



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #8
Meeting Location:	Media Ctr. (Rm. 306) McConnell Center
Meeting Date:	Monday, August 12, 2013
Meeting Time:	7:00 pm

- A. ROLL CALL**
- B. PLEDGE OF ALLEGIANCE**
- C. CITIZENS' FORUM**
- D. APPROVAL OF MINUTES**
 - 1. Public Meeting to Enter Nonpublic Session #15, July 8, 2013
 - 2. Regular Session #7, July 8, 2013
 - 3. Public Meeting to Enter Nonpublic Session #16, July 29, 2013
 - 4. Non-public Session #16, July 29, 2013
 - 5. Special Session #11, July 29, 2013
- E. CONSENT AGENDA**
 - 1. Correspondence:**
 - a. NH Feline Fanciers
 - b. Mathematics Teaching and Learning Attitudes Study Part II
 - 2. Resignations/Retirements:**
 - a. Peggy Carver, Cosmetology Teacher, DHS CTCs
 - b. Michael Limanni, Business Administrator
 - 3. Leaves of Absence: NONE**
 - 4. Nominations:**
 - Sheet 1: Nomination and Election of Aide Positions (Barshaw – Poland)
 - Sheet 2: Nomination and Election of Federally Funded Aides (Beaulieu – Torres)
 - Sheet 3: Nomination and Election of Teachers (Seely)
 - Sheet 4: Nomination and Election of Summer Positions (Simko – Pettis)
 - Sheet 5: Nomination and Election of Sped Summer Program Staff (Carville – Withka)
 - Sheet 6: Nomination of an Interim Superintendent (A. Fernandes)
 - 5. Extended Travel (Student Trips):**
 - a. Preliminary Request for DMS Washington, DC Trip
- F. SUPERINTENDENT'S REPORT**
- G. STUDENT REPRESENTATIVE REPORT--None**
- H. COMMITTEE REPORTS**
- I. POLICY – CHANGES – PROPOSALS: None**
- J. POLICY ADOPTION: None**



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K. SUBMISSION AND PAYMENT OF BILLS

L. RESOLUTIONS:

1. Creation of DHS Transportation Scholarship – M. Limanni

M. OLD BUSINESS:

- a. Staffing and DHS Credit Update-P. Driscoll

N. NEW BUSINESS:

1. Alternative School Handbook Changes-J. Carver
2. Budget Revision and Adoption for City Resolution #R-2013-6.26-71-
M. Limanni
3. Enrollment Update
4. Facilities Summer Update - J. White
5. FY Closeout Condition of Accounts - M. Limanni
6. Special Funds Update - M. Limanni
7. State and Federal Funds Update - M. Limanni
8. Scholarship and Trust Fund Update - M. Limanni
9. RFP for Permanent Superintendent Search
10. Dover Climate Change Project Discussion - C. Parker

O. SCHOOL BOARD MATTERS OF INTEREST

P. ADJOURNMENT

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



**DOVER SCHOOL
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DOVER SCHOOL BOARD – MINUTES

Meeting Type:	School Board Public Meeting prior to Entering Nonpublic #15
Meeting Location:	Superintendent's Conference Room
Meeting Date:	Monday, July 8, 2013
Meeting Time:	5:30 p.m.

Chairperson Rocky D'Andrea called a meeting of the Dover School Board to order on Monday, July 8, 2013, at 5:35 p.m. in the Superintendent's Conference Room in the McConnell Center.

Those members present were Rocky D'Andrea, Amanda Russell, Betsey Andrews Parker, Kathy Baker, Paul Butler, Sarah Greenshields and Doris Grady. NHSBA representative Michele Munson, Superintendent Jean Briggs Badger, WPS Principal Patrick Boodey and Robin LaFleur were also present.

Betsey Andrews Parker moved, Kathy Baker seconded, to enter nonpublic session at 5:36 p.m. to discuss RSA 91A:3, personnel matters. A roll call **VOTE PASSED 7/0**.

The School Board recessed to nonpublic session.

At 6:58 p.m., the School Board resumed the public meeting.

Amanda Russell moved, Sarah Greenshields seconded, to seal the minutes of the nonpublic session as divulgence of the information likely would affect adversely the reputation of a person other than a member of the body.

A roll call **VOTE PASSED 7/0** with Grady, Baker, Andrews Parker, Greenshields, D'Andrea, Butler and Russell in favor of the motion.

Amanda Russell moved, Kathy Baker seconded to adjourn the meeting at 6:59 p.m.

Respectfully Submitted,
BETSEY ANDREWS PARKER, Secretary
BAP/ral



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting #7
Meeting Location: Media Ctr. (Room 306) McConnell Center
Meeting Date: **Monday, July 8, 2013**
Meeting Time: **7:00 pm**

Chairperson Rocky D'Andrea called a meeting of the Dover School Board to order on Monday, July 8, 2013 at 7:05 p.m. in the McConnell Center Media Center.

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

Also present were; Superintendent Jean Briggs Badger; Michael Limanni, Woodman Park Principal Patrick Boodey, CTC Director Louise Paradis

B. PLEDGE OF ALLEGIANCE: Paul Butler led the Pledge of Allegiance.

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

D. APPROVAL OF MINUTES

1. Special Session #7, June 10, 2013
2. Regular Session #6, June 10, 2013
3. Special Session #8, June 17, 2013
4. Special Session #9, June 18, 2013
5. Public Meeting to Enter Nonpublic Session #13, June 18, 2013
6. Public to Enter Nonpublic Student Discipline #6, June 20, 2013
7. Public Meeting to Enter Nonpublic Session #14, June 24, 2013
8. Special Session #10, June 24, 2013

Amanda Russell moved, Sarah Greenshields seconded approval of the minutes. An oral **VOTE PASSED 7/0.**

E. CONSENT AGENDA

- 1. Correspondence: None**
- 2. Resignations/Retirements:**
 - a. Margaret LaPointe, LNA Teacher
 - b. Libby Simmons, Supervisor of Business Affairs
- 3. Leaves of Absence: NONE**
- 4. Nominations:**

Sheet 1: Nomination and Election of Administrators (Bennett)
Sheet 2: Nomination and Election of Teachers (Austin-Tenney)
Sheet 3: Nomination and Election of Summer School Positions (Cote-Seekamp)
- 5. Extended Travel (Student Trips): NONE**



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Meeting Time: **7:00 pm**

Amanda Russell moved, Doris Grady seconded amending the nominations to state that David Bennett is replacing Michael Perez as DHS Dean of Students and also moved pulling item 2.a and 2.b. from the consent agenda. An oral **VOTE PASSED 7/0.**

Mrs. Grady made the following statement regarding the resignation of DHS LNA teacher Margaret LaPointe:

She stated that Ms. LaPointe has been professional, high-skilled and knowledgeable in her subject matter. She survived the challenges and had many successes and had many outstanding outcomes with her students. The Board thanks Ms. LaPointe for her service and wishes her well.

Mrs. Grady made the following statement regarding the resignation of Supervisor of Business Affairs Libby Simmons.

“It is with utmost regret that I read of Libby Simmon’s resignation in tonight’s agenda. This Board will be losing one of the most efficient young ladies that has ever been in the employ of the School Department. What a shame to lose someone as competent as Libby has been. There has been no time when a question is asked that there is no answer, that Libby is the one that comes up with results and never incorrect. I understand that she is going to St. Thomas Aquinas and they need to be aware of what a jewel is coming to their department with regrets from the Board.

How consoling it has been over the past 12 years to have someone like Libby there at one’s request. If she needs five minutes to get back to you, she would be back in four. I guess that we would be saying , that if ever anyone out there is looking for the very best of an employee in her field, then quickly get your request in, or someone else will have her.

Libby, you have been a pleasure to work with, and this whole Board wishes you well and the very best. Thanks for giving us 12 years of your life. The whole system has benefitted because of it. Again, thank you for being you.”

Amanda Russell moved, Doris Grady seconded to approve item 2.a. and 2.b. as well as the consent agenda. An oral **VOTE PASSED 7/0.**

F. SUPERINTENDENT’S REPORT: Superintendent Briggs Badger spoke on the following items:

DISTRICT Updates

The School District offices located at the McConnell Center will be open from 8-4:00 pm Monday through Friday during the summer. School will begin on Wednesday, August 28th for students with teachers returning on Monday, August 26th. School will only be in session for Wednesday and Thursday that week with Friday and the following Monday off in observance of Labor Day.



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DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting #7
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Meeting Time: **7:00 pm**

There are two summer programs at WPS that run Monday through Thursday from 8:30-11:30.

The first program is Summer LEAP. There are 4 teachers and 41 students. There will receive intensive reading and writing intervention for students entering grades 1-4 for WPS only. This is because it is funded with a SINI grant.

The second program is a federally funded ESOL program with 2 teachers and 12 students which provides reading, writing, and math for ESOL students in grades 1-3 for WPS and HSS students.

The student services department is providing Extended School Year programming to 83 students this year. Programming started today and is based upon individual student needs as necessary to provide FAPE to students.

SCHOOL Updates

Dover High School

Summer School credit recovery on the Nova Net program begins today and runs until August 2nd from 7:45 to 12:15.

Garrison School

Summer Backpack reading program is going well. Students can go to Garrison each day to swap summer reading books. Camp Invention will run from July 15-19th. Kids will experience hands-on science and engineering and have fun while doing it.

Dover Middle School

Dover Middle School is hard at work preparing student placement and schedules. Placement letters and school information will be mailed to students in late July or early August. The Brainwave Academy Title I summer program started today and runs for 5 weeks from 8-11. There are 4 teachers and 108 students participating. Focus is on reading, writing and math.

Amanda Russell moved, Doris Grady seconded acceptance of the Superintendent Report. An oral **VOTE PASSED 7/0.**

G. STUDENT REPRESENTATIVE REPORT: There was no student representative report.

H. COMMITTEE REPORTS:

Mrs. Grady gave the following report on Dover Adult Learning Center:

DALC's Adult Basic Education summer session begins July 9 runs for 6 weeks (Tuesdays and Wednesdays). New students will be accepted the first two weeks of class. Childcare is



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available in Dover only. Payment of \$10 for the session must be made in advance. There will be one full GED test offered on August 15 and 16 and all subjects will be available. Counseling services will be available by appointment. The current GED test will expire at the end of this year and anyone who has begun testing will need to finish the GED or start over in 2014 with a new test.

I. POLICY -- CHANGES – PROPOSALS: None

J. POLICY ADOPTION: None

K. SUBMISSION AND PAYMENT OF BILLS: Amanda Russell moved, Doris Grady seconded to direct the payment of the manifest from 6/11/13-6/30/30 for \$2,244,095.51 for FY13 and \$13,259.12 for FY12 and from 7/1/13-7/8/13 for FY14 for \$443,873.65 for a total of \$2,701,493.28. A roll call **VOTE PASSED 7/0.**

L. RESOLUTIONS: None

M. OLD BUSINESS: None

N. NEW BUSINESS

1. Emergency Management Performance Grant

Ms. Briggs Badger presented information on the Emergency Management Performance Grant that she submitted to the State of NH Department of Safety. This grant could be up to \$50,000 per SAU and will be allocated on a first come, first served basis. In order to qualify, there needs to be a school emergency response plan in place that supports implementation of the National Incident Management System (NIMS) and the money would need to be used from June 1, 2013 through September 30, 2014.

Ms. Briggs Badger thanked Paula Glynn for her help with this grant. If money is awarded, it would be used to better communication within the district.

Ms. Russell added that this grant is meeting all of the goals of the security committee and makes sense to apply for this additional money. The projects would need to be funded anyway.

Mrs. Grady asked about a clarification on the grant from page 7. Ms. Briggs Badger responded that there needs to be a soft match in this grant and the district can more than meet this match of \$50,000. Items such as the generator for DMS, panic switched in all buildings, the cost of police department trainings and maintenance of a training plan for all administrators equal more than \$53,000 and would cover the match requested in the grant specifications.

Mrs. Grady asked if these items were the same ones that were previously approved. Ms. Briggs Badger confirmed that they were already discussed and approved. She added that this grant will make communication in the district much stronger.



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Meeting Time: **7:00 pm**

Amanda Russell moved, Betsey Andrews Parker seconded moving forward with this grant. A roll call **VOTE PASSED 7/0.**

2. Interim Superintendent Search Update

Mr. D’Andrea provided a summary of the search and stated that the Board agreed to widen the search a bit to try and increase the number of applicants and also decided to possibly investigate some different options presented in a meeting held directly before the regular meeting. The job posting would be added to edjobsnh.com and Schoolspring.com. Since a decision was made to re-post the position until July 22, the workshop scheduled for July 22, has been rescheduled to July 29.

O. SCHOOL BOARD MATTERS OF INTEREST:

Ms. Russell stated that she was asked to speak to a group of boy scouts about the duties of a citizen.

Ms. Briggs Badger recognized and introduced new CTC Director Louise Paradis.

Ms. Andrews Parker stated that Community Action would be offering free breakfast and lunch to children ages 0-18 during the summer. These are for kids who can’t afford to eat or have access to food. There are no applications or qualifications to participate in this program.

P. ADJOURNMENT: Doris Grady moved, Amanda Russell seconded to adjourn at 7:28 P.M. An oral **VOTE PASSED 7/0.**

Superintendent Briggs Badger and other’s handouts have been archived with these Minutes.

Respectfully Submitted,
Betsey Andrews Parker, Secretary
BAP/ral



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	School Board Public Meeting prior to Entering Nonpublic #16
Meeting Location:	Superintendent's Conference Room
Meeting Date:	Monday, July 29, 2013
Meeting Time:	5:30 p.m.

Chairperson Rocky D'Andrea called a meeting of the Dover School Board to order on Monday, July 29, 2013, at 5:44 p.m. in the Superintendent's Conference Room in the McConnell Center.

Those members present were Rocky D'Andrea, Amanda Russell, Betsey Andrews Parker, Kathy Baker, Paul Butler, Sarah Greenshields and Doris Grady. NHSBA representative Michele Munson, WPS Principal Patrick Boodey and Robin LaFleur were also present.

Amanda Russell moved, Doris Grady seconded, to enter nonpublic session at 5:45 p.m. to discuss RSA 91A:3, personnel matters. A roll call **VOTE PASSED 7/0**.

The School Board recessed to nonpublic session.

At 7:00 p.m., Amanda Russell moved, Sarah Greenshields seconded to adjourn the nonpublic meeting and re-enter the public meeting. A roll call **VOTE PASSED 7/0**.

Amanda Russell moved, Kathy Baker seconded to adjourn the meeting at 7:01 p.m.

Respectfully Submitted,
BETSEY ANDREWS PARKER, Secretary
BAP/ral



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	School Board Nonpublic #16
Meeting Location:	Superintendent's Conference Rm.
Meeting Date:	Monday, July 29, 2013
Meeting Time:	5:30 p.m.

The Dover School Board entered a non-public session on Monday, July 29, 2013, at 5:45 p.m. in the Superintendent's Conference Room in the McConnell Center.

Those members present were Rocky D'Andrea, Kathy Baker, Paul Butler, Amanda Russell, Betsey Andrews Parker, Sarah Greenshields, and Doris Grady. Also present was HR Coordinator Robin LaFleur, NHSBA representative Michele Munson, and WPS Principal Patrick Boodey.

