ -	0%	100%
2822	Sandra Crosson	20820	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	20802	TITLE III, ESOL	9/8/11-9/30/13	\$ 18,925.42	\$ 18,925.08	\$ 2,632.42	\$ 2,984.08	\$ 1,432.59	\$ 17,492.83	\$ 5,616.50	30%	70%
Total					\$ 341,458.37	\$ 338,863.39	\$ 71,818.28	\$ 172,197.79	\$ 142,403.10	\$ 199,055.27	\$ 244,016.07	71%	29%
Vocational													
2823	James Amara	25016	VOC. ED. TITLE B PROGRAM (CARL PERKINS)	8/22/11-8/21/12	\$ 147,520.54	\$ 147,520.54	\$ 18,028.38	\$ 106,818.55	\$ 93,914.83	\$ 53,605.71	\$ 124,846.93	85%	15%
2823	James Amara	25150	APPRENTICESHIP PROGRAM (ELECT/PLUMB)	7/1/11-6/30/12	\$ 101,424.24	\$ 101,424.24	\$ 63.00	\$ 73,937.50	\$ 58,938.42	\$ 42,485.82	\$ 74,000.50	73%	27%
Total					\$ 248,944.78	\$ 248,944.78	\$ 18,091.38	\$ 180,756.05	\$ 152,853.25	\$ 96,091.53	\$ 198,847.43	80%	20%
Adult Basic Education													
2824	Deanna Strand	27005	ADULT BASIC EDUCATION	7/1/11-6/30/12	\$ 505,285.16	\$ 505,285.16	\$ 32,070.86	\$ 340,089.01	\$ 239,390.57	\$ 265,894.59	\$ 372,159.87	74%	26%
2824	Deanna Strand	27303	ADULT HIGH SCHOOL AT DOVER	7/1/11-6/30/12	\$ 73,212.05	\$ 73,212.05	\$ 500.00	\$ 29,370.92	\$ 25,027.34	\$ 48,184.71	\$ 29,870.92	41%	59%
2824	Deanna Strand	27400	ABE/ADULT LEARNER SERVICES	7/1/11-6/30/12	\$ 66,830.12	\$ 66,830.12	\$ 12,985.43	\$ 47,874.73	\$ 39,934.30	\$ 26,895.82	\$ 60,860.16	91%	9%
2824	Deanna Strand	27506	ENGLISH LANGUAGE/CIVICS EDUCATION	7/1/11-6/30/12	\$ 6,544.00	\$ 6,543.99	\$ -	\$ 4,956.41	\$ 4,016.48	\$ 2,527.52	\$ 4,956.41	76%	24%
2824	Deanna Strand	27613	ADULT EDUCATION/COLLEGE TRANSITIONS	7/1/11-6/30/12	\$ 9,854.98	\$ 9,854.98	\$ 50.00	\$ 6,091.05	\$ 4,075.82	\$ 5,779.16	\$ 6,141.05	62%	38%
Total					\$ 661,726.31	\$ 661,726.30	\$ 45,606.29	\$ 428,382.12	\$ 312,444.51	\$ 349,281.80	\$ 473,988.41	72%	28%
Special Education													
2826	Sandra Crosson	22515	IDEA-B AND PRESCHOOL	8/30/11-6/30/12	\$ 932,713.49	\$ 923,249.80	\$ 318,930.26	\$ 471,130.45	\$ 371,612.56	\$ 561,100.93	\$ 790,060.71	85%	15%
Total					\$ 932,713.49	\$ 923,249.80	\$ 318,930.26	\$ 471,130.45	\$ 371,612.56	\$ 561,100.93	\$ 790,060.71	85%	15%
Total Federal Grants - Project Year 2011-2012:					\$ 3,318,445.23	\$ 3,301,569.20	\$ 714,663.74	\$ 1,869,745.24	\$ 1,470,186.77	\$ 1,848,258.46	\$ 2,584,408.98	78%	22%

