



**DOVER SCHOOL  
DISTRICT**

## DOVER SCHOOL BOARD – AGENDA

Meeting Type: **Regular Session #2**  
Meeting Location: **Media Ctr. (Rm. 306) McConnell Center**  
Meeting Date: **Monday, February 9, 2015**  
Meeting Time: **7:00 pm**

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. CITIZENS' FORUM**
- E. AGENDA APPROVAL**
- F. APPROVAL OF MINUTES**
  - 1. Organizational Meeting, January 5, 2015
  - 2. Budget Workshop #1, January 5, 2015
  - 3. Regular Session #1, January 12, 2015
  - 4. Workshop Session #1, January 13, 2015
  - 5. Budget Workshop #2, January 26, 2015
- G. CONSENT AGENDA**
  - 1. Correspondence:**
    - a. UNH Social Interaction Study of Older Youth on Autism Spectrum
  - 2. Resignations/Retirements:**
    - a. Judy Stone, DHS Math Teacher
    - b. Dana Heath, DHS Physics Teacher
    - c. Conall Loughlin, HSS Grade 2 Teacher
    - d. Carol Kennedy, DMS Grade 5 Teacher
  - 3. Leaves of Absence: None**
  - 4. Nominations:**
    - a. Sheet 1: Nomination and Election of Staff (Bartle-Ykema)
  - 5. Extended Travel (Student Trips):**
    - a. DHS Cosmetology Trip to NYC—Final Approval
    - b. DHS World Language Trip to Spain-Preliminary Approval
    - c. DHS Varsity Baseball Team Trip to Cooperstown, NY-Preliminary Approval
- H. STUDENT REPRESENTATIVE REPORT**
- I. POLICY – CHANGES – PROPOSALS:**
- J. POLICY ADOPTION:**
  - a. BA-By Laws of the Dover School Board
  - b. EEAA—Video ad Surveillance on School Property (First Reading Waived)
- K. RESOLUTIONS:**
  - a. Proclamation of CTE Month



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**L. OLD BUSINESS:**

1. Budget Adoption
2. RFQ for Roofing Consultant for Garrison School
3. JKAA and JKAA-R update

**M. NEW BUSINESS:**

1. Determine DHS Student Population for JBC
2. Discussion of Pending Legislation
3. SAU/School Offices Holiday Closure Discussion
4. January Condition of Accounts
5. Scholarship and Trust Fund Balances

**N. SUBMISSION AND PAYMENT OF BILLS**

**O. SUPERINTENDENT'S REPORT**

**P. COMMITTEE REPORTS**

**Q. SCHOOL BOARD MATTERS OF INTEREST**

**R. ADJOURNMENT**

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*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 HIGH SCHOOL  
AND  
REGIONAL CAREER TECHNICAL CENTER



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February 2, 2015

Dear Dover School Board Members,

This letter is being written in support of a research request by Associate Professor Lou Ann Griswold of the University of New Hampshire. The study is to help facilitate social interaction skills for students who are on the autism spectrum, as part of their transition planning into adulthood. The research would involve gathering the perspective of students who are on the autism spectrum, their parents, teachers, and paraprofessionals so that ways can be considered to promote better social interaction with this group of students that meet their identified needs and are realistic to the adults who provide day-to-day support.

Thank you for your consideration.

Sincerely,

Peter Driscoll  
Dover High School Principal

## Relevance of Social Interaction for Older Youth with Autism Spectrum Disorder to Support Transition into Adulthood

### 1. INTRODUCTION

Autism spectrum disorder (ASD) is currently the fastest growing developmental disability in the US, with the Center for Disease Control reporting that 1 in 68 children are currently diagnosed with ASD. Poor quality social interaction is a key diagnostic criterion of ASD. For high-school aged youth with ASD, social interaction is considered to be a critical indicator for greater success in their transition into adulthood, supporting living with others, community participation, leisure activities, higher education, and employment. Research has indicated that older youth with ASD have fewer friends and spend more time alone than do their typically developing peers. While recognizing that a lack of social interaction skills would decrease the amount of time spent with others, it is also possible that stigma plays a role, both by peers and as perceived by the person with ASD. Furthermore, researchers have reported that people with ASD are given fewer job opportunities due to a lack of social interaction skills.