The following was discussed:

Personnel:

The Board reviewed all resumes submitted. The following finalists were chosen:

David Hodgdon, Paula Glynn, Antonio Fernandes, and Alfred St. Cyr. Robin LaFleur will try to schedule interviews for August 1st beginning at 4:00 pm. The Board discussed the process and questions to ask. All Board members should send questions to Michele Munson by Tuesday, July 30 with a summary from Ms. Munson returned to the Board before the interviews.

The Board will meet to interview candidates on Thursday, August 1 and Monday, August 5.

At 7:00 pm Amanda Russell moved, Sarah Greenshields seconded to adjourn the nonpublic session and re-enter the public meeting. A roll call **VOTE PASSED 7/0.**

Respectfully Submitted,
BETSEY ANDREWS PARKER, Secretary



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #11
Meeting Location:	McConnell Center, Media Center Room Rm. 306
Meeting Date:	Monday, July 29, 2013
Meeting Time:	7:30 P.M.

- A. ROLL CALL:** Present were Doris Grady, Amanda Russell, Betsey Andrews Parker, Paul Butler, Kathy Baker, Sarah Greenshields and Rocky D’Andrea.
- B. PLEDGE OF ALLEGIANCE:** Doris Grady led the Board in the Pledge of Allegiance.
- C. CITIZEN’S FORUM (LIMITED TO AGENDA ITEMS ONLY):** No one addressed the Board.
- D. CONSENT AGENDA:**
- 1. Correspondence:** NONE
 - 2. Resignations/Retirements:**
 - a. Katelyn Schenkel, HSS
 - 3. Leaves of Absence:**
 - a. Dorothy Katz, DMS
 - 4. Nominations:**
 - Sheet 1: Nomination & Election of Summer School Paraprofessionals & Teachers (Couse-Peterson)
 - Sheet 2: Nomination & Election of Staff Positions (Arsenault-Beaulieu)
 - Sheet 3: Nomination & Election of Coaching Positions (Boyd)
 - Sheet 4: Nomination and Election of Teachers (Beck-Sanella)
 - Sheet 5: Nomination and Election of Administrative Personnel (Flockerzi)
 - 5. Extended Travel (Student Trips):** NONE

Doris Grady moved, Amanda Russell moved to pull items 4. Sheet 4 Nomination and Election of Teachers from the consent agenda. An oral **VOTE PASSED 7/0.**

Betsey Andrews Parker moved, Doris Grady seconded to approve the remaining consent agenda items. An oral **VOTE PASSED 7/0.**

Mrs. Grady pulled the nomination sheet in order to inquire about staffing at Dover High School. She summarized past budget discussions which placed top priorities in staffing as Earth Science teachers, Business teacher, Social Studies teachers, and finally the math teaching position. Ms. Briggs Badger commented that the Earth Science teachers had been reinstated and noted that the Business teacher would be next on the priority list to be reinstated. She added that \$155,000 was added to the school budget through additional adequacy aid. Ms. Briggs Badger also stated that elementary enrollment figures are increasing and also need to be considered when discussing staffing priorities. Horne Street School has a high number of students in 4th grade and Ms. Briggs Badger felt that an additional teacher may need to be added.

In addition, Dover Middle School was requesting an increase of days for two current part time teachers in reading and math. Administrators will be prioritizing current needs at the next administrative meeting.



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DOVER SCHOOL BOARD – MINUTES

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Ms. Briggs Badger added that the district doesn't know replacement costs of teachers yet since all have not been hired or selected benefits packages.

Mrs. Grady noted there might be a possibility of hiring in teachers in July and August. She asked if the diploma credits would be decreased with the loss of the positions at Dover High School. Ms. Briggs Badger responded that she believes the credits will be able to remain intact.

Record Note: Ms. Boston confirmed that the credits would be decreased due to the elimination of certain classes, but not as much as had been originally thought. There will be a sliding credit scale depending on year of graduation for students which is still to be determined.

Mrs. Grady also asked if students are currently registered for the business classes. Ms. Briggs Badger responded that they had not been scheduled for the classes at this point, but they would be able to be scheduled at a later date.

Career and Technical Director Louise Paradis stated that the schedule had in fact, been built with this position included and if the position is eliminated, 239 students would need to have their schedules changed. She added that there are 28 seniors who need a computer credit and would bump underclass students out of the business classes if the business teacher was eliminated. Ms. Briggs Badger stated that administrators would discuss the priorities again on Tuesday.

Ms. Grady asked if the same is true for Social Studies and Math teachers. Ms. Briggs Badger stated that funding is still being determined to see if these positions can be reinstated. It depends on the cost of replacement teachers for teachers who are leaving the district. Ms. Briggs Badger stated that she will know more later in the summer. These positions most likely will not return.

Amanda Russell moved, Doris Grady seconded to accept Item 4, Sheet 4 of the consent agenda. An oral **VOTE PASSED 7/0.**

E. NEW BUSINESS:

1. Interim Superintendent Search Update

Chairperson D'Andrea summarized the process and stated that the search was narrowed to 4 candidates for the Interim Superintendent and interviews would be conducted within the next week.

Record Note: One candidate withdrew and the remaining three candidates are Antonio Fernandes, Alfred St. Cyr, and Paula Glynn. Meeting times have been posted.



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He added that the Board is hopeful that they will be able to nominate a candidate at the August 12th School Board meeting.

2. Demographic Study Proposal from NHSAA

Ms. Briggs Badger stated that each year NESDEC, provides a demographic study for enrollment forecasting. Last year, there was some discrepancy in high school numbers. Part was due to their misunderstanding of attrition from students that could choose to go elsewhere (Barrington and Nottingham). She is proposing that NHSAA provide a 10-year analysis for a fee of \$3,990. This is very close in cost to NESDEC, but would provide a different perspective for one year. She stated that she believes that NHSAA is more familiar with trends in NH and could possibly provide a more accurate study. This would not mean that the District could never return to NESDEC. They have been happy with them in the past and could use them again in the future. Mr. D'Andrea asked if there only one company could be used. Ms. Briggs Badger responded that both could be used but it would be at a greater expense and one would probably be sufficient.

Ms. Baker asked if the fee that was paid to NESDEC was only for the 10-year demographic study. Ms. Briggs Badger responded that the fee included forecast, sped analysis trends, administrative jobs posted online, webcasts, and research and design of reports. The two companies would provide similar services. There would also be a discount on professional development and other services. The District already belongs to NHSAA and gets other services from them as well.

Ms. Baker asked if NESDEC has 10 years of actual data, how could the decrease in enrollment not have been included in projections. She wondered how their report could not take natural attrition into account. She is hopeful that the result would not be the same with NHSAA.

Ms. Briggs Badger stated that she didn't know the answer to the question and agreed with Ms. Baker.

Mrs. Grady suggested that the Board table this proposal and she added that the projections have not been accurate in the past studies. She would rather not spend the money and go back and review the NESDEC report and see how close they are. There wouldn't be a point to spending the money now on another report. She added that perhaps the report doesn't need to be done on an annual basis.

Dr. Butler proposed asking a high school class do this study as a project. He added that it would be interesting to see if they could do as well as some of the professional groups. They could look at mobility data and birth records.

Ms. Andrews Parker stated that the numbers are inaccurate because she knows that certain neighborhoods have more students than originally predicted. This affects impact fees as well.



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She noted that the figures are inaccurate much of the time and Horne Street School and Dover Middle School were both intended to hold many more students and they are now both at capacity. She feels there should be a report done by another company.

Ms. Baker agreed with Ms. Andrews Parker, but noted that the numbers used for these reports are taken from the City Planning Department and both companies would use the same figures to generate their reports.

Ms. Briggs Badger agreed that Dover Schools don't receive their fair share of impact fees. If firm numbers are received from forecasts, perhaps the impact fees could be increased. She stated that most of the schools in Dover are at capacity. Dover has been listed as the fastest growing city in the state. Good data is needed so that important decisions can be made regarding building and renovating schools.

It was also noted that money for this project is already included in the budget.

Ms. Grady asked if NESDEC offered a flat fee and if mileage and printing are at an additional cost. She noted the cost could be more with mileage and printing included.

She asked if the Board could view the actual NESDEC information in order to review it and compare with NHSAA. Ms. Briggs Badger stated that the deadline to respond to NHSAA is today (July 29, 2013).

Mr. D'Andrea commented that it might be beneficial to hold off until negotiations are done with Nottingham and Barrington.

Ms. Russell noted that Barrington and Nottingham would probably have their own reports and we would have access to them.

She noted that Dover would need data since we are going through negotiations. She added that they might be helpful for impact aid and a different organization may offer a different approach at least for one year. They may provide more accurate information also since they are based in NH.

Ms. Baker stated that she is hopeful that the planning department figures can be analyzed more clearly and accurately. Ms. Andrews Parker reiterated that she believes NESDEC used figures provided by NESDEC.

Mrs. Grady stated she has every enrollment document since 1992 and before kindergarten there were in the high 3000's. All of her documents state that the City is growing and the numbers for all of the years are in the 4000 range, even though reports state higher numbers.

Extra rooms in schools have been used for various other things other than classrooms such as physical therapy, occupational therapy, etc.



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Ms. Greenshields noted that the new, improved Wentworth Douglas Hospital will encourage more families to move to this area, adding more students to Dover.

Ms. Briggs Badger agreed with Mrs. Grady that the numbers have remained similar, but the district has lost many Nottingham and Barrington students. The younger age groups seem to be consistently growing.

Doris Grady moved, Kathy Baker seconded to table the vote to accept NHSAA. An oral **VOTE FAILED 2/5 (Baker, Russell, Andrews Parker, Greenshields, D'Andrea opposed)**.

Ms. Russell noted that they are only voting on changing the company who is providing the report and not on whether to do the report.

Ms. Andrews Parker stated that the mileage cost for NHSAA would be low since they will only meet with the Central Office staff one time. She offered to print the report also to keep costs low.

Betsey Andrews Parker moved, Sarah Greenshields seconded to approve the proposal made by NHSAA. A roll call **VOTE PASSED 4/3 (D'Andrea, Grady, Butler opposed)**

F. SCHOOL BOARD MATTERS OF INTEREST: none

G. ADJOURNMENT:

Amanda Russell moved, Sarah Greenshields seconded to adjourn the meeting at 8:04 p.m. An oral **VOTE PASSED 7/0.**

Respectfully submitted,
Betsey Andrews Parker, Secretary
BAP/ral

E. I. a.

NEW HAMPSHIRE FELINE FANCIERS, INC
ONLINE AT NHFF.ORG



July 25, 2013

Mrs. Jean Briggs Badger
Dover Superintendent of Schools
Dover School District SAU 11
61 Locust St Ste 409
Dover, NH 03820-3753

Dear Jean Briggs Badger,

SUBJECT: JANUARY 25-26, 2014 CFA CAT SHOW AT THE DOVER MIDDLE SCHOOL GYM

Please consider our request to return this next January 25-26, 2014 to host another Cat Fancier's Association (CFA) cat show.

Starting in January 2001 New Hampshire Feline Fanciers (NHFF), a not-for-profit 501(c)4 organization, has successfully hosted twelve (12) annual all-breed CFA cat shows at the Dover Middle School Gymnasium. From these cat shows NHFF has donated proceeds to and assisted in fundraising with local animal welfare organizations such as the Cocheco Valley Humane Society, the Lakes Region Humane Society, and the New Hampshire Animal Control (formerly Spay/Neuter) Program. NHFF show proceeds have also been donated to the Winn Feline Foundation which supports health-related studies into medical problems affecting cats, and the CFA Animal Relief Fund which contributes to the costs of relief efforts provided by humane organizations following national disasters.

We would need the gymnasium, ~~kitchen and the cafeteria~~ both days over the weekend. Saturday times would be from 8 AM to 6 PM and Sunday times would be 8 AM to 6 PM.

Our show setup typically requires five hours before doors open to the public Saturday and only requires access to the gymnasium and the loading dock — access 6 PM or earlier Friday works best for us. If that time is unavailable we can schedule the start of the show to be compatible with our five-hour setup and your custodian scheduling.

Please contact me with your answer to our request.

Sincerely,

Chip Blaney
Treasurer
New Hampshire Feline Fanciers Inc.
cc: Cathy Faure

LaFleur, Robin

From: Faure, Cathy
Sent: Tuesday, July 30, 2013 12:53 PM
To: LaFleur, Robin
Subject: NH Feline Fanciers Recommendation

Robin,

The NH Feline Fanciers have requested to host their 12th cat show at the DMS gym on Jan 25-26 2014 with a set up on January 24, 2014. The space is available for them to use on this weekend although set up on Jan 24 won't be able to start until at least 7:00 P.M. since there will probably be a game in the gym that night. I have no problem with this group using our facilities, they have always treated our schools with respect and have paid on time. Please make sure in your letter to them they understand they will not be able to get into the gym until at least 7:00 P.M.

If you have any questions, please don't hesitate to contact me.

Cathy

Cathy Faure
Dover School Department
Facilities Coordinator
c.faure@dover.k12.nh.us
603-516-6890

E-1-b

July 31, 2013

Dover High School is requesting permission for the second part of a study on Mathematics Teaching and Learning Attitudes being carried out by Kelly N. Smith, a student at the University of New Hampshire.

1. The study has received the approval and support of the Academic Coordinator for Mathematics, Stephanie DeMatteo.
2. The study has been vetted and received its approval from the University of New Hampshire.
3. A copy of the approval and the study are attached.

Thank you for your consideration.

Peter Driscoll

University of New Hampshire

Research Integrity Services, Service Building
51 College Road, Durham, NH 03824-3585
Fax: 603-862-3564

25-Jul-2013

Smith, Kelly N
Mathematics, Kingsbury Hall
117 Maple Ave
Atkinson, NH 03811

IRB #: 5785

Study: How Teacher Beliefs about Mathematics Affect Student Beliefs about Mathematics

Approval Date: 24-Jul-2013

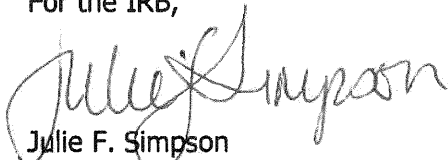
The Institutional Review Board for the Protection of Human Subjects in Research (IRB) has reviewed and approved the protocol for your study as Expedited as described in Title 45, Code of Federal Regulations (CFR), Part 46, Subsection 110.

Approval is granted to conduct your study as described in your protocol for one year from the approval date above. At the end of the approval period, you will be asked to submit a report with regard to the involvement of human subjects in this study. If your study is still active, you may request an extension of IRB approval.

Researchers who conduct studies involving human subjects have responsibilities as outlined in the attached document, *Responsibilities of Directors of Research Studies Involving Human Subjects*. (This document is also available at <http://unh.edu/research/irb-application-resources>.) Please read this document carefully before commencing your work involving human subjects.

If you have questions or concerns about your study or this approval, please feel free to contact me at 603-862-2003 or Julie.simpson@unh.edu. Please refer to the IRB # above in all correspondence related to this study. The IRB wishes you success with your research.