PROJECT ACTIVITY REPORT FOR 2011-2012 MISCELLANEOUS SCHOOL GRANTS AS OF MARCH 31, 2012

Fund	Project Manager	Project Number	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
Titles II - V													
2940	Paula Glynn	18156	EDUCATION JOBS FUND	8/10/10-6/30/12	\$ 272,222.88	\$ 272,222.88	\$ 105,553.68	\$ 166,669.19	\$ 136,348.26	\$ 135,874.62	\$ 272,222.87	100%	0%
2940	Paula Glynn	21809	ARRA TITLE I REALLOCATION GRANT	5/1/12-8/31/12	\$ 78,000.00	\$ 77,999.76	\$ -	\$ -	\$ -	\$ -	\$ -	0%	100%
2950	Christopher Strickland	12000	YOUTH ARTS PROJECT GRANT FOR 2012	7/1/11-6/30/12	\$ 3,040.00	\$ 3,040.00	\$ -	\$ -	\$ 3,040.00	\$ -	\$ -	0%	100%
Total					\$ 353,262.88	\$ 353,262.64	\$ 105,553.68	\$ 166,669.19	\$ 139,388.26	\$ 135,874.62	\$ 272,222.87	77%	23%
Total Miscellaneous School Grants - Project Year 2011-2012:					\$ 353,262.88	\$ 353,262.64	\$ 105,553.68	\$ 166,669.19	\$ 139,388.26	\$ 135,874.62	\$ 272,222.87	77%	23%

FUND BALANCE ACTIVITY

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>	38,390.02	38,390.02
06/30/11 Total Fund Balance:	39,495.11	39,495.11
<i>Revenue through 3/31/12:</i>	666,463.00	666,463.00
<i>(Expenditures through 3/31/12):</i>	(503,882.29)	(503,882.29)
<i>(Reserve for Encumbrances through 3/31/12):</i>	(267,198.80)	(267,198.80)
<i>Estimated Fund Balance 3/31/12:</i>	(65,122.98)	(65,122.98)
<i>Anticipated receivables through 6/30/12:</i>	81,059.72	81,059.72
<i>(Based upon billable out-of-district tuition students as of 3/31/12)</i>		
Estimated Fund Balance 6/30/12:	15,936.74	15,936.74

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 (Nonspendable):</i>	32,159.00	32,159.00
<i>06/30/11 Unreserved Fund Balance:</i>	203,473.80	203,473.80
6/30/11 Total Fund Balance:	235,632.80	235,632.80
<i>*Revenue through 3/31/12:</i>	944,767.24	944,767.24
<i>(Expenditures through 3/31/12):</i>	(997,720.49)	(997,720.49)
Balance:	182,679.55	182,679.55
<i>(Reserved for Encumbrances through 3/31/12):</i>	(134,657.38)	(134,657.38)
Estimated Fund Balance 3/31/12:	48,022.17	48,022.17

**Revenue does not include pending reimbursements from the NHDOE.*

FUND BALANCE ACTIVITY

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	123,667.66	2,105.24	32,966.62	163,719.52
06/30/11 Total Fund Balance:	4,980.00	126,148.66	2,105.24	32,966.62	166,200.52
Revenue through 3/31/12:	1,854.31	75,371.88	22,135.00	29,140.00	128,501.19
<i>(Expenditures through 3/31/12):</i>	0.00	(106,396.89)	(19,144.30)	(43,057.77)	(168,598.96)
Balance:	6,834.31	95,123.65	5,095.94	19,048.85	126,102.75
<i>(Reserved for Encumbrances through 3/31/12):</i>	0.00	(1,528.51)	(1,755.00)	(7,135.18)	(10,418.69)
Estimated Fund Balance 3/31/12:	6,834.31	93,595.14	3,340.94	11,913.67	115,684.06