Intervention research to support the acquisition of social interaction skills has targeted younger children with ASD, with little guidance for intervention for older youth with ASD. Little research has considered the perspective of the youth and young adults regarding their perspective on how their challenges in interacting socially with others influence their transitional life experiences.

Information gathered from the study will allow us to consider opportunities and approaches for facilitating social interaction skills, leading to an intervention approach, to support greater participation in many areas of daily life as the youth plan to transition into adulthood.

### 2. SPECIFIC AIMS

The purpose of the proposed study is to understand social interaction for older youth with ASD from different perspectives to identify needs, barriers, valued activities, and existing strategies and tools (including information communication technology) relevant to social interaction of youth with ASD as they transition to adulthood.

Specific aims of the study are to:

- Understand the **perspective of adolescents with ASD regarding their friendships** (number of friends, frequency of meeting with friends, activities that they do together).
- Identify **factors that support and limit friendships** with peers for **adolescents with ASD** and **adolescents without ASD**
- Gain insight into the perspective of youth with ASD regarding the **need for social interaction skills** to prepare them for transitioning into adulthood and participating in community activities, higher education, and/or employment.
- Identify how **the use of technology compared to in-person interaction** with peers supports friendships and connection with others (for those with ASD and those without ASD)?
- Understand the perspective of youth with ASD on how they **prefer to acquire social interaction skills**.
- Identify **beliefs that adolescents without ASD have toward those with ASD**
- Identify **social skills currently** targeted to support youth with ASD and also **other social skills not targeted** but needed to obtain a job and then keep a job, make and keep friendships, and participate in community activities.

- Identify the **strategies** that adults who frequently support youth with ASD currently use to facilitate social skills to prepare the youth for transition into adult activities of community participation, higher education and/or employment?
- Identify other **supports needed by adults** who are preparing the youth for transition to employment.

### 3. RESEARCH PROTOCOL

We will gather the perspective of older youth with ASD as well as that of people who influence the youth with ASD including: families, teachers, special educators, paraprofessionals, vocational rehabilitation counselors, and typically developing youth of the same age group. Specifically we will have five focus groups with the youth with ASD, with 3-4 participants in each group. We will have three focus groups for typically developing youth from the same age range as the youth with ASD. One of the three groups of typically developing youth will be comprised of youth who have volunteered to support youth with ASD as a school or service activity. The other two groups will be with typically developing youth without consideration of their experience with someone with ASD. We will have additional focus groups for each of the other informant groups: two groups for parents, and one group for the following: teachers, special education teachers, paraprofessionals, and vocational rehabilitation counselors. The total number focus groups will be 14, each anticipated to include 3-7 participants, for a total of 42-98 participants, depending on group size.

Focus groups for youth, parents, educators, and paraprofessionals will be conducted on the UNH Durham campus. Vocational rehabilitation counselors will meet in a location of convenience, UNH campus in Durham or Institute on Disability Office in Concord.

Parents and youth with ASD and youth without ASD will be invited to participate in the study through staff at high schools in the area, yet to be confirmed. (Invitation letters attached, Appendix A & B). The participating schools will send out letters to parents of all students with ASD in their high school describing the study and asking them for their consent for their child to participate in the study. In that same envelope they will also receive a letter asking them if they would like to participate in a focus group for parents. The parents and child do not both have to participate; one can participate and not the other, as their responses will not be connected in any way. Students who do not have diagnosis of ASD will be selected by the guidance counselors at the school, at their discretion. The school will send out letters to parents of those students without a diagnosis of ASD explaining the study and asking for their consent for their son/daughter to participate. We will provide the correct number of letters and consent forms and postage paid envelopes for the schools to mail out, maintaining confidentiality of the students' names and addresses. Regardless of the student's age, we will ask for parental consent for students who are over 18 years of age, who technically do not require parental consent, as this is customary in high school. Having schools send out the same letter and consent form for all students will not require the schools to differentiate letters to send to students at different ages. The students will be asked to sign a consent form rather than give assent, as described in the next paragraph. Teachers, special education teachers, paraprofessionals from the high schools in the area and vocational rehabilitation counselors will invited to participate by email (Invitation letters attached, Appendices C & D). Their names and emails will be provided by the high school guidance counselor or principal. Parents who participate in a focus group will be compensated \$50 to help offset expenses incurred due to travel and/or childcare. Refreshments will be served at all focus groups, appropriate to the age of the participants and time of day (e.g., pizza for youth; fruit and cheese or cookies for adults).