For the IRB,



Julie F. Simpson
Director

cc: File
McCrone, Sharon



UNIVERSITY of NEW HAMPSHIRE

INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS IN RESEARCH

RESPONSIBILITIES OF DIRECTORS OF RESEARCH STUDIES INVOLVING HUMAN SUBJECTS

University of New Hampshire (UNH) tenure-track faculty, lecturers, senior lecturers, visiting faculty with rank, research faculty with rank, clinical faculty with rank, and permanent staff may serve as directors of research studies (researcher) involving human subjects. Adjunct faculty, courtesy faculty (affiliate, affiliate research, and affiliate clinical), and graduate and undergraduate students must be sponsored by an individual who qualifies to serve as a project director.

- A. Researchers are responsible for complying with
 - I. UNH's Policy on the Use of Human Subjects in Research (<http://www.usnh.edu/olpm/UNH/VIII.Res/F.htm>),
 - II. UNH's Federalwide Assurance (FWA) (http://unh.edu/research/sites/unh.edu.research/files/docs/RIS/FWA_1009.pdf), and
 - III. Title 45, Code of Federal Regulations, Part 46: Protection of Human Subjects (45 CFR 46) (<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>).
- B. Researchers are responsible for gaining familiarity with, and adhering to, the ethical principles stated in *The Belmont Report* (<http://www.hhs.gov/ohrp/policy/belmont.html>).
- C. Researchers must submit all proposed research activities involving human subjects to the UNH Institutional Review Board (IRB) for review before commencing. Researchers must not involve human subjects in research activities until the researcher has received written, unconditional approval from the IRB for the study.
- D. Researchers are responsible for protecting the rights and welfare of human subjects in their research studies.
- E. Researchers are responsible for keeping co-researchers and all research staff informed about the nature and goals of the study, and the need to adhere to ethical and responsible practices.
- F. Researchers are responsible for adhering to the IRB-approved protocol and consent process, including providing a copy of the IRB-approved and signed informed consent document to each subject at the time of consent, unless the IRB has specifically waived this requirement. The researcher must retain all signed consent documents for at least 3 years after the end of the study.
- G. Researchers must request IRB approval for proposed changes in previously approved human subject research activities before initiating them, except where necessary to eliminate apparent immediate hazards to the subjects.
- H. Researchers are responsible for reporting progress of approved research to the IRB as often as, and in the manner, prescribed by the approving IRB on the basis of risks to subjects. For studies approved at the Expedited and Full Board review levels, this must be no less than once a year (365 days) from the last review date.
- I. Researchers must report to the IRB any injuries or unanticipated problems involving risks to subjects and others within one working day of occurrence.
- J. Researchers will not seek to obtain research credit for, or use data from, patient interventions that constitute the provision of emergency medical care without prior IRB approval. A physician may provide emergency medical care to a patient without prior IRB review and approval, to the extent permitted by law. However, such activities will not be considered research nor may the data be used in support of research.
- K. Researchers who collaborate with colleagues at other institutions/sites have additional responsibilities. Researchers will advise the IRB, Research Integrity Services, and appropriate officials of other institutions of the intent to engage human subjects in research studies for which the UNH FWA or any related Inter-Institutional Amendment or Non-institutional Investigator Agreement applies. Institutions in the collaboration must possess an OHRP-approved Assurance prior to the involvement of human subjects in a research study.

B. Description of Project

1. Introduction: It is well known that good teachers have an immense impact on student understanding, quality of learning, and student achievement. Researchers have shown that how students are taught has an impact on how well they understand the material (Hill, et al., 2008). In my previous research this year, "How Teacher Beliefs about Mathematics affect Classroom Practice," I have found that teachers' beliefs about mathematics do affect their teaching practices, and give some justification for why teachers have particular teaching practices. What is left to be discovered is whether those specific teaching practices affect what students believe about mathematics as well.
2. Specific Aims: Research questions:
 - What do secondary mathematics students believe it means to do mathematics?
 - How do secondary mathematics students believe that new mathematics is attained by mathematicians?
 - What qualities and skills do good math students have?
 - In what context do mathematics students believe that mathematics is useful or meaningful?
 - To what extent do the above beliefs that students hold about mathematics initially align with that of their current teacher's?
 - To what extent do the above beliefs that students hold about mathematics align with that of their current teacher's after a semester?
 - To what extent and how are the beliefs that students hold about mathematics changed over a semester by having a mathematics class with a particular teacher?
3. Research Protocol:
 - a. Setting: The study will be conducted in the classrooms where the participants learn math. Mathematics teachers in local high schools who participated in the previous study, "How Teacher Beliefs about Mathematics affect Classroom Practice," will be contacted via email and will be asked to explain the research project to their students. Students, parents, and teachers will not be compensated for their help or participation.

Sample email:

Hello [insert name here],

As you know, I am an undergraduate student studying mathematics education at UNH and I am conducting another research project this fall and winter with the help of my faculty advisor, Dr. Sharon McCrone, about how teacher beliefs about mathematics affect student beliefs about mathematics. Since you participated in my research on teacher beliefs about mathematics, would you allow me to speak to your students about participating in my research and allow them to take surveys during class? Student participation in the research would involve a survey about mathematical beliefs at the beginning of the school year, and the same survey again in the winter. If you agree, I will contact your school's administration and get permission.

Thank you,

Kelly Smith
 - b. Protocols:

1. Survey: Participating students will take a survey at the beginning of the school year dealing with feelings and beliefs about mathematics, and will take the same survey at the end of the semester. The survey includes fill in the blank questions, multiple choice questions, choose all that apply questions, and questions where the students must rank in order of importance or relevance. The survey is expected to take approximately 20 minutes. The survey questions are attached in this proposal. Students who do not participate in the study will do work assigned by the teacher while their peers complete the survey.
- c. Consent: Participating students and teachers will be told the goals, procedures, risks, and benefits of participating in the study. Students and their parents (if under 18) will be given the informed consent form to complete if they choose to participate in the study. If consent is granted by parents of students under the age of 18, the students will be asked to give their assent to participate by completing an assent form. Teachers may also choose to fill out consent forms allowing data from the previous study to be compared to their current students' data. All participants will be given a copy of the consent form. The consent forms are attached.
- d. Study Personnel: Kelly Smith, a UNH undergraduate student studying mathematics and education, will be conducting the research. Although she has limited research experience, Dr. Sharon McCrone, a professor in the UNH Department of Mathematics and Statistics who has had significant research experience, is advising her research. See attached support letter from Dr. McCrone.
4. Data: The survey will be analyzed both quantitatively, with numerical values assigned to answers to different questions, and qualitatively compared to their teacher's beliefs about mathematics from my previous study, "How Teacher Beliefs about Mathematics affect Classroom Practice". Completed surveys will be kept in a locked file cabinet in the lead researcher's home office and participants will be numbered so that there is no identifying information on the surveys. Although students will write their names on the surveys, it is for the sole purpose of checking that all participants in the study have given written consent and/or their parents have given written consent (if under 18). After appropriate consent has been confirmed, the student's name will be replaced with an assigned code. I will be analyzing the change in individual responses for the two surveys and I will also be analyzing the data between time points as a group. The data will be reported in aggregate and I will use the data at conferences and in papers.
5. Risks: There are not any significant risks expected for participants.
6. Benefits: Students may benefit by reflecting on their mathematical beliefs, and gaining more insight into their beliefs and how they solve problems. The mathematical community may also benefit from insight into how teachers' mathematical beliefs affect (or do not affect) students' mathematical beliefs through their teaching practices.

Mathematics Attitude and Beliefs Survey

Name: _____

The purpose of this survey is to determine the participant's beliefs about mathematics. Please include any additional comments (where applicable) that you think would be of value.

- Please answer all questions.
- Please **circle** the answer(s) most appropriate for you.
- Some questions require you to numerically rank the options in the blank spaces provided.
- When prompted for written explanations, please write clearly and legibly.

1. What is your math teacher's name?

2. Have you had this teacher before for a math class? [Choose one]

- (a) Yes
- (b) No

3. I like math. [Choose one]

- (a) Strongly agree
- (b) Somewhat agree
- (c) Neutral
- (d) Somewhat disagree
- (e) Strongly disagree

4. I am good at math. [Choose one]

- (a) Strongly agree
- (b) Somewhat agree
- (c) Neutral
- (d) Somewhat disagree
- (e) Strongly disagree

5. Mathematics is _____. [Choose one]

- (a) Exciting
- (b) Boring
- (c) Neither

6. Mathematics is _____. [Choose one]

- (a) Difficult
- (b) Easy
- (c) Neither

7. Mathematics is a science. [Choose one]

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

8. Mathematics is a language (a set of tools to express scientific ideas). [Choose one]

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

9. Mathematics is an art. [Choose one]

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

10. There is nothing creative about mathematics; it's just memorizing formulas and things. [Choose one]

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

11. It is better to know a little bit about a lot of different math topics than to know a few math topics really well. [Choose one]

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

12. Calculators and computers are _____ for solving math problems. [Choose one]

- (a) Essential
- (b) Useful
- (c) Occasionally helpful
- (d) Useless

13. Mathematics is a _____ subject.

[Choose ALL that apply]

- (a) Qualitative: dealing with the characteristics, properties, or the nature of different concepts
- (b) Quantitative: describing or measuring quantities
- (c) Analytical: describing and investigating using logical reasoning
- (d) Other (explain):

14. The most important thing in determining a student's grade in a math course should be the effort they put in, not necessarily whether or not they always obtained the correct answers. [Choose one]

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

15. Most problems one faces in the real world typically do NOT have a 'correct answer' like in textbooks. [Choose one]

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

16. Mathematicians come about new math by _____. [Choose ALL that apply]

- (a) Having a moment of inspiration
- (b) Collaborating with other mathematicians
- (c) Approaching problems from a different perspective
- (d) Using new technology
- (e) Other (explain):

17. Very little new math has been discovered in the past 50 years. [Choose one]

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

18. Most mathematics has already been discovered or created. [Choose one]

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

19. Math is useful outside of the mathematics classroom, finances, and the sciences. [Choose one]

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

20. Math is only useful because it can be applied to real world problems. [Choose one]

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

21. Mathematics is worth learning even if it cannot be directly applied to a real world situation. [Choose one]

- (a) Strongly agree
- (b) Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly disagree

22. It is important for students to learn mathematics because _____. [Choose ALL that apply.]

- (a) It is a tool that everyone can use in their life
- (b) It is necessary for technology, engineering, and the sciences
- (c) It can help them make sense of the world
- (d) It is a required topic on state and national tests and college entrance exams
- (e) Other (explain):

23. What skills do you think make a student good at mathematics? [Rank the THREE most important choices in order, 1 being the most important.]

- Critical thinking
- Being a neat writer
- Effective communication skills (verbal and written)
- Ability to think abstractly
- Previous studies (e.g., having taken numerous courses)
- Attitude

Please provide rationale for your top choice:

24. Rank the following in terms of their relative importance for establishing a grade a student should receive in a mathematics course: [1 to 4, 1 being the most important and 4 the least]

- Getting the correct answers on homework/exams
- Having a deep conceptual understanding of the course material
- Being able to use the material to solve problems not seen in class
- Amount of time spent on the course (e.g., studying)

Please provide rationale for your top choice:

25. When confronted with a mathematical problem I do not know how to solve, the first thing I would likely do is: [Rank the THREE most relevant in order, 1 being the most relevant]

- Verify I know what the question is asking for
- Attempt to write down all the known and unknown quantities
- Try to find information that can help lead to answer (e.g., Google, a textbook, notes)
- Ask someone for help
- Give up or skip it
- Guess an answer that sounds reasonable
- Try to think of similar problems that I already know the answer to
- Draw a picture or diagram

Please provide rationale for your top choice:

E. 2. a.

Robin LeFleur
Human Resources
Dover School District

July 26, 2013

Ms. LaFleur,

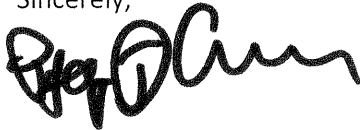
I am writing to inform you of my intention to resign my position as Teacher of Cosmetology in the Regional Career Technical Center and Dover School District effective immediately.

If you could please contact me with any information I may need in order to expedite the process I would appreciate it very much.

I appreciate all you have done and continue to do for Dover High School and the Dover School District.

Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Peggy J. Carver". The signature is stylized and cursive.

Peggy J. Carver

Cc; Jean Briggs Badger, Peter Driscoll, Louise Paradis

JUL 26 PM 2:21

JEAN BRIGGS BADGER
Superintendent

MICHAEL LIMANNI
Business Administrator



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

THE DOVER SCHOOL DISTRICT

TO: Jean Briggs Badger, Superintendent of Schools
FROM: Michael Limanni, Business Administrator
DATE: August 5th, 2013
RE: Resignation Effective September 13th, 2013

Superintendent Badger:

I wanted to quickly thank you for the opportunity to serve the Dover Community as their School Business Administrator for the last two years. It has certainly been a spirited adventure, and leaving the admin team has been one of the most difficult decisions I have ever had to make. Please accept my resignation effective September 13, 2013; I have accepted a generous offer from the Newfound Regional School District which will allow me more time to spend with my family by cutting my two hour daily commute in half. With my daughter starting Kindergarten this year, and my son turning one, I simply cannot justify passing on the opportunity to see them before they go to bed each night. I will never forget all of the wonderful people that I have met here, and hope to see great things coming from this exceptional city. Unlike many of the struggling communities in New Hampshire, Dover has unlimited potential.

Dover School District Mission Statement

Strengthening our community by educating every child, every day!

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

TO: DOVER SCHOOL BOARD



DATE: August 12, 2013

MEMORANDUM: Nomination and Election of Staff Positions

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 2013-2014 school year.