Dover School District - SAU #11			
Expendable and Nonexpendable Scholarship and Trust Fund Balances			
As of January 31, 2012			
Fund #	Name	Purpose	*Balances Available for Use as of 1/31/12
8809	Guy Bergeron Memorial Scholarship	DHS Scholarship - for graduates with financial need who are continuing their education	\$ 104.46
8810	Jason P. Gabarro Memorial Scholarship	DHS annual scholarship	\$ 1,307.80
8811	Hildred Berwick Scholarship	DHS teaching scholarship - (5) annual scholarships in the amount of \$1,000 for graduates continuing their education, majoring in teaching	\$ 20,867.06
8812	George Kay Memorial Scholarship	Vocational scholarship - for graduates attending any vocational or technical school	\$ 198.61
8813	DHS Merit Scholarship	DHS Scholarship - for tuition only merit scholarships for graduates attending any college or university	\$ 7,270.22
8814	Mary McCooley Memorial Scholarship	DHS Scholarship - for graduates continuing their education, with intentions of concentration in mathematics	\$ 149.75
8815	Anna K. Buckley Memorial Scholarship	DHS Scholarship - for graduates continuing their education in the subject of foreign language	\$ 205.69
8816	Raymond Martineau Memorial Scholarship	DHS Scholarship - two annual scholarships to one male and one female athlete	\$ 52.55
8817	Ike Isaacson Memorial Scholarship	DHS annual scholarship	\$ 507.89
8818	Mary Ellen Driscoll Memorial Scholarship	DHS Scholarship - annual scholarship in the amount of \$500 (health field)	\$ 6,698.03
8819	Pete McDonough Memorial Scholarship	DHS annual scholarship	\$ 16,360.52
8820	Bernard Ryder Memorial Scholarship	DHS annual scholarship	\$ 3,910.06
8821	Linda Ivey Memorial Scholarship	DHS annual scholarship - for a graduate recommended by the DHS Guidance Dept.	\$ 10,773.65
8822	Alan Sheldon Memorial Scholarship	DHS annual scholarship - annual scholarship in the amount of \$100 for a graduate who was a DHS athlete	\$ 1,241.31
8823	Mike Wilson Memorial Scholarship	DHS Scholarship - annual scholarship in the amount of \$250 for a graduate from the CTC automotive program	\$ 2,718.63
8824	Arnold "Bud" Falcione Memorial Scholarship	DHS Scholarship - annual scholarship in the amount of \$1,000 for a graduate continuing their education with a specific interest in social studies	\$ 11,398.96
8825	Charles & Zena Boulanger Memorial Scholarship	DHS Scholarship - annual scholarship in the amount of \$250 for a graduate who plans a career in teaching at any academic level and subject area	\$ 1,687.31

Dover School District - SAU #11			
Expendable and Nonexpendable Scholarship and Trust Fund Balances			
As of January 31, 2012			
Fund #	Name	Purpose	*Balances Available for Use as of 1/31/12
8826	John F. Kenney Memorial Scholarship	DHS Scholarship - annual scholarship in the amount of \$100 for a graduate who plans to pursue education at a technical school in any field of study	\$ 6,250.41
8827	Edward D. Lozier Memorial Scholarship	DHS Scholarship - annual scholarship in the amount of \$100 for a graduate who plans to pursue education at a career technical school in the field of auto technical or auto collision	\$ 5,326.04
8828	The "Wave" Expendable Trusts, Projects & Events	Contributions made to the District	\$ 2,201.08
8829	Donald & Rita MacLeod Memorial Scholarship	DHS Scholarship - to benefit two graduating Dover High School seniors , each from a needy family, and who will attend the University of New Hampshire	\$ 8,918.71
8830	Maria Faskianos Scholarship Fund	DMS Scholarship - annual scholarship in the amount of \$500 to be granted to an eighth grade student deserving of participation in the DMS annual trip to Washington D.C.	df
8831	Class of 1971 **Approved at 3/12/12 SB Meeting	DHS Scholarship - one time scholarship to a member of the 2012 DHS graduating class who has improved most over his/her final year at Dover High School	\$ 1,000.00

**Available balances provided by the City Treasurer, February 13, 2012*

Memo

To: Jean Briggs-Badger, Superintendent
CC: School Board
From: Sandra Crosson
Date: May 9, 2012
Re: Dover Alternative Program/Strafford Learning Center Partnership

The Dover High School Alternative Program is an approved special education program that serves students at-risk and students with emotional and behavioral disabilities. In the past few years the program has struggled to maintain tuition revenue. The program has seen a number of students leaving the program for out of district special education private programs, GED options, or exit without a diploma. Few students earn a regular high school diploma and many struggle to earn a year's credits in a year's time.