Consent forms for the youth are in Appendix E. Consent forms for adult study participants are in Appendix F.

Youth, under 18 years of age, whose parents have given consent will be asked if they agree to participate (see description and assent form, Appendix G) at the time of their arrival to the focus group, providing assent. Youth who are over 18 years of age will be asked to read information about the study and sign a consent form if they wish to participate (Appendix G-2), even though their parents have also provided consent. Each focus group will have its own set of semi-structured interview questions (see attached questions, Appendix H-L) to guide discussion, reflecting the respective participants. At least two study personnel will moderate the focus groups and guide the discussions using the questions in the semi-structured interview guide. Each focus group will last for approximately one to two hours. All focus groups will be audio-recorded using three recorders to help ensure that all voices are captured. The recordings will be fully transcribed by either the undergraduate students involved in the project or work-study students, hired for transcription.

#### 4. STUDY PERSONNEL

\*Michelle Grenier, Associate Professor, Department of Kinesiology

Tobey Partch-Davies, Project Director III, Institute on Disability

Sajay Arthanat, Associate Professor, Department of Occupational Therapy

Alanna Young, Undergraduate honors student, Department of Occupational Therapy

Jennifer Lange, Undergraduate honors student, Department of Occupational Therapy

\*Lou Ann Griswold, Associate Professor, Department of Occupational Therapy

(\* = co-principle investigators)

All faculty are experienced researchers with an interest in developing intervention programs to support youth with ASD, particularly as they transition into adulthood.

The honor students involved in the project have submitted SURF proposals and will be responsible for analyzing the data as it relates to their specific research question. Alanna Young will explore the relationship of social interaction as it relates to friendships from the perspective of youth with ASD and for typically developing youth. Jennifer Lange will explore the relationship of social interaction to support preparation for future employment. Both students will participate in facilitating the focus group discussions as they relate to their research question. Lou Ann Griswold will supervise both of the students.

#### 5. DATA

No identifying information will be gathered from any informant. Participant identities will be revealed to one another within assigned focus groups. Any identifying information that might be revealed will not be transcribed and not reported in any reports of the study.

Demographic information gathered will not be identifying (i.e., age [if a youth], gender, grade at school, or what grade(s) they teach, years of experience teaching [for teachers]). All names noted during the focus groups will be removed at the time of transcription and letters will be used. Different voices will be noted using a random letter preceded by two letters to note the perspective (e.g., TE for teacher, SP for special education teacher, PA for parent, PP for paraprofessional, etc.). It may be impossible to discriminate the voices from each of the focus group participants, making anonymity easier to ensure. When presenting qualitative data, quotes from informants are typically provided. Pseudonyms or their code name (e.g., SPk) will be used to give some sense of personal ownership to selected quotes used to support a

given theme. No identifying information will be provided. After the audio recordings have been satisfactorily transcribed, the audio files will be removed from the recorders.

The qualitative data will be analyzed to identify patterns and themes to address the specific aims of the study Creswell (2007). The different perspectives will be compared and contrasted to inform our overall study purpose and will ultimately guide the direction that we will take in developing an intervention protocol to support the acquisition of social interaction skills for older youth with ASD as they prepare to transition into adulthood. We will use HyperRESEARCH, a qualitative software program, to help organize the coded data. All data will be cross-checked by multiple personnel involved in the study.

The transcribed data will be stored on researchers' passcode protected computers. The two students, Alanna Young and Jennifer Lange, and Lou Ann Griswold will be responsible for the initial data analysis. All researchers will have full access to the data, stored on their passcode protected computers. Other members of the research team will review the coded data to assist with cross-checking for themes and patterns.