NAME	POSITION	SCHOOL	REPLACING	HOURS	SALARY
Barshaw, Brandy	Paraprofessional	WPS	Melissa Glidden	6.5 hrs/day	12.69/hr
Calabrese, Deborah	Kindergarten Aide	WPS	Rebecca Bennett	6.5/hrs/day	15.38/hr
Poland, Mindee	Sped Aide	Alt	New Position	6.5 hrs/day	12.26/hr

**CURRICULUM OFFICE
DOVER SCHOOL DISTRICT
MEMO**

TO:  Superintendent of Schools & Dover School Committee
FROM:  Paula Glynn, Curriculum, Instruction and Assessment Director
DATE: August 2013
SUBJECT: Nomination and Election of 2013-14 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 2013-14 school year:

Please see attached

Nomination letter 2013-14

Last Name	First Name	Title	Hourly Rate	Total Salary	School	Project Name	Hrs/Week
Beaulieu	Patty	Title I tutor	\$21.25	\$24,480.00	DMS	Title I	30.00
Breneman	Dianna	Title I tutor	\$21.25	\$24,480.00	WPS	Title I	30.00
Day	Diane	Title I tutor	\$21.25	\$24,480.00	WPS	Title I	30.00
Dupont	Carolyn	Title I tutor	\$21.25	\$24,480.00	WPS	Title I	30.00
Gebhardt	Nancy	Title I tutor	\$21.25	\$22,236.00	WPS	Title I	27.25
Gianino	Lauren	Title I tutor	\$21.25	\$24,480.00	WPS	Title I	30.00
Hale	Carol	Title I tutor	\$21.25	\$6,120.00	WPS	Title I	7.50
Hale	Carol	RTI Coordinator	\$23.50	\$9,024.00	WPS	Title I	10.00
Hinz	Ann-Marie	Admin Assistant	\$17.45	\$16,333.20	District	Title I	18.00
Hinz	Ann-Marie	Admin Assistant	\$17.45	\$21,777.60	District	Local	22.00
Jencso	Kathy	Title I tutor	\$21.25	\$24,480.00	WPS	Title I	30.00
Knox	Marie	Title I tutor	\$21.25	\$24,480.00	WPS	Title I	30.00
Mancuso	Derral	Title I tutor	\$21.25	\$24,480.00	DMS	Title I	30.00
McKenney	Lucinda	Prog. Coordinator	\$18.89	\$17,681.04	District	Title I	18.00
McKenney	Lucinda	Homeless Liaison	\$18.89	\$21,610.16	District	Title I	22.00
Nasberg	Wendy	Title I tutor	\$21.25	\$24,480.00	WPS	Title I	30.00
Nasberg	Wendy	Extended Learning Co	\$23.50	\$4,465.00	WPS	Title I	5.00
Rinaldi-McDonough	Stacey	Social Worker	\$23.50	\$10,998.00	DMS	TI, Part D - DCH	12.00
Rinaldi-McDonough	Stacey	Social Worker	\$23.50	\$5,499.00	DMS	Title I	6.00
Sipple	Christina	Title I tutor	\$21.25	\$24,480.00	WPS	Title I	30.00
Spargo	Jen	Family Outreach Coor	\$23.50	\$15,627.50	WPS	Title I	17.50

Last Name	First Name	Title	Hourly Rate	Total Salary	School	Project Name	Hrs./Week
Torres	Anne	Title I tutor	\$21.25	\$18,360.00	WPS	Title I	22.50
Torres	Anne	Title I tutor	\$21.25	\$6,120.00	SMA	Title I	7.50

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

TO: DOVER SCHOOL BOARD


DATE: August 12, 2013

MEMORANDUM: Nomination and Election of Teachers.

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2013-2014 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY
Seely, Logan	Grade 1 Teacher	Horne Street School	Katelyn Schenkel	\$36,029.00

**FEDERAL PROJECTS OFFICE
DOVER HIGH SCHOOL
MEMO**

TO: Superintendent of Schools & Dover School Committee
 FROM:  Paula Glynn, Curriculum, Instruction and Assessment Director
 DATE: August 2013
 SUBJECT: Nomination and Election of Summer 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 2013, federally funded summer programs:

<u>Name</u>	<u>Program/Position</u>	<u>Terms</u>
Lisa Simko	Camp EXPLORE teacher – WPS	\$23.50/hr, 9.75 hrs/wk, 1 wk
Michelle Simpson	Camp EXPLORE teacher – WPS	\$23.50/hr, 9.75 hrs/wk, 1 wk
Liz Dubois	Camp EXPLORE teacher – WPS	\$23.50/hr, 9.75 hrs/wk, 1 wk
Jennifer Russell- Bickford	Camp EXPLORE teacher – WPS	\$23.50/hr, 9.75 hrs/wk, 1 wk
Jill Fredrickson	Camp EXPLORE teacher – WPS	\$23.50/hr, 9.75 hrs/wk, 1 wk
Annie Laurie	Camp EXPLORE teacher – HSS	\$23.50/hr, 9.75 hrs/wk, 1 wk
Mary Buese	Camp EXPLORE teacher – HSS	\$23.50/hr, 9.75 hrs/wk, 1 wk
Sheryl Horton	Camp EXPLORE teacher – HSS	\$23.50/hr, 9.75 hrs/wk, 1 wk
Danielle Rogers	Camp EXPLORE teacher – HSS	\$23.50/hr, 9.75 hrs/wk, 1 wk
Alana Cushing	Camp EXPLORE teacher – GES	\$23.50/hr, 9.75 hrs/wk, 1 wk
Marcia Minerowicz	Camp EXPLORE teacher – GES	\$23.50/hr, 9.75 hrs/wk, 1 wk
Jocelyn Gross	Camp EXPLORE teacher – GES	\$23.50/hr, 9.75 hrs/wk, 1 wk
Becca Cotter	Camp EXPLORE teacher – GES	\$23.50/hr, 9.75 hrs/wk, 1 wk
Rebecca Bennett	Camp EXPLORE aide – WPS	\$12.50/hr, 6 hrs/wk, 1 wk
Deborah Calabrese	Camp EXPLORE aide – WPS	\$15.38/hr, 6 hrs/wk, 1 wk
Tegan Goodridge	Camp EXPLORE aide – WPS	\$15.38/hr, 6 hrs/wk, 1 wk
Katja Peltzer- Beckstead	Camp EXPLORE aide – WPS	\$15.38/hr, 6 hrs/wk, 1 wk
Kelly Marsillo	Camp EXPLORE aide – WPS	\$12.50/hr, 6 hrs/wk, 1 wk
Amy Grieg	Camp EXPLORE aide – HSS	\$15.38/hr, 6 hrs/wk, 1 wk
Janet Lapoint	Camp EXPLORE aide – HSS	\$15.38/hr, 6 hrs/wk, 1 wk
Jennifer Bouffard	Camp EXPLORE aide – HSS	\$12.69/hr, 6 hrs/wk, 1 wk
Katie Vinciguerra	Camp EXPLORE aide – HSS	\$15.08/hr, 6 hrs/wk, 1 wk
Wendy Mello	Camp EXPLORE aide – GES	\$15.38/hr, 6 hrs/wk, 1 wk
Dale Roemer	Camp EXPLORE aide – GES	\$15.38/hr, 6 hrs/wk, 1 wk
Meghan Kelly	Camp EXPLORE aide – GES	\$15.38/hr, 6 hrs/wk, 1 wk
Dianna Pettis	Camp EXPLORE aide – GES	\$15.38/hr, 6 hrs/wk, 1 wk

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

TO: DOVER SCHOOL BOARD

DATE: August 12, 2013

MEMORANDUM Nomination and Election of Summer School Paraprofessionals and Teachers

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 2013 summer school programs.

NAME	POSITION	HOURS	SALARY
Carville, Brittany	Teacher	10 hours	\$23.50/hr
Withka, Cheryl	Evaluator	10 hours	\$23.50/hr

JEAN BRIGGS BADGER
Superintendent

MICHAEL LIMANNI
Business Administrator



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

THE DOVER SCHOOL DISTRICT

TO: Dover School Board

FROM: Rocky D'Andrea, Dover School Board Chairperson

DATE: August 7, 2013

RE: Nomination of Dover School District Interim Superintendent

I wish to nominate Antonio Fernandes as Interim Superintendent of Schools for the Dover School District for the 2013-14 School year ending on June 30, 2014 OR as soon as a permanent Superintendent can be hired. Mr. Fernandes' salary for the 2013-14 school year to be determined.

Dover School District Mission Statement

The mission of the Dover School District, in partnership with students, family, and community, is to ensure that each child has the opportunity to develop to his or her fullest potential in an academically challenging, supportive, and safe environment.

Dover Middle School Washington DC Trip

Preliminary request inclusions

1. Statement of educational value (included)
2. Travel agency certificate (included)
3. Dates of trip. May 27th – May 31st, 2014
4. Itinerary (sample included)
5. Cost per student. \$499. (some scholarship money is available)
6. Academic eligibility (included)
7. Permission forms. (included)
8. Insurance certificate. (included)
9. Principal opinion.
10. Release from duty. Will be requested when we have preliminary approval.
11. Financial benefit for leader and chaperones. 4 Chaperones per bus are complimentary there are no other benefits. No additional money is added to the students cost for chaperones.
12. Substitutes for staff that are attending, there is no other cost for the district.

Thank you for your consideration

The Dover Middle School Student Council has sponsored an eighth grade trip to Washington DC for the past thirty years, since 1983.

This has become a tradition for our students, and in fact the students in the younger grades have something to look forward to for their future, at DMS.

While in the nation's Capital we view and participate in many educational and social activities, such as meeting our US Senator or Congressman, touring the Capital Building, White House, Washington Monument, Lincoln Memorial, Vietnam Memorial, and the World War 2, Memorial. We also witness the changing of the guard at Arlington National Cemetery; visit the Smithsonian Museum complex and National Archives to view the Declaration of Independence. On many of the trips we have met a United States Congressman and they graciously take the time to talk to our students.

This is a life lesson. Some of the students have never experienced travel. Students learn cooperation and understanding each other and themselves.

We also establish goals for the students to achieve. Students are not allowed to receive more than one "in school suspension" or one "out of school suspension" throughout the year and they may not receive more than one "F" on their report cards cumulative for the first three eighth grade terms. This is a tremendous carrot for the students and it helps with the building climate. Some students that had discipline problems in the seventh grade change their behavior in the eighth grade in order to be able to attend this trip.

Last year all students that needed scholarship money were accommodated and no extra money is added onto the student price to pay for chaperones.

The real world experience, student energy and focus, take the classroom and expand it outside the walls of the school.

Thank you

Bruce Patrick
Dean of Students-DMS

**Dover Middle School
Washington, DC Trip Itinerary 2014**

Tuesday, May 27

7:00 pm	Students arrive at the school. Teachers will check all baggage.
8:00 pm	After loading the busses, we will depart.
12:00 am	Lights out. Quiet time on the bus.

Wednesday, May 28

Breakfast	To be determined
6:00-7:00 am	Students may talk in low tones.
10:00 am	Arrive at Busch Gardens
6:00 pm	Leave Busch Gardens
6:30 pm	Arrive at the Williamsburg Embassy Suites
7:00 pm	Pizza Party at the pool
8:00-9:00 pm	Swim at the hotel
9:30 pm	Curfew, everyone in their room - earlier, if group is heard in halls.

Thursday, May 29

5:30 am	Wake up call
6:30 am	Breakfast at the hotel
8:00 am	Drive to Washington, D.C.
11:00 am	Union Station to have lunch at the food court
12:30-3:00 pm	Tour of U.S. Capitol Building and new Visitor Center
4:00 pm	Dinner and shopping at the Pentagon City Mall
6:00 pm	Visit Lincoln, Vietnam, Jefferson Memorial, World War II Memorial and maybe the Washington Monument
9:00-10:00 pm	Swim at the hotel
11:00 pm	Curfew at the hotel. Earlier, if group is loud in the hallways

Friday, May 30

6:30 am	Wake up call
7:30 am	Breakfast at the hotel
10:00 am	Visit Ford's Theatre if available
11:00 am	Tour of the White House
12:00 pm	Lunch at the Smithsonian & Buildings
2:00 pm	Visit National Zoo
6:00-8:30 pm	Dinner at Dave and Busters

Saturday, May 31

7:00 am	Wake up call
8:00 am	Breakfast at the hotel
9:00 am	Check out of hotel
10:00 am	Tour Arlington National Cemetery and changing of the guards
11:00 am	Head home

Dover Middle School

To: Parents of Eighth Graders
From: Dean Patrick and the Student Council
Re: *Washington DC Permission Slip*

The Dover Middle School Student Council is again sponsoring a trip to Washington, DC. This year the dates are Tuesday, May 27 (leaving at 8 pm) through Saturday, May 31, 2014 (arriving home at 11pm).

This trip will be open to all 8th graders EXCEPT those who receive two IN school suspensions or one OUT of school suspension (which are outlined in the student handbook section of your child's agenda) from the First Day of School until we leave on the trip. Also, eligible students are not allowed to receive more than one "F" on their report cards within the first 3 terms, including Related Arts classes.

The amount of students that go is determined by the amount of signups we have. We need at least 48 students per bus. Last year, we took four buses. If we have an additional 48 student's signup, we will take 5 buses. If we don't have a full 48, we will have a waiting list. The last few years we have taken everyone who has been on the waiting list. Signups are on a first-come-first-serve basis dependant upon when students return this official permission slip along with the deposit.

The cost of this year's trip is \$499. The same price is the same as the last three years. The payment schedule is as follows:

\$100 due at sign up
\$100 due January 22th
\$299 due March 12th

Please make checks payable to Dover Middle School and please put your child's name on the bottom of the check. Cancellations within the last 30 days before the trip will result in loss of total payment.

While in DC, we will visit the Capital Building, the White House, the Lincoln, Vietnam, Jefferson, and Washington Memorials. We will stop at the Smithsonian Air & Space and Natural History Museum, Tomb of the Unknown Solider, The Holocaust Museum, National Zoo and other historical sites in the nation's capital. We will also be going to Williamsburg, Virginia, stopping at Bush Gardens Amusement Park.

The price includes bus transportation, hotel accommodation, and most meals (3 breakfast, 3 dinners, and 2 lunches in DC).

We run a fun and educational trip and adhere to several trip rules. Students and parents will be given notice of these rules and sign a contract prior to the trip. A parent of each participating student must attend a mandatory parent meeting in April.

Students will stay four to a room and will be choosing roommates in March. Each student must have one of their roommates as their “buddy” and must be with them during the entire trip. Friends are encouraged to sign up.

If you wish for your child to participate, they must return the official permission slip (no handwritten notes will be accepted) with \$100 deposit. Remember, this is first-come-first-serve.

Also we have received many requests so far this year for parents to be chaperones for this trip. Our chaperone list is already filled, but if you are interested you can have your name added to the existing chaperone waiting list. The cost is the same for the chaperones. Parents that are either with law enforcement or in the medical profession such as doctors, nurses or EMT’s will have a higher priority to go as a trip chaperone.

If there are any questions, please call Dean Patrick at school: 516-7215

Thank You

Official DC Trip Permission Slip

I, the parent/guardian of _____, by signing below, give my permission for him/her to participate in the Dover Middle School 8th grade Washington, DC trip from Tuesday, May 27, to Saturday, May 31, 2014.

I understand that I will not hold Dover Middle School or its chaperones liable for any accidental injury that may occur to my child anytime during the trip. Further, I give Dover Middle School chaperones my permission to seek medical care in the event of illness or medical emergency.

I further understand that if my child receives two in school suspensions or one out of school suspension, at any time, or if my child receives more than one F on their report cards within the first 3 terms including Related Arts classes, that my child will not be allowed on the trip and will receive a refund.

I also understand that if my child breaks any of the trip rules such as alcohol, tobacco, or being out after curfew that I, as a parent, will come and remove them from the trip or have them sent home at my expense.

- No refunds will be given after April 1st 2014

I further understand that if the trip is full when this slip is received that my child may be placed on a waiting list.

By signing below, I agree with the above statements.