In an effort to reduce the out of district private program placement costs, and improve outcomes for high school aged students with emotional and behavioral needs in a cost effective manner, we propose to partner with Strafford Learning Center in a program redesign. A new program administrator and consultants will be contracted from Strafford Learning Center to lead the change in philosophy, focus, and program design. The new DOVER LEARNING ACADEMY (or some other name) will be built on the following three pillars (changes in philosophy highlighted by italics):

- A variety of learning pathways will be provided to every student that will accommodate different learning styles while applying the same *high standards of academic expectations*. Students will be encouraged to take an *active role* in planning their own education, and opportunities to propose and co-design additional projects or courses of study will be provided. Extended Learning Opportunities (ELOs) will be a vehicle for *personalizing and individualizing learning experiences* whereby students can work towards mastery of specific competencies, which will lead to earning high school credit towards a diploma outside of the traditional classroom.
- *Student directed secondary vision planning* will engage staff, students/families, and community providers to develop a meaningful and coordinated set of transition activities that *motivates students* and helps them build the necessary skills to achieve their long term goals. This result-oriented transition planning is driven by *student ownership and personalization*.
- The school social culture will be redesigned using *Positive Behavior Interventions and Supports (PBIS)* to allow growth in academic gains while minimizing problem behavior. This decision making framework helps to improve academic and behavior outcomes for all students. Staff members will *teach and acknowledge appropriate behavior* before relying on negative consequences, establish a *continuum of behavioral and academic interventions* for use when students are identified as needing more intense support and use data for continuous improvement of support (adapted from PBIS.org).

The Dover Learning Academy will initially serve 12 Dover students identified with emotional and behavioral needs and will accept 12 identified students for a tuition of \$38,500 per year. At risk students will be returned to Dover High School and provided support through a new position created out of savings from the reconfiguration. Students currently at the Dover Alternative program will need particular attention to maintain appropriate behavior and success in academic learning. The new AT-RISK COORDINATOR will be available to support all DHS at-risk students with individualized pathways, including ELOs, NovaNet, VLACS, Transition and Diagnostic services (Key Train), internships, extended school day, and classes at DHS and CTC program for trade preparation.

COST/SAVINGS ANALYSIS

Current revenue projections for FY13:

REVENUE	
General Fund Transfer	\$402,000
12 Tuition Students @\$38,500	\$462,000
Other (e.g. van rental)	\$4,063
TOTAL REVENUE	\$868,063

Returning students to a district program from out of district programs will recapture some anticipated expenses. The savings actually realized depends on the parent agreement to a change of placement. The savings may be offset by future unanticipated expenses and therefore should be cautiously used in budgeting. The following savings are expected:

STUDENTS RETURN TO DISTRICT			
	Tuition	Transportation	
E.N.	\$46,051	\$10,890	
L.H.	\$46,051	\$10,890	
D.R.	\$43,988	\$24,300	
A.D.	\$43,987	\$9,900	
TOTAL	\$180,077	\$55,980	
SAVINGS			\$236,057

Reconfiguring the operating budget, including elimination of two paraprofessional positions and a teacher/director (red font), addition of a contracted administrator and program consultants (green font), and reduction in expenses related to programming (e.g. contracted consultants) results in additional savings:

	CURRENT	PROJECTED	
Staff: (Dir, Coun, Sec, 6 T, 2 P)	\$752,924		
New Staff (Coun, Sec, 6 T)		\$589,001	
SLC Administrator		\$87,500	
SLC Consultants		\$7,679	
Facility Maintenance	\$47,882	\$47,882	
Program	\$67,257	\$37,086	
TOTAL	\$868,063	\$769,148	
SAVINGS			\$98,915

Creation of a new position AT RISK COORDINATOR

Salary and Benefits	\$98,915
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Tuition students are limited to 12 slots during the initial year of program redesign to ensure a smooth change in school culture. In following years additional revenue may be anticipated by expanding the number of tuitions students. The current program is approved for 36 students.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION: 9/10/07	

Job Title : Director of Alternative School
Department: Alternative School
Reports To: Director of Pupil Personnel Services and High School Principal
Prepared Date: 5/21/07
Approved By: Dover School Board
Approved Date: 9/10/07

Summary:

To manage and supervise all **designated** aspects of Dover High School's Alternative Program

Essential Duties and Responsibilities:

Essential duties and responsibilities include the following. Other duties may be assigned.

- Coordinate, and direct the ~~Alternative~~ education program including ~~managing local budget, state and federal funds, tuition that are developed in conjunction in~~ collaboration with the PPD in **managing the budget**, transportation, ~~requisitions, local expenditure report~~, program/course evaluation and all applications, forms and reports.
- Report to the Director of Pupil Personnel Services for the needs of the school with respect to equipment, supplies, building maintenance, etc.
- Coordinate ~~alternative education programs~~ **special education services** with sending and receiving educational programs and school districts.
- Provide program information and assist guidance, career counseling, vocational education and special education with placement of students.
- Attend or ensure the attendance of a staff member at student/teacher conferences, teacher/parent/student conferences and I.E.P. team meetings as necessary.
- Promote a safe environment for students by ensuring that an adequate safety policy and program is in place and by overseeing the use of **positive behavior interventions and supports, high academic expectations**, conflict resolution, decision-making skills, personal responsibility, and respect for others.
- Serve as chairperson for the interview and admissions committees for prospective students at the Alternative Program.
- Coordinate an orientation program for incoming students and all aspects of student scheduling, grading reporting processes.
- ~~Has responsibility of reporting to the high school principal or deans,~~ **Report to the high school principal or designee all major** infractions of school rules in the building or on school grounds **which may result in suspension or expulsion**
- Maintain a behavioral record for all students during their attendance at the Alternative School and keep parents informed by telephone, correspondence or other means when incidents arise with care taken to ensure confidentiality as appropriate.
- Assist in interviews of prospective candidates for staff positions within the Alternative Program.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION: 9/10/07	

- ~~Conduct regular staff meetings to assist in development of staff goals, monitor progress, plan and facilitate the delivery of professional in-service training and plan for individualized student programs.~~ Provide educational leadership in supporting a culture and climate that promotes positive behavior interventions and supports, high standards of academic expectations, personalized and individualized learning experiences, and secondary vision planning
- Assure all staff maintains HQT status in subjects that they teach.
- Assist teachers and staff with the development of effective classroom management techniques incorporating innovative strategies and training as necessary to aid in daily programs.
- Visit classrooms, support the PPD with supervising and evaluating teachers, therapeutic staff and paraprofessionals and submit written reports to the Director of Pupil Personnel Services for promoting, retaining, and dismissing staff.
- Promote community awareness, good public relations, and partnerships with businesses, industry and professional organizations.
- Cooperate with external agencies concerning aid or services to students involved in extenuating situations.
- Work with curriculum coordinator and federal project coordinator to exchange ideas and information related to programs, innovative practices and curriculum initiatives.
- Keep up to date on changing laws and requirements regarding state and federal funds for alternative education **and special education**
- Be responsible for any additional duties as assigned by the School Board, Superintendent, or immediate supervisor.

Management Responsibilities:

This position includes management responsibilities for Alternative School Staff members.

Competencies:

To perform the job successfully, an individual should demonstrate the following competencies.