## 6. RISKS

Risks are minimal in this study. There is a risk that other participants in each focus group may repeat information from/about the focus group discussion to others outside of the focus group, which could be uncomfortable or upsetting. Participants may realize a perspective they had not previously considered prior to the focus group discussion and could experience emotions related to their realization. Facilitators of the focus groups will do our best to keep the discussion at a level of reporting information rather than feelings. There will always be a faculty member/researcher present for all focus groups who can reassure a study participant as needed at the conclusion of the discussion. Should a participant need support beyond that, the faculty member will encourage the person to seek support from his or her health care professional. Other focus group participants could repeat responses outside the focus group setting.

## 7. BENEFITS

There are no direct benefits for the study participants. Parents and other adults who support youth with ASD might learn about needs and strategies to support the youth and be able to utilize these immediately. Additionally, participants may gain insight from other members of the focus group. Compensation: The parents who participate will receive compensation of \$50 to help offset transportation and child care (regardless of if they have child care expenses or not).



# UNIVERSITY of NEW HAMPSHIRE

## APPENDIX A : LETTER TO PARENTS OF YOUTH

DATE

Dear Parent,

I am an occupational therapy student in the Department of Occupational Therapy at the University of New Hampshire and I am conducting a research project, with the support of faculty at UNH, to examine how youth **with** and **without** autism spectrum disorder (ASD) perceive their social participation in school and after school activities and how they would like to include social interaction skills to support their transition to adulthood, particularly to support employment. **I am writing to invite your child to participate in this project.** We plan to include a total of approximately 18 high school students who have ASD and approximately 10 high school students without ASD in this study. The focus groups will take place at the NAMED school, at a time that does not conflict with academic activities, as determine by XXXX.

We have enclosed two copies of the consent for. Please sign one and complete the short form on the following page and return them in the postage-paid envelope provided. The other copy of the consent form is for your records.

If you have any questions about this research project or would like more information before, during, or after the study, you may contact one of us, Alanna Young at [aas445@wildcats.uh.edu](mailto:aas445@wildcats.uh.edu) or Lou Ann Griswold at [louann.griswold@unh.edu](mailto:louann.griswold@unh.edu) or 862-3416. If you have questions about your child's rights as a research subject, you may contact Dr. Julie Simpson in UNH Research Integrity Services at 603-862-2003 or [Julie.simpson@unh.edu](mailto:Julie.simpson@unh.edu) to discuss them.

Thank you for your consideration.

Sincerely,

Alanna Young  
Occupational Therapy Student

Lou Ann Griswold  
Associate Professor  
Department of Occupational Therapy



# UNIVERSITY of NEW HAMPSHIRE

## APPENDIX B: LETTER TO PARENTS

DATE

Dear Parent,

I am an occupational therapy student in the Department of Occupational Therapy at the University of New Hampshire and am conducting a research project to examine how to support youth with an autism spectrum disorder (ASD) regarding social interaction skills as part of their transition to adulthood, particularly to support employment. **I am inviting you to participate in this project so that I can include parents' perspective.** I plan to include a total of approximately four to five parents of older youth with ASD in each of the two focus group discussions. **The focus group discussions will take place on XXX and XXX, beginning at 7:00, on the University of New Hampshire campus.**

I have enclosed a copy of the consent form for your review. If you are interesting in participating, please let me know by email which focus group discussion you would be interested in attending. I will email you back with a UNH campus map and information regarding parking. I will have a copy of the consent for you to sign if you choose to attend a focus group discussion.

If you have any questions about this research project or would like more information before, during, or after the study, you may contact me at [jsy82@wildcats.unh.edu](mailto:jsy82@wildcats.unh.edu) or my advisor, Dr. Lou Ann Griswold at [louann.griswold@unh.edu](mailto:louann.griswold@unh.edu) or 862-3416. If you have questions about your rights as a research subject, you may contact Dr. Julie Simpson in UNH Research Integrity Services at 603-862-2003 or [julie.simpson@unh.edu](mailto:julie.simpson@unh.edu) to discuss them.

Thank you for your consideration.

Sincerely,

Jennifer Lange  
Occupational Therapy Student

Email: [jsy82@wildcats.unh.edu](mailto:jsy82@wildcats.unh.edu)



## UNIVERSITY of NEW HAMPSHIRE

### APPENDIX C: LETTER TO SUPPORTING ADULTS OF YOUTH: TEACHERS

DATE

I am a faculty member in the Department of Occupational Therapy