Parent's Signature

Date

Student's Name _____

Team and Homeroom teacher _____

Address _____

Telephone # _____

Cell Phone # _____

Kimberly R. Lyndes
Principal
k.lyndes@dover.k12.nh.us

Bruce Patrick
Dean of Students-7/8
b.patrick@dover.k12.nh.us

Amanda Isabelle
Dean of Students-5/6
a.isabelle@dover.k12.nh.us



Dover Middle School
16 Daley Drive, Dover, New Hampshire 03820

Phone: 603-516-7200 • Fax: 603-516-5747
www.dover.k12.nh.us

Justin Pagnotta
School Counselor Grade 5
j.pagnotta@dover.k12.nh.us

Fran Meffen
School Counselor Grade 6
f.meffen@dover.k12.nh.us

Mary Calhoun
School Counselor Grade 7
m.calhoun@dover.k12.nh.us

Beckie Pazdon
School Counselor Grade 8
b.pazdon@dover.k12.nh.us

TO: Superintendent Jean Briggs Badger

FROM: Kimberly Lyndes

DATE: July 17, 2013

RE: Washington D.C. 8th Grade Trip

The purpose of this letter is to give my endorsement regarding the Washington D.C. 8th grade class trip on May 27, 2014 through May 31, 2014.

This traditional eighth grade trip is designed as a culmination of the hard work and outstanding behavior many of our students earn. This trip, the 32nd annual, has been a motivating factor for many students over the years at Dover Middle School.

As part of this fun educational trip, students learn about the inner workings of the United States Government. One New Hampshire Congressman takes time from their busy schedule to meet with the students and discusses his/her role within the US Government. As a follow up activity students write a reflection paper about what they learned and their perception of how our government is run. What better place to learn about "US History" then in our Nation's Capital.

If you require any more information regarding this worthwhile trip, do not hesitate to call.

Sincerely,

Kimberly Lyndes
Principal
Dover Middle School

RESOLUTION

RE: Dover High School Student Transportation Scholarship Fund

WHEREAS: the Dover School Board approved policy IKG, Establishments of Scholarships, and

WHEREAS: this policy states, "Once the School Board authorizes the establishment of a scholarship, a resolution shall be submitted to the Dover City Council for approval and acceptance of the scholarship funds. Upon City Council approval, the donated scholarship funds will be immediately turned over to the City of Dover, Trustees of Trust Funds," and

WHEREAS: The intent of the scholarship fund is to provide financial assistance to Dover High School students who are required to pay for transportation to and from the Dover High School. The family, or their designee, will work with the Dover High School Scholarship Committee to determine the recipients of the awards based on financial need.

NOW, THEREFORE, BE IT RESOLVED that the Dover School Board request the Dover City Council accept the establishment of the **Dover High School Student Transportation Scholarship Fund** to be held in trust to provide financial assistance to Dover High School students who are required to pay for transportation to and from the Dover High School, and that said funds be held in common by the City of Dover Board of Trustees of Trust Funds. The principal, any investment income and any new donations to the trust will be disbursed for the purpose of providing assistance upon written request from the Principal of Dover High School to the Trustees.

SUBMITTED BY:

Rocky D'Andrea, Chairperson

Amanda Russell, Vice Chairperson

Betsey Andrews Parker, Secretary

Dr. Paul Butler

Kathy Baker

Doris Grady

Sarah Greenshields

August 12, 2013

Dover High School Graduation Requirements Report -August 12, 2013

Part I- Three Credit Scenarios using 1400 students as enrollment and showing the number of seats needed to allow students to reach that credit requirement. 9100 seats is arrived at by using 6.5 credits per student which over four years equals 26 credits.

Current Graduation Requirements- 26 Credit Diploma

Subject	Credits Required	Seats per Semester
English	4	1400
Mathematics	4	1400
Social Studies	3	1050
Science	3	1050
Art	1	350
Physical Education	1	350
Computers	1	350
Health	0.5	175
Electives	8.5	2975
Total	26	9100

Basic Diploma/State Minimum- 20 Credit Diploma

Subject	Credits Required	Seats per Semester
English	4	1400
Mathematics	3 (-1 cr)	1050 (-350 seats)
Social Studies	2.5 (-0.5 cr)	875 (-175 seats)
Science	2 (-1 cr)	700 (-350 seats)
Art	0.5 (-0.5 cr)	175 (-175 seats)
Physical Education	1	350
Computers	0.5 (-0.5)	175 (-175 seats)
Health	0.5	175
Electives	6 (-2.5)	2100 (-875 seats)
Total	20 (-6)	7000 (-2100 seats)

Reduced Graduation Requirements- 24 ½ Credit Diploma

Subject	Credits Required	Seats per Semester
English	4	1400
Mathematics	3 (-1c)	1050 (-350 seats)
Social Studies	2.5 (-0.5c)	875 (-175 seats)
Science	3	1050
Art	1	350
Physical Education	1	350
Computers	1	350
Health	0.5	175
Electives	8.5	2975
Total	24 1/2	8575 (-525 seats)

One credit generally represents around 175 seats.

Reflects cutting: Mathematics by one credit (1 Teacher) and Social Studies by ½ credit (2 Teachers) and going to the state minimum in those areas.

Reduced Graduation Requirements- 24 Credit Diploma

Subject	Credits Required	Seats per Semester
English	4	1400
Mathematics	3 (-1c)	1050 (-350 seats)
Social Studies	2.5 (-0.5c)	875 (-175 seats)
Science	3	1050
Art	1	350
Physical Education	1	350
Computers	0.5 (-0.5c)	175 (-175 seats)
Health	0.5	175
Electives	8.5	2975
Total	24	8400 (-700 seats)

One credit generally represents around 175 seats.

Reflects cutting: Mathematics (1 Teacher), Social Studies (2 Teachers), Business/Computer (1 Teacher) and going to state minimum in those areas.

We lost 406 seats this year based on these four cuts.

The question is can we maintain a 24 ½ or 24 credit diploma as we lose upper classmen who had more options and spaces available to them.

Part Two- Seats Required Based on Current Enrollment

Seniors- 387 X 6 classes required to be enrolled in = 2322 seats

Juniors- 300 X 7 classes required to be enrolled in = 2100 seats

Sophomores- 330 X 7 classes required to be enrolled in = 2310 seats

Freshman- 387 X 7 classes required to be enrolled in = 2709 seats

Total Seats Required: 9,441 plus seats for 89 part-time students = 9530

Seats lost this year: 406 Seats

Part Three- Miscellaneous Information

1. During 2012-2013, 115 VLAC courses were completed, 107 students earned ½ credit for sports participation, 184 NovaNet (credit recovery) classes were completed, DALC credits, and 67 independent studies.
2. The Class of 2013 was awarded 170 standard 26 credit diplomas, 129 diplomas of distinction (3.0 or better and a minimum of 28 credits) and 26 basic 20 credit diplomas.



DOVER HIGH SCHOOL
AND
REGIONAL CAREER TECHNICAL CENTER



THE DOVER ALTERNATIVE PROGRAM

Jamie Carver, M.Ed. Program Director
50 Alumni Drive Dover, New Hampshire
(603) 953-3851
James.carver@dover.k12.nh.us

TO: Superintendent Jean Briggs-Bader and the Dover School Board
FROM: Program Director, Jamie Carver, M.Ed.
DATE: August 1st, 2013
RE: Dover Alternative Program Handbook Changes

The following information includes the changes to the Dover Alternative Program/Student/Parent Handbook. Due to the extensive nature of the changes that have been made within the program, the handbook has required significant updating. While some sections have changed and many are new, we have made sure to do our best to ensure that we continue to adhere to all of the non-negotiable school district policies. Since there is almost as much new material as old, I am including two document in my submission (this extensive “mark up” as well as a “clean” copy of the new policy manual.)

As this program is in a new phase of change and development, I expect that this manual will continue to change and evolve with your feedback and those of our students, families, faculty and administrators.

Thank you for your continued support.

Best Wishes,

Jamie Carver, M.Ed.
Program Director
The Dover Alternative Program
50 Alumni Drive
Dover, New Hampshire
(603) 953-3851
james.carver@dover.k12.nh.us

DOVER HIGH SCHOOL ALTERNATIVE PROGRAM HANDBOOK

50 ALUMNI DRIVE
DOVER, NH 03820

(603) 516-6790

FAX (603) 516-6791

Welcome to the Dover High School Alternative Program. The Dover High School Alternative Program was established in 1991 to provide an alternative to the traditional high school setting; it is a program of Dover High School and is approved by the New Hampshire Bureau of Special Education to provide special education and related services to students with educational disabilities.

Students attending the Alternative Program are accountable to the guidelines and policies that govern schools within the Dover system. Although we have sought to clearly outline the philosophy, policies and procedures specific to the Alternative Program in this booklet, students are equally responsible for following and upholding the policies and protocols of Dover High School and the Dover School District. All policies herein are subject to change and the changes may be subsequent to this publication and may not be reflected in this handbook. We hope this handbook will be helpful to students, families, and teachers.

Revised May, 2013

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PHILOSOPHY AND MISSION

Dover Schools –The Center of the Community

The Dover School District is the center of a dynamic community dedicated to developing individual potential and self-esteem through education. We are committed to creating a diverse learning environment, emphasizing collaboration and innovation. Our schools will develop lifelong learners and responsible citizens.

Dover School District Action Plan

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

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

Goals 2010- 2015:

I. Curriculum

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

II. Instruction

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

III. Assessment

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

IV. Environment

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

V. Technology

Teachers and students will use technology to enhance learning.

The Dover High School Alternative Program's Mission is to address the needs of students who have demonstrated a significant lack of success in the traditional school setting, even with modifications and support.

The philosophy of the Dover High School Alternative Program is predicated on the belief that all children have worth and can learn to be successful if placed in an appropriate educational structure (children do well when they can). The ultimate goal of the program is to develop within each student the skills necessary to enable her/him to make safe, proactive choices, prepare for their future and to earn a High School diploma.

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REFERRAL PROCESS

The Dover Alternative Program will work with any student who is appropriate for our setting. The program is an approved special education self-contained program for the following disabilities: Specific Learning Disability, Emotional Disturbance, Other Health Impairment, Speech Language Impairment. Once a student has been admitted, we give our firm commitment to work and stick with each and every student through the ups and the downs.

The Dover Alternative Program however is not an appropriate placement for students who:

- Are significantly below average in cognitive ability.
- Exhibit violent behavior regardless of the intervention of school staff.
- Are actively psychotic.
- Exhibit risk for severe sexual acting out and/or fire setting due to history; a current risk assessment is needed to evaluate appropriateness for placement in the program.

The Referral Process consists of the following steps.

Intake Meeting: If the referral team would like the Director to come and meet with the team, family or student to discuss and describe the program, a meeting will be scheduled within 48 hours of phone contact.

Intake Packet: An intake packet is sent or given to the referring school district contact. This intake packet must be completed prior to the first day of school.

Visit Day: All interested students are encouraged but not required to visit the program to see if the fit "feels right". We often encourage students to visit after hours or near the end of the school day so that they can see the school without feeling like they are being put on the spot or in an uncomfortable position.

Consultation: The admission of the student is taken under consideration by the Alternative Program Director in consultation with the School Psychologist, Director of Pupil Personnel Services, and the sending school Out of District Coordinator. The Alternative School Program Director determines if the referral is appropriate and notifies the referring school district contact. If the referral is accepted, the referring contact discusses the option of placement at the Dover Alternative Program with the student and parent(s).

Acceptance: The referring professional will receive telephone notice and a written service agreement outlining the student's acceptance, within 48 hours of an intake meeting.

Special Education: For students with educational disabilities, an IEP team will need to propose the Dover Alternative Program as the program placement and parents will need to agree with the proposal. Students with educational disabilities may not begin attending the Dover Alternative Program until the LEA and parent(s) have given written agreement to the placement proposal. Students with educational disabilities are assigned a special education case manager who monitors the implementation of their IEP, including evaluation needs and transition planning.

TRANSITION

A student may remain at the Dover High School Alternative Program as long as he/she is benefiting from the program and it is considered by the student, parent, and/or IEP

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team to be the most appropriate placement for the student. Students leave the Dover High School Alternative Program under the following circumstances:

1. Staff will assist with transition to post secondary education or vocational training program.

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2. The student has had one or more successful semesters in the Dover High School Alternative Program and wishes to transfer to Dover High School or the high school of their sending district. Students who wish to attend a regular high school generally begin by taking one or two classes at the high school. When a student has been successful in the transition process, he/she then attends the high school on a full time basis. Dover High School Alternative Program staff makes recommendations regarding a student's transition to full time attendance at Dover High School or the student's sending district's high school. The parents, student, and high school administration make the final decision. For students with educational disabilities, the IEP team makes the decision about readiness for transition to a public high school.

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3. A student age eighteen or older withdraws him/herself from school. When a student withdraws from school before graduation, staff encourages the student to pursue an adult diploma, or GED through the Adult Learning Center. Students with educational disabilities who are eighteen and withdraw before graduation with a regular high school diploma remain eligible for special education and/or related services (student is placed on "Child Find").

4. An IEP team determines that the program is not appropriate for a special education student and the student's placement team selects another placement for the student.

5. A student graduates and transitions into employment.

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Procedure for Students Transitioning Back to Dover High School from the Alternative Program

Placement at the Alternative Program occurs because a student has academic and/or behavioral difficulties that stem from emotional and developmental issues. These students have not demonstrated an ability to succeed in a large, traditional high school.

The goal for all students who attend the Alternative Program is to successfully reintegrate to Dover High School or their sending high school. For some students, this is not possible. For others, success may be reintegration to Dover High School for part of the day. The Alternative Program staff works with High School Counselors to select classes at DHS that will insure a high degree of success for the returning student.

If a student who is placed at the Alternative Program requests a change in placement from that program to Dover High School or their sending High School, a team meeting will be convened as follows:

- If a student is identified as needing Special Education or a 504 plan, those respective teams will determine if the placement change is appropriate.
- If a student is not identified, the team will include student, parent, High School Administrator, HS Guidance Counselor, and representatives from the Alternative Program.

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In all cases the team will meet to consider whether the change in placement is in the best interest of the student. The final decision of student placement is the responsibility of the school.

ADDITIONAL GUIDELINES

ALL RULES AND REGULATIONS OF DOVER HIGH SCHOOL, AS STATED IN THE DOVER HIGH SCHOOL AND REGIONAL VOCATIONAL CENTER STUDENT HANDBOOK, APPLY TO DOVER HIGH SCHOOL ALTERNATIVE PROGRAM STUDENTS, UNLESS OTHERWISE STATED IN THIS BOOK.

STUDENTS RECORDS

It is the policy of the Dover High School Alternative Program to comply with the *Family Educational and Privacy Act of 1974(FERPA)*, the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)*, and other applicable statutes.

In accordance with this policy, the Dover High School Alternative Program provides an annual notice of this right through distribution of the Dover High School Alternative Program student/parent handbook. Parents and eligible students who wish to review the student's records must provide the school's director with written notice indicating their desire to review the student's educational records.

Parents and eligible students shall have the right to make copies of all educational records that pertain to the student in question unless the right to make copies of the material in question is specifically prohibited by state or federal law.