- Strong leadership skills
- Knowledge of Alternative Education models
- Knowledge of Special Education laws
- Knowledge of NH Juvenile laws
- Good communication and organizational skills
- Work effectively with parents, staff members, and community members

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience:

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION: 9/10/07	

This position requires a minimum of a Master's degree in Education, Social Work, or related concentration. At least five (5) years of successful experience teaching or in a related background

Technology Skills:

To perform this job successfully, an individual should have knowledge of recommended Internet software and recommended Word Processing software.

Certificates, Licenses, Registrations:

New Hampshire State certification as a teacher, **specialist, or administrator**. Certification in special education and/or social work and/or program administration preferred.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet to moderate.

**STRAFFORD LEARNING CENTER
317 Main Street
Somersworth, NH 03878
603-692-4411**

PURCHASED SERVICES AGREEMENT

Strafford Learning Center hereby agrees to provide **Dover Alternative School Program Director and SLC Consultants** services to **Dover School District**. This service will commence between **7/1/12** and **6/30/13**.

Compensation for this service will be at cost of service for SLC Administration \$87,500.00 and SLC Consultants \$7,678.96 for a total cost of service of **\$ 95,178.96*** based upon the responsibilities outlined in the MOU "Shared Responsibilities for Dover Alternative Program" list.

**based upon single health insurance coverage*

The Dover School District Special Education Department must approve all payments prior to disbursement to the provider.


Invoices will be provided on the following schedule:

**July – 50% of Cost
January – 50% of Cost**

Strafford Learning Center strives to maintain high standards for all staff members. School districts are requested to keep Strafford Learning Center informed of any concerns regarding the services provided.

If the District agrees to acquire these services at the above terms, please sign as indicated and return this form to Strafford Learning Center.

Signature of Provider



Kevin J. Murphy, Executive Director



Date

Signature of Receiving
District

Date

MEMORANDUM OF UNDERSTANDING July 1, 2012-June 30, 2013

SHARED RESPONSIBILITIES FOR DOVER ALTERNATIVE PROGRAM

DOVER SPECIAL EDUCATION ADMINISTRATION	STRAFFORD LEARNING CENTER ADMINISTRATOR	DOVER HIGH SCHOOL ADMINISTRATION	DOVER SCHOOL DISTRICT	STRAFFORD LEARNING CENTER
Collaborate with DHS Administration in evaluating Dover staff performance	Provide administrative oversight and management of the program including curriculum, instruction, staff professional development, and day to day supervision	Collaborate with Special Education Administration in evaluating Dover staff performance	Provide transportation to and from school and within the school day	Supervise SLC Administrator
Monitor IEP compliance	Collaborate with the Dover Special Education administrator in managing the enterprise fund budget including tuition revenue, purchases, and expenses	Collaborate with SLC administrator in disciplining students when school rules in the building or school grounds require administrative action	Provide school lunches with the district school lunch program	Provide collaboration and professional development opportunities with SLC alternative programs
Collaborate with DHS Administration in ensuring curriculum is consistent with DHS expectations and competencies	Provide educational leadership in changing the culture and climate to one promoting positive behavior interventions and supports, high standards of academic expectations, personalized and individualized learning experiences, and secondary vision planning.	Collaborate with Special Education Administration and Strafford Learning Center Administrator in ensuring curriculum is consistent with DHS expectations and competencies	Provide district curricula documents	
Partner with SLC Administrator in defining professional development needs to redesign culture and climate within the program			Provide consultation and curriculum coordination from Academic Coordinators at DHS	
Provide supplemental services to students and staff including psychological and mental health consultation, social work services, speech pathology services, Occupational Therapy			Award diplomas to eligible students	
Supervise and monitor the referral, application, and placement process	Coordinate all teaching schedules and assignments			
Monitor revenue and expenses in the enterprise fund	Perform all duties and responsibilities as outlined in the revised job description for "Director of Alternative School"			
Supplement program costs as needed from federal grant				

All are responsible for maintaining open and ongoing communication regarding student progress and placement concerns