The Dover High School Alternative Program keeps on site only student records pertaining to the student's participation in the Alternative Program. Transcripts and medical records for Dover High School Alternative Program Students are maintained at Dover High School. Special Education records for Dover students are maintained at the Dover High School Alternative Program and for out-of-district students they are maintained at the Special Education Departments of the sending districts. For more information about the district's policies on student records and access, please see school board policy JRA-R available from the superintendent's office or online at: <https://online.ci.dover.nh.us/energie/schoolSearch.php>

RIGHTS AND RESPONSIBILITIES

It is the expectation of the Dover High School Alternative Program to create an optimal learning environment. Such an environment must include dignity and respect among staff and students. To meet this goal, the Dover High School Alternative Program acknowledges the following **STUDENT RIGHTS**:

1. The right to an environment that promotes learning and an education free from prejudice.
2. The right to be treated honestly and with respect.
3. The right to physical privacy and that of your possessions from others (unless you are potentially endangering yourself or others).
4. The right to have your personal space honored and entered only upon invitation (unless you are potentially endangering yourself or others).
5. The right to express yourself, and to be heard without interruption and criticism.
6. The right to expect and request equal participation from all class members.
7. The right to structure your own break time in accordance with the rules.
8. The right to give your input regarding school rules, policies, and privileges through participation in the Alternative Program all-school meetings.

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In order to maintain a safe and comfortable learning environment for all students, the Dover High School Alternative Program expects the following three basic **STUDENT RESPONSIBILITIES**:

1. Be safe to yourself, others, or property.
2. Be respectful to yourself and others.
3. Be responsible for yourself and your actions.

Students are expected to behave in accordance with these responsibilities at all times. If a student does not behave in accordance with these responsibilities, he/she will be subject to the consequences established by the Alternative Program's rules and behavior management system and/or any applicable consequences established in the Dover High School and Regional Career Technical Center handbook.

SEXUAL HARASSMENT AND DISCRIMINATION REGULATIONS

It is the policy of Dover High School/ Dover High School Alternative Program not to discriminate in its educational programs and activities on the basis of race, color, national origin, language, religion, sex, sexual orientation, age, or handicapping condition. Sexual harassment is a form of unlawful discrimination and is against school district policy. Sexual harassment is described as an unpleasant environment caused by unwelcome verbal or physical conduct of a sexual nature, which interferes with an individual's academic performance. A concern or complaint concerning sexual discrimination or discrimination of any kind should be made to the program director. A complaint concerning the Program Director should be made to the Dover Pupil Personnel Services Director.

GRADING/HIGH SCHOOL CREDIT

All students attending the Alternative Program, whether from Dover or out-of-district, are enrolled in Dover High School. The Guidance Department maintains a transcript for each student.

The Dover High School Alternative Program counselor works closely with the Dover High School guidance department, administration and sending school districts to determine each student's credits and classes required for graduation. Dover High School Alternative Program makes every effort to prioritize graduation requirements when establishing a student's class assignments.

Students receive grades in accordance with the Dover High School grading system. Students receive a progress report in the middle of each quarter, and the Dover High School Alternative Program submits grades to the Dover High School guidance department on a quarterly basis. At the end of each school year the Dover High School Alternative Program submits final grades to the Dover High School guidance department, where grades are entered on the student's high school transcript. Credits earned by out-of-district students can be transferred to the students' sending school upon request.

CURRICULUM

At its core, the Dover High Alternative Program closely follows the curriculum of Dover High School and Regional Career Technical Center. That being said, the Dover Alternative Program also embraces providing Alternative Learning Pathways for each and every student. Alternative Learning Pathways is an educational terms that means that students are given access to multiple instructional, evaluation and learning environment and opportunities in order to best meet their needs, strengths and interests. These options may

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include traditional instruction and evaluation, project based learning, portfolio development, on-line learning, extended learning opportunities, etc.

The school's curriculum teaches skills, concepts and knowledge required to receive a high school diploma. A wide array of courses are offered with a focus on maintaining a small, personal academic environment for all students. There is a low student-to-staff ratio and the curriculum includes extensive experiential, hands-on learning. The curriculum also includes the teaching of appropriate social skills as well as behavioral rules and consequences. Students frequently apply knowledge and skills to real life situations, along with both in-class and community-based projects. Teaching and learning in the Dover High Alternative Program is designed to maximize opportunities for learning, with an emphasis on tearing down barriers and building up bridges.

Vocational programming can be accessed through the DHS Career Technical Center. Students also take courses in Physical Education, Health and elective credits relating to Social Skills. Up to two career elective credits are available for work experience. These are overseen by the Alternative Program counselor and the CTC counselor at DHS. A student's learning is assessed continuously by individual teachers. Regular meetings between Dover Alternative School teachers and Dover High School teachers ensure that the both the curriculum and supporting materials are up to date. Students take the NECAP test in May of their junior year. The results are analyzed to review student progress as well as the alignment of the Alternative School program with the NH Grade Span Expectations.

SCHEDULE

- The Dover High School Alternative Program follows the calendar and cancellation practices of the Dover School System.
- Dover High School Alternative Program day is from 7:40am to 2:25pm (see attached schedule).
- Staff is available at the school from 7:30am to 2:45pm, Monday – Friday. Additional times are available for student/parent conference by appointment.

FIELD TRIPS

Field trips are an important aspect of the Dover High School Alternative Program's curriculum and as such students are graded on their participation. There are three types of field trips to enhance community building:

Educational Trips – These trips are related to the academic curriculum.

Community Building – These trips vary in character and are designed to expand on student's life experiences and chosen to help students learn to work together as a group and to enhance group cohesion.

Service Learning – These field trips are designed to allow students an opportunity to give back to their community as well as earn community service hours.

Students must have written parental permission to participate in school field trips (see attached permission form). Every effort is made to include all students in group activities. However, staff may revoke a student's privilege to attend a field trip if the student's participation is determined to be unsafe.

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Students follow the Dover High School curriculum in the core areas of Math, Social Studies, English and Science.

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When riding the Dover High School Alternative Program bus, students must wear seat belts at all times and must obey the instructions of the driver. Students are also expected to keep the bus clean and free from damage. Failure to follow these rules may result in temporary or permanent loss of riding privileges.

ATTENDANCE

Regular student attendance is essential to academic success. "Every child between six and eighteen years of age shall attend the public school within the district or a public school outside the district to which he is assigned or to an approved private school during all the time the public schools are in session, unless he has been excused from attending on the grounds that his physical or mental condition is as to prevent attendance or make it undesirable (RSA 193.1)."

Duty of custodian: Every person having the custody of a child shall cause the child to attend such a school during all the time the public schools are in session (RSA 193.2).

This policy is intended to emphasize class attendance as a major dimension in a student's education. An absence from school (class) deprives a student of the teacher's presentation and also the class discussion so important to the educational process. To receive credit for a course, the student must fulfill the course requirements as set forth by the teacher and meet the quarterly attendance requirement set forth by school policy. This allows up to five (5) absences per quarter. Parents and the student will be contacted after the 5th absence to discuss strategies to improve attendance. Class attendance, by period, is posted in the office for review by students. Our intent is to have students develop personal awareness about this aspect of their school performance.

The eighth (8) absence in one quarter shall trigger an ALT staff team review of a student's particular situation. Students who choose not to attend school or participate constructively in class may receive an attendance failure at the end of the marking period. Continued absences could impact on whether a student receives **credit** for that class. This may mean a student will have to take an additional semester of that class at a later time to fulfill graduation requirements, as we do not issue quarter credits.

Excused absences will not be counted in a students' total. An excused absence is defined as either a school directed suspension or an appointment with a professional or outside agency, which **MUST** be accompanied by written documentation of dates and times.

Students will be allowed to make up work and receive credit for missed work, regardless of the nature of absence. Those students who are physically unable to complete missed assignments at home due to the nature of their illness, will be given up to an equal amount of days to their absence to complete missed assignments, up to 10 academic days. Failure to make up work will impact on academic grades and performance.

PARENT/GUARDIAN RESPONSIBILITIES FOR LONG TERM ABSENCES;

Parents or legal guardians are responsible for consulting with the school or administration in advance of all pre-planned absences from school or individual classes. Circumstances which will require a student to be absent from school beyond the five day limit must be presented to the Director, in writing, three weeks in advance of the absence(s) or at the time the parents first become aware of the student's need to be absent. The Director will give due and careful consideration to requests for exemption from the Attendance Policy in cases of extreme and unusual circumstances that are also sound, pressing or unavoidable. The Director shall render a decision in writing.

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As per Dover School Board Policy any student who has exceeded the maximum allowable number of absences may not receive credit for effected classes. The Alternative Program Director in consultation with the Dover High School Principal will perform a review of absences. Any appeal or review process must be accompanied by valid documentation of excused absences.

MEDICAL PROCEDURES

Students are not permitted to carry prescription or nonprescription medication (other than carrying Albuterol inhalers according to physician orders). All medication, including nonprescription such as aspirin, must be brought to the office. Medications are administered according to procedures established by the Dover High School nurse.

Staff has received training in universal precautions and is able to administer First Aid. Staff notifies parents of any student with a significant injury or illness. Staff call 911 for immediate treatment of a critical injury.

BUILDING PROCEDURES

FIRE DRILLS AND EMERGENCY SITUATIONS

The signal for a fire drill is a continuous sounding of the horn. Students and teachers must leave the building by the nearest exit as designated by the emergency evacuation plan posted in each classroom, or by the exit designated by a teacher. Students must leave the building in an orderly manner. Students must leave coats, books, and etc. behind. Students must report immediately to the designated area for attendance to be taken by staff. A staff signals when students may return to the building. Students must follow the directions of teachers at all times. Students are instructed as to this procedure each quarter.

STUDENT PICTURES

Students are required to have picture identification in order to ride assigned high school buses. Dover High School Alternative Program students may also be required to present this identification when entering Dover High School during school hours. Students participate in the annual photograph sessions arranged by Dover High School to obtain this identification. Parents may also choose to purchase additional pictures as offered by the photographer.

FOOD AND BEVERAGES

Students are encouraged to eat before school starts, during break and during the lunch period. All food and drinks must be consumed in the lunchroom or in designated areas outside the building during these times. Only water in clear plastic bottles may be brought into classrooms.

Hot lunches are purchased through the Dover High School lunch program. These lunches are delivered to the Dover High School Alternative Program and are paid for in accordance with the Dover Schools' free and reduced lunch program. Students may elect to bring their own lunch on any day. Students may also earn the privilege to eat lunch at the high school cafeteria (see Behavior Management section).

Snacks may be purchased at school during break time. **NO FOOD OR DRINKS ARE ALLOWED NEAR COMPUTERS!**

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VISITORS

Students are not permitted to bring visitors to school.

PETS

As a matter of health and public safety, domestic pets and/or wild animals may not be brought to school.

DRESS CODE

Students must follow the dress code established by the Dover School Board. When a student's appearance is deemed unsafe, disruptive, or offensive, according to the dress code policy, the student will be required to return home and correct the problem if the situation cannot be rectified at school. Judgments related to unacceptable clothing shall be made by the staff and these judgments are not subject to arbitration.

SMOKING POLICY

A state law and school board policy states that smoking in school buildings and on school grounds is prohibited at all times by all persons. Dover High School policy also prohibits the possession of any tobacco products. Students who act as lookouts for smokers, or are knowingly present, will be subject to a day of out-of-school suspension. Students who are in possession of a lighter will be subject to a day of out-of-school suspension. Any student in violation of the laws concerning tobacco products and/or smoking will be referred to the Dover Police Department for further action.

SEARCH POLICY

The Administration may conduct searches of property on the Dover High School campus, including but not limited to; lockers, backpacks and clothing. Parents/guardians will be informed of these searches. Searches are conducted in order to ensure the safety of staff and students. The Superintendent or his/her designee may authorize the Dover Police Department to utilize a Police Canine Team to conduct searches of the campus. The search may include, but is not limited to: lockers, common areas, classrooms, bathrooms, bicycles and all vehicles on school property.

BEHAVIOR MANAGEMENT

Rather than solely focusing on what behaviors are not appropriate in school, the Dover Alternative Program utilizes a "positive behavioral supports" model in order to "catch" students in the act of pro-social behavior, incentivize pro-social behavior and teach pro-social behavior. When students engage in inappropriate behaviors, the faculty work hard to interpersonally engage and process with student in order to get to the root of the issue and help teach students behavioral alternatives. In support of this, the Alternative Program utilizes a behavior model that includes additional privileges and rewards for students who accumulate "points" for engaging in identified or targeted pro-social behaviors and takes away privileges for those who do not. Ultimately, safety is our number one priority and so we do have rules and we do have consequences, however, all courses of actions are driven by what will bring the greatest outcome in regards to long term social and emotional growth.

EXAMPLES OF BASIC PRIVILEGES

Access to Break I & II

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Access to the School Store
Internet Access (unless connected to instruction)
Use of Electronic Devices
Participation in Easter Seals Programming (unless outlined in IEP)
Joining Field Trips
Music Lessons
Use of Hall Passes
Access to Instruments
Access to iPads (unless connected to instruction)
Access to the High School
Access to the outdoor lunch space
Eating lunch at the High School
Access to Privilege Rooms
Use of the school kitchen
Others privileges as determined by the Program Director

INCIDENT LEVELS 1-4

The Dover Alternative Program utilizes a four tier system for identifying behavioral issues as well as restorative action steps.

LEVEL I rule violations are those which impede orderly classroom procedures or interfere with the normal operations of the school. The consequences for these behaviors are usually assigned by the individual staff member, but sometimes they require the intervention of support personnel.

Examples of such infractions are, but not limited to:

1. Being late or unprepared for class
2. Disruption, inattention
3. Non-compliance
4. Inappropriate language (swearing)
5. Drug/violence promoting conversation
6. Rude behavior
7. Inappropriate display of affection
8. Failure to comply with internet policy.
9. Inappropriate clothing

Disciplinary action could include, but is not limited to:

1. Loss of Basic Privileges
2. Informal warning
3. Formal warning
4. Phone call home

Restorative Options

1. Personal apology
2. Individual processing with a teacher outside of class time
3. Removal from activity/class
4. Letter of apology
5. Personal Growth project
6. Make up time

LEVEL II misbehaviors tend to disrupt the climate of the school. Included are misbehaviors which do not represent a direct threat to the health and safety of others, but which are serious enough to require corrective action on the part of administrative personnel.

Examples of infractions are, but not limited to:

1. Repeated violations of Level 1 rules
2. Physical roughness
3. Being in an unauthorized area
4. Cutting a class/activity/wandering
5. Being disrespectful or insubordinate to any staff member
6. Forgery/Plagiarism
7. Inappropriate public displays of affection

Disciplinary action could include, but is not limited to:

1. Loss of Basic Privileges
2. Student/Student Processing
3. Development of a behavior plan
4. Phone call home and /or parent conference
5. Mediation with teacher
6. Removal from activity/class
7. Assigned ASI (After School Intervention)

Restorative Options:

1. Personal apology
2. Individual processing with a teacher outside of class time
4. Letter of apology
5. Make up time
6. Restitution / School service project
7. Personal Growth Project

LEVEL III misconduct is directed against persons or property which seriously endangers the health and safety of others.

Example of infractions are, but not limited to:

1. Repeated violations of Level 2 rules
2. Endangerment to self or others
3. Causing purposeful injury to others
4. Vandalism
5. Threatening/harassment with intent
6. Stealing
7. Vulgar and inappropriate language towards staff
8. Leaving the building without permission.

Disciplinary action could include, but not limited to:

1. Loss of Basic Privileges
2. Assigned ASI (After School Intervention)
3. 1-3 day suspension and parent conference
4. 3-5 day suspension and team meeting
5. Referral to director for 5-10 day suspension and team meeting

6. Probationary Placement at Dover Alt.
7. Police involvement
8. Referral for program termination

Restorative Options:

1. Personal apology
2. Individual processing with a teacher outside of class time
4. Letter of apology
5. Make up time
6. Restitution / School service project
7. Personal Growth Project

LEVEL IV infractions are illegal and/or violate school policy.

Examples of violations include but are not limited to:

1. Repeated violations of Level 3 rules
2. Smoking or possession of tobacco or tobacco related products on school grounds
3. Possession, use or being under the influence/reasonable suspicion of alcohol, other drugs or substances
4. Selling or distributing alcohol, drugs or look alike substances
5. Possession of knives, guns, or other dangerous weapons as defined in RSA 193-D
6. Violent assault on another student or adult
7. False fire alarm
8. Bullying
9. Fighting
10. Use of firecrackers, smoke bombs, or other explosive devises
11. Sexual activity
12. Leaving campus/sight

Disciplinary action could include but not limited to:

1. Loss of Basic Privileges
2. ASI (After School Intervention)
3. Implementation of harassment policy if applicable
4. Referral to law enforcement officials
5. Referral to Director for 5-10 day suspension
6. Participation in Drug/Alcohol assessment
7. Probationary placement
8. Termination of placement at Dover Alt.

Restorative Options:

1. Personal apology
2. Individual processing with a teacher outside of class time
4. Letter of apology
5. Make up time
6. Restitution / School service project
7. Personal Growth Project

PROBATION

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Students who are having a difficult time meeting the behavior expectations of the Dover Alternative Program community may be subject to a probationary placement. During this probation period the student will be expected to make progress on the behavior objectives outlined in the probation plan. If progress is not made a recommendation of termination of placement will be made by the Director.

A probationary placement is designed to put the student on notice that their behavior (specifically stated) has reached a level of severity that is interfering with the learning process and is preventing themselves or other students from making progress and moving forward in their learning objectives and curriculum. The goal is to help the student regain control of their behavior and manage themselves in the classroom or school setting through the development of a detailed improvement plan allowing them to return to regular placement at Dover Alt.

LEGAL VIOLATIONS

Parents and appropriate legal authorities (Truant Officer, School Resource Officer or local Police Department) are notified immediately if a student violates any legal code. This includes, but is not limited to: disorderly conduct, sexual harassment, bullying, threatening, fighting, smoking, possession, use or selling of illegal substances or look-alikes, vandalism, theft, and possession of weapons or dangerous objects. Any legal infractions are subject to consequences imposed by legal authorities as well as any Dover High School Alternative Program or Dover High School sanctions.

Prior to making any discipline decisions for a student who is identified with a disability under Special Education or 504, a meeting will be held to determine if the behavior is a manifestation of the student's disability. If any student residing in Dover (including students in a foster placement), Barrington or Nottingham violates a rule that requires an expulsion hearing, that student may be brought before the Dover School Board. If the student has been placed at the Alternative Program by any other school district, then that school district will be informed of the violation(s) and the student may be removed from the DHS Alternative Program. The sending district will address any change in placement.

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TARDINESS/TRUANCY

Parents must inform staff of all absences, lateness or dismissals in writing or by phone. Late arrival to school will be considered late to class. If more than one half of a period is missed, it will be considered an absence for that class. All excused absences may be reviewed and may not be accepted without proper documentation. Any absence can be referred to the Truancy Officer. If a student does not arrive by 9 am and a parent has not notified the school, a staff member calls his/her parent to determine if the absence is or is not excused. The parent is informed of the truancy policy and the ramifications of an unexcused absence. If the student is determined to be truant, the staff informs the truant officer who responds by summoning the student with a truancy ticket and designated court date.

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If a student leaves school before 2:25 p.m. or leaves a school activity without being properly dismissed, a staff member calls his/her parent as soon as possible and reports the truancy to the truant officer. The student may not be excused after the fact. A student is considered to be in school once he/she enters a school bus or van or, if not using school transportation, once he/she enters a school.

A student who leaves school before 2:25 (properly dismissed or truant) may not return to school on the same day unless readmitted by a parent or responsible adult.

DISORDERLY CONDUCT

Disorderly conduct is defined as behavior, which disrupts the educational flow of the school. Examples of disorderly conduct are continued loud and disrespectful behavior in an area that disrupts other students, refusing to leave an area that is needed by a staff and/or other students. If a student persists with disorderly conduct beyond a 3 – 5 minute period of time, staff may call the high school resource officer to remove the student.

Students age 16 or under are arrested immediately if removed by a police officer for disorderly conduct. If a student 18 years or older (adult) is removed for disorderly conduct, the police officer takes a statement from staff regarding the student's disruptive behavior. The Dover Police Department may file charges.

FIGHTING, THREATENING, AND BULLYING

Bullying, fighting, or threatening others will not be tolerated at the Dover High School Alternative Program. The Alternative Program staff makes every effort to educate and redirect antisocial behaviors in order to help students to be safe and make positive proactive social choices within the context of the school's discipline policy. Students who refuse to cooperate or escalate a situation to an unsafe level, will be subject to the following consequences: Students involved in bullying, fighting, or threatening others will be suspended from school, and reported to proper civil authorities. In order to be readmitted to school, the student must complete an incident reflection (pg 20 attached), be accompanied by a parent/guardian and meet with an administrator. The readmit process may include mediation with individuals involved, a behavior contract/plan, or other appropriate action to resolve the conflict. Participants may be liable for damage. If a "third party" becomes involved in any manner with a fight in progress, then the individual/group may be subject to disciplinary action.

Records: Fighting, threatening, and bullying referral records will be kept on file during the student's entire career at Dover High School/ Dover High School Alternative Program. All cases will be referred to the proper authorities.

DRUG AND ALCOHOL POLICIES

Drug and alcohol referral records will be kept on file during the student's entire career at Dover High School. All cases will be referred to the proper authorities.

User:

A user is defined as one who is on campus and/or at a school function under the influence of alcohol and/or a controlled substance. It is further defined as one who is on campus and/or at a school function having consumed alcohol, a controlled substance, any substance that impairs, or otherwise impaired by over-the-counter medication. It is up to the appropriate school personnel to determine if the user is under the influence based on the information available, including but not limited to physical characteristics and odors.

Possession and Attempted Possession:

Being in possession is defined as being on campus and/or at a school function in possession of any amount of alcohol and/or controlled drug, drug paraphernalia, any substance that impairs, and/or look-alikes (as defined below). Attempted possession is defined as making efforts to being on campus and/or at a school function in possession of

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any amount of alcohol and/or controlled drug, drug paraphernalia, and/or look-alikes (as defined below).

A student who is a user or in possession will be subject to the following administrative actions:

First Offense: The first offense is defined as a student using and/or possessing alcohol or a controlled substance, or look-alike* on campus and/or at a school function for the first time in his/her career at Dover High School. The student will be suspended and taken home by a parent/guardian. After the suspension, the student may return to school after scheduling a parent-student conference with an administrator. The administration will decide the conditions upon which the student may return to school. These conditions may include a contract, in-house and/or outside counseling, and a substance abuse program outside the school. If the student and parents reject the contract, the student will be suspended out-of-school pending a School Board hearing. The parents and student will be notified of said hearing in writing and said hearing shall take place within ten (10) school days.

Students and parents should realize that a first offense of the drug and alcohol policy may be just cause for expulsion from school.

Second Offense: The second offense is defined as a student using and/or possessing alcohol or a controlled substance or look-alike* on campus and/or at a school function for the second time in his/her career at Dover High School. The student will be indefinitely suspended until an expulsion hearing can be scheduled with the Dover School Board. The Dover School Board will hear the case and render its decision. The students and their parents should realize that a second offense of the drug and alcohol policy is just cause for expulsion from school.

SELLING/DISTRIBUTING AND PURCHASING/RECEIVING:

Selling/Distributing and Purchasing/Receiving: Selling, distributing, purchasing, or receiving alcohol or a controlled substance or look-alikes* on school grounds or at a school-sponsored event will not be tolerated. If in the opinion of the administration a student is in possession of a large quantity of alcohol and/or a controlled substance or look-alikes, it will be considered possession with the intent to sell.

A student who violates the selling/distributing and/or purchasing/receiving policy will be subject to the following administrative actions:

1. The student will be indefinitely suspended from school until an expulsion hearing can be scheduled with the Dover School Board.

2. The Dover School Board will hear the case and render its decision; however, the student and his/her parents should realize that selling, distributing, purchasing, or receiving drugs or alcohol will be considered just cause for expulsion from school.

*Look-alikes are defined as a substance which one represents or attempts to represent as alcohol or a controlled or narcotic drug, whether in using, possessing, or selling said substance.

INTERNET POLICY

Responsible use of internet access by students includes, but is not limited to, the following:

1. Only using the Internet after getting permission from a teacher who is in the room

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- with the student
2. Not interfering with the normal and proper operation of the network or the Internet
 3. Not adversely affecting the ability of others to use equipment or services
 4. Not conducting themselves in ways that are harmful or deliberately offensive to others
 5. Only using the network for legal purposes
 6. Only accessing or changing computer files that belong to the user
 7. Only storing or transferring files that are relevant to classroom assignment.
 8. Not creating, transferring or otherwise using any text, image, movie, or sound recording that contains pornography, profanity, obscenity or language that offends or tends to degrade others
 9. Not attempting to install any software on the computers
 10. Not downloading software or screen savers from the Internet
 11. Not to reveal their personal home address, home phone number, or phone numbers of any individual.

CELL PHONES

The use of a cell phones or other personal electronic devices during school hours is a privilege. Students are only allowed to use electronic devices within the classroom after being given explicit permission by the classroom teacher. Approved times to appropriately use electronic devices are during breaks and during lunch. Taking pictures or video taping in school is strictly prohibited. The inappropriate use of electronic devices will result in progressive consequences (including but not limited to the loss of cell phone/personal electronic privileges.)

VANDALISM OR THEFT

Any student involved in vandalism or theft of school or personal property including computers, software, network equipment, and illegal use thereof, will be responsible for restitution, will receive a suspension, and will be reported to the police. Serious or repeated violations may result in termination from the program.

DISRUPTIVE OBJECTS

Before school begins, students must turn off and store away personal sound systems or other electronic devices, beepers and cellular phones. Skateboards, Frisbees, pocket chains, or the like are disruptive and are not allowed to be used in school. If used, such objects will be confiscated and turned in to the director's office. Scooters and bikes must be stored in designated areas. Hackey-sacs, musical instruments, and athletic equipment must be stored upon entering the building and used only in designated areas and at designated times.

DANGEROUS OBJECTS/EXPLOSIVE DEVICES/FIREARMS

When a student's action is determined to be unsafe toward oneself or others, disciplinary action will be taken.

Any object deemed as dangerous will not be allowed. Such objects will be confiscated. The student involved with such an object will face administrative suspension and a possible expulsion hearing. A referral will be made to the Dover Police Department. Any student who brings a firearm to school will be immediately suspended pending an expulsion hearing with

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the School Board. Students expelled for a firearm violation face a mandatory 12-month expulsion from school in accordance with State Law. (RSA 193:13, III)

The term "weapons" includes, but is not limited to, firearms (rifles, pistols, revolvers, pellet guns, BB guns, ammunition etc.) knives, slingshots, metallic knuckles, firecrackers, billies, stilettos, switchblade knives, sword canes, pistol canes, black jacks, daggers, dirk knives, explosives, incendiaries, martial arts weapons (as defined by RSA 159:24), self-defense weapons (as defined by RSA 159:20) or any other substance, object, or thing which, in the manner used, or threatened to be used, is known to be capable of producing death or bodily injury.

In addition, students who knowingly possess a firearm (as defined by 18 US 921) in school or on school property, including school buses, without written authorization from the superintendent or superintendent's designee shall be expelled from school for at least one year (365 days) and also shall be referred to the criminal justice system. Any expulsion shall be subject to review if requested prior to the start of each school year, and any parent or guardian has the right to appeal any such expulsion to the State Board of Education.

The Superintendent may modify the expulsion requirements above, in accordance with applicable law, on a case-by-case basis.

FALSE ALARM/BOMB SCARE/RUMORS

If a student deliberately causes a false alarm, bomb scare, tampers with the sprinkler system, or creates a malicious rumor concerning the safety of students in the school; the student will be **suspended pending an expulsion hearing** with the Dover School Board and will be referred to the Dover Police Department.

ENDANGERING

*Due to the unique nature of the approach to delivering **Curriculum** (pg 8), which includes many **Field Trips** (pg 9), there exists a heightened need for safety for both students and staff. If a student acts in a way that poses a threat to the safety of themselves or others they may be subject to administrative suspension as per Dover School District Policy **JICD** (STUDENT CONDUCT, DISCIPLINE, AND DUE PROCESS).*

OTHER VIOLATIONS

Gambling, littering, electronic tampering (including misuse of the internet and e-mail), conduct unbecoming to a High School student, including inappropriate language and any action that may emotionally or physically endanger a student, staff or property will be reported to the administration. Violations will result in a warning, loss of privileges, behavior plan, ASI, In-School Suspension or Out of School Suspension. Serious or repeated violations may result in expulsion.

Records: Internet violations will be kept on file during the student's entire career at Dover High School/Dover High School Alternative Program. All cases will be referred to the proper authorities.

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DOVER HIGH SCHOOL ALTERNATIVE PROGRAM HANDBOOK-SIGNOFF

To: PARENTS

From: DOVER HIGH SCHOOL ALTERNATIVE PROGRAM STAFF

Re: STUDENT HANDBOOK

The Dover High School Alternative Program Handbook provides students and parents with information regarding our program rules, regulations and procedures. It is important that both students and their parents read this handbook thoroughly and ask staff any questions they may have.

Please sign below indicating that both the student and at least one parent or guardian have read this handbook and return this form to the program.

Student

Date

Parent/Guardian

Date

JEAN BRIGGS BADGER
Superintendent

MICHAEL LIMANNI
Business Administrator



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

THE DOVER SCHOOL DISTRICT

TO: Members Dover School Board

CC: Jean Briggs Badger, Superintendent of Schools

FROM: Michael Limanni, Business Administrator

DATE: August 12th, 2013

RE: Budget Revision and Adoption for City Resolution #R-2013-6.26-71

As a result of the City Council approved **Resolution #R-2013-6.26-71** increasing the FY14 Dover School District budget appropriation by \$151,288, the school business office requests that the School Board vote to adopt the amended budget showing an increase of revenue from state Adequacy Aid by \$151,288 and corresponding increase in High School Teaching Salaries/Benefits of \$75,000, Horne Street Elementary Teaching Salaries/Benefits of \$55,000, and \$21,288 toward Salaries/Benefits to support the Math and Focus Curriculum Coordinator position.

Dover School District Mission Statement

Strengthening our community by educating every child, every day!



CITY OF DOVER

CITY OF DOVER - RESOLUTION

Agenda Item#: 12.C.1.

Resolution Number: R - 2013.06.26 - 71
Resolution Re: Fiscal Year 2014 Budget Amendment #1 - Appropriation due to Anticipated Increase in State Adequacy Aid

- WHEREAS: The City Council adopted the FY14 Budget on June 5, 2013; and
WHEREAS: The New Hampshire State legislature authorized through House Bill 2 an amendment to the cap on State Adequacy Aid effective for Fiscal Year 2014; and
WHEREAS: The Dover School District has been informed that an anticipated increase in State Adequacy Aid will be \$151,288 for Fiscal Year 2014; and

NOW, THEREFORE, BE IT RESOLVED BY THE MAYOR AND DOVER CITY COUNCIL THAT:

Pursuant to C6-6 of the City Charter, the FY14 Budget is amended to appropriate the amount of \$151,288 to the Dover School District. The source of funding for this appropriation request is anticipated increase in state aid in Fiscal Year 2014. The FY14 budget is amended as follows:

Table with 5 columns: Account, Description, Adopted Budget, Amendment, Amended Budget. Rows include Education and Education Revenues.

REQUIRES A PUBLIC HEARING AND A TWO-THIRDS MAJORITY TO ADOPT PURSUANT TO DOVER CHARTER C6-6.

AUTHORIZATION

Approved as to Funding: Daniel R. Lynch, Finance Director
Sponsored by: Mayor Dean Trefethen, Deputy Mayor Carrier, Councilor Cheney, Councilor Crago, Councilor Garrison, Councilor Hooper, Councilor Spuler, Councilor Weeden, Councilor Weston
Approved for Legal Compliance: General Legal Counsel
Recorded by: Karen Lavertu, City Clerk

I certify this is a true copy of resolution
Karen Adams



CITY OF DOVER

CITY OF DOVER - RESOLUTION

Agenda Item#: 12.C.1.

Resolution Number: **R – 2013.06.26 – 71**
Resolution Re: **Fiscal Year 2014 Budget Amendment #1 – Appropriation due to Anticipated Increase in State Adequacy Aid**

DOCUMENT HISTORY:

First Reading Date: 06/26/2013	Public Hearing Date: 07/10/2013
Approved Date: 07/10/2013	Effective Date: 07/10/2013

DOCUMENT ACTIONS:

Deputy Mayor Carrier moved for its adoption; seconded by Councilor Cheney.
Roll Call Vote: 8/0.

VOTING RECORD		
Date of Vote: 07/10/2013	YES	NO
Mayor Dean Trefethen	X	
Deputy Mayor, Robert Carrier, At Large	X	
Councilor Edward Spuler, Ward 1	X	
Councilor William Garrison, Ward 2	X	
Councilor Michael Crago, Ward 3	Absent	
Councilor Dorothea Hooper, Ward 4	X	
Councilor Catherine Cheney, Ward 5	X	
Councilor Michael Weeden, Ward 6	X	
Councilor Karen Weston, At Large	X	
Total Votes:	8	0
Resolution does pass.		



CITY OF DOVER

CITY OF DOVER - RESOLUTION

Agenda Item#: 12.C.1.

Resolution Number: **R – 2013.06.26 – 71**
Resolution Re: Fiscal Year 2014 Budget Amendment #1 – Appropriation
due to Anticipated Increase in State Adequacy Aid

RESOLUTION BACKGROUND MATERIAL:

On June 5, 2013 the City Council adopted the FY14 City budget. Subsequently, the City has received notice that the NH State legislature has agreed, as part of the state budget, to increase the cap on State Adequacy Aid formula. This change in the formula is estimated to result in the Dover School District receiving an additional \$151,288 in Adequacy Aid. This anticipated increase in aid was unknown at the time the City Council adopted the FY City Budget.

The objective of this resolution is to appropriate an additional \$151,288 for the School District. The supplemental appropriation will be financed from the increase projected for state aid. The School District was slated to receive \$6,384,377 in Adequacy Aid for FY14, the amended state formula projects that Dover will receive \$6,535,665, an increase of \$151,288.

This resolution does not increase the projected tax impact for the FY14 budget.

In accordance with City Charter C6-6, this resolution requires a duly advertised public hearing and a vote of 2/3rd of the City Council.

SCHOOL YEAR 2013- 2014

MEMBERSHIP IN THE DOVER PUBLIC SCHOOLS MONTHLY ENROLLMENT DATED August 7, 2013

GRADE	*PS (SPED) & KINDER	1	2	3	4	5	6	7	8	9	10	11	12	Special Classes	Other	Totals	*ADJ Totals	
DOVER HIGH PG = Post Grad PT = Part Time DOVER MIDDLE **OP = OASIS PROG.										387	330	300	327		SubTotal PG PT 89 Total:	1344	1344	
						AB 21 LC 23 PH 22 A/F 22 CK 20 KM 24 SM 21 CM 22 LT 23 KW 23 RW 23 KW 23 8	JC 26 DC 25 LD 26 DH 25 DL 26 SL 27 MM 26 RP 26 SMS 26 TBD 26	KC 25 NG 25 SM 24 AW 24 KN 24 DJ 25 MS 25 JT 25 GD 25 BB 24 BG 26 HA 24	MJ 23 SM 23 JM 23 JD 24 HH 23 TL 21 EB 23 KS 20 KH 23 LN 24 PM 23 MHS 23 1									
Sub Totals by Grade:						OP** 275	OP** 259	OP** 297	OP** 276							1107	1107	
		3	3	2	4	1												
GARRISON	AC 23 BC 22 JG 22 MM 22	1B 23 1D 23 1LD 21 1P 21	2C 22 2H 22 2M 22 2R 21	3B 23 3M 22 3S 23 3SC 24	4ET 24 4A 24 4K 24 4M 23													
Sub Totals by Grade:		92	91	89	96	96										464	464	
HORNE	MB 21 AL 21 SH 20 DW 22	1D 18 1L 19 1M 19 1S 19 TBD 19	2B 22 2K 21 2L 21 2P 21 2T 21	3B 23 3Be 23 3G 23 3R 22 3W 22	4K 27 4L 27 4N 27 4W 26													
Sub Totals by Grade:		87	98	109	114	110										518	518	
WOODMAN PARK	JRB 22 LD 22 LS 23 MS 23 JF 22	1G 20 1E 20 1J 20 1SO 21 1SH 21	2F 20 2L 21 2MN 22 2P 22 2W 23 2A 22	3B 26 3H 25 3CO 25 3K 25	4F 25 4M 24 4R 25 4S 24													
Sub Totals by Grade:		122	104	131	102	100										559	559	
District PRESCHOOL 59																59	59	
TOTALS		301	293	329	312	306	275	259	297	276	387	330	300	327	0	89	4140	4051

Barrington Total - 212

Nottingham Total - 95

ENROLLMENT: ELEM 1600

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DMS 1107

Gr. 10 43

PG

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PG

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4140

*ADJ Totals exclude PT and PG

1. Scope of Work

The Dover School Board desires to receive proposals for services from a qualified Firm to perform a search for superintendent candidates for the District. The services will include, but not be limited to:

- In cooperation with the Board, develop a timeline that focuses on a desired start date for the new Superintendent no later than July 1, 2014.
- In cooperation with the Board, further refine a candidate profile and evaluation/selection criteria of the successful candidate for Superintendent, taking into account the desired characteristics outlined in Sub-Section 1.2.
- At the direction of the Board, develop and implement a plan to provide and facilitate community input and engagement. All media releases, public announcements, and public disclosures by either party, including promotional and marketing material, shall be coordinated with and approved by the other party prior to release (which party may withhold such consent in its sole discretion), and each party shall provide its reasonable consent to the use of their respective marks/logos on the approved promotional and marketing materials. In addition to the foregoing, the Board will provide a facilitator/project manager to coordinate the activities among the Board, the Contractor (recruiting Firm), and any third parties.
- In cooperation with the Board, develop and implement a candidate marketing and recruitment plan (which includes the distribution of information/materials), and conduct a national search (including advice to the Board on an appropriate compensation package for a new Superintendent).
- In cooperation with the Board, establish a process by which unsolicited applicants may be considered.
- Recruit candidates from both traditional and non-traditional backgrounds. Non-traditional background areas may include public and private for-profit organizations; non-profit organizations; military; governmental departments/agencies, etc.
- Pre-screen candidates for qualifications and background information, including a comprehensive background investigation. Validate all qualifications, references, and credentials of the finalists and provide a comprehensive review for the Board.
- Present to the Board a list of finalists and provide to the Board a process to narrow the pool of qualified candidates for Board interviews.
- In cooperation with the Board, develop and implement a public information and participation program to ensure access by interested citizens in providing constructive input to the Board in defining criteria and qualifications, skills and competencies to be sought by the Board, and providing constructive input during the interview and final selection phases.
- Prepare any relevant reports as may be requested by the Board.

- Maintain complete documentation regarding the search and selection process. At the conclusion of the process, such documentation shall be relinquished to and become the property of the District.
- Maintain the confidentiality of all information provided or maintained by the Contractor in rendering services to the Board, to the extent permitted by New Hampshire State and Federal laws.
- Provide to the Board documentation of the search process, including but not limited to, post-selection debriefings and expenses.
- Provide any other necessary related services, including but not limited to support during the contract negotiations process relating to compensation and benefits. If any services, functions or responsibilities not specifically described in this RFP are necessary for the proper performance and provision of the services, they shall be deemed to be implied by and included within the scope of the services to the same extent and in the same manner as if specifically described herein.

1.2. Characteristics of a Superintendent Candidate

The Dover School Board is in search of superintendent candidates who possess the following characteristics:

- Candidates must demonstrate an unrelenting focus on individual student achievement and district priorities as a core value.
- The City of Dover is a vibrant, progressive, diverse community full of opportunity and challenge. As such, candidates must demonstrate successful leadership within such an environment that includes a diverse student population and a fundamental understanding of the impact nonacademic barriers, such as poverty and mobility, have on student achievement.
- Understanding that leaders set the tone for any organization, candidates must be willing to act as a visionary, transformational, or servant leader, as appropriate, capable of building a positive culture that supports students, parents, district staff and the community-at-large.
- Candidates must have experience using data-driven decision-making processes within the context of comprehensive monitoring and accountability systems, both academic and fiscal.
- Candidates must be committed to a “student first” philosophy in all decisions lead with the District’s Mission Statement in mind: Strengthening our community by educating every child, every day!
- Candidates must possess a proven track record of visionary and inclusive leadership in leading a large organization dedicated to the goals of innovation, results, and excellence.
- Because collaboration and alignment of community resources are critical for the District’s success, candidates must be committed to visibility within the community and demonstrate the ability to develop and maintain a mutually

beneficial relationship between the business community, civic groups, non-profit organizations, faith-based communities, public officials and the school district.

- As the leader of a learning organization focused on academic excellence, candidates must have earned an Ed.D., Ph.D., or equivalent. Candidates, who have completed all of the appropriate course work but a dissertation to earn an advanced degree, may be considered. Candidates must also meet legal requirements to obtain an New Hampshire superintendent's license.
- Within the policy governance framework, candidates must be able to develop and maintain a strong, cooperative working relationship with the School Board.
- Because the District prides itself on strong collaboration with its labor force, candidates must be able to demonstrate success in working with organized labor groups, unions and associations.
- Candidates must exhibit the ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement.
- The District is committed to providing a 21st-century education to each student and, as such, candidates must have experience identifying and implementing best practices with measurable results. Candidates must be innovative, knowledgeable of emerging trends and embrace advances in technology for use in the school environment.
- Candidates must have the necessary political and media skills to navigate a complex environment.
- Candidates must also have experience overseeing large, complex budgets with a proven record of sound financial management.

The entire proposal should be no more than 35 pages and must include the following documents in a single, sealed envelope:

1. One original and four paper copies of this Request for Proposal including the section regarding LEDE participation. (All signatures must be of an authorized company representative.)
2. One original and four paper copies of the Vendor's response to this RFP. Please make an electronic copy of the Vendor response available upon request.
3. Proof of General Business or Professional Liability insurance.
4. Proof of Worker's Compensation coverage.
5. Detailed work plan that lists key milestones in accordance with the requirements of Section 1.
6. Resumes of individuals who will be conducting the Superintendent search process.

Please do not place the RFP documents in a binder, or bind the documents in any fashion. Do not include sales literature. Contractors that do not adhere to the

requirements listed above may be considered non-responsive and their offers may be eliminated from consideration.

LaFleur, Robin

From: Briggs Badger, Jean
Sent: Wednesday, August 07, 2013 9:12 AM
To: Dover School Board - All
Cc: LaFleur, Robin; Parker, Christopher G.
Subject: FW: Dover Climate Change Project

Please read the email below. We will put this on the August 12th agenda for your discussion under new business and invite Mr. Parker to attend as well.

Thank you,
Jean

From: Parker, Christopher G.
Sent: Tuesday, August 06, 2013 5:36 PM
To: Briggs Badger, Jean
Cc: Carri Hulet
Subject: Dover Climate Change Project

Jean

As you know the City prides itself on being innovative and forward thinking. One of our current projects embraces both ideas. We have teamed up with the Great Bay National Estuarine Research Reserve, UNH, and the Massachusetts Institute of Technology (MIT) to engage 200 Dover residents in a two-hour activity about planning for future changes in the climate and any impacts on the city that could result from those changes. Dover is one of four cities engaged in this effort. You can learn more about the project at necap.mit.edu.

I am writing to ask if the Dover School Board would be interested in co-hosting an event with The City of Dover to help people learn about climate change adaptation, and how it may impact our community. Can you please bring this to their attention?

The activity is a role-play simulation, where seven people are given a hypothetical public problem to solve together as they each take on a role (such as city engineer or local resident). After working together for about 60 minutes, the group discusses what they learned about climate adaptation through the process. A meal is provided. **The best part is that the desired outcome is the conversation itself. The problem presented is hypothetical and of the suggested possible solutions, none are pre-determined to be the right one. While the conversation is facilitated, it is not directed or steered in any direction.** So far, the people who have participated have said the experience was interesting, informative, and a lot of fun.

If the Board is willing to co-host, your commitment would be to pick one of the dates below and invite your members or individuals in your network to attend. The team we are working with will take care of the rest. We have the McConnell Center, located at 61 Locust Street, reserved for each of these dates, but if you would like to host the event at a different location, we are very happy to change venues. We like to have approximately 28 people at each event (four tables of seven), and several organizations can co-host on the same evening in order to recruit the right number of participants. Generally, these events are open to the public so others may join, as well.

We think it is important that people in the Dover community talk about adapting to climate change. These simulations are a good way to have a productive and thoughtful conversation, where all views are welcome.

If you are interested in co-hosting an event, you can call or email me or the project organizer, Carri Hulet, at chulet@cbuilding.org or 617-844-1114.

AVAILABLE DATES

August 19, 20, 21, 22, 26, 28, 29

September 16, 17, 18, 19, 23, 26, 30

October 1, 3, 7, 17, 21, 24, 28, 29, 30

November 4, 5, 6, 7, 18, 19, 20, 21

Let me know if one of the dates can work for you, or if you have any questions about this innovative event.

Chris

Christopher G. Parker, AICP

Director of Planning and Community Development

City of Dover, NH

288 Central Avenue

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Dover: First in New Hampshire, First with you!

www.dover.nh.gov

<http://dovernhplanning.tumblr.com/>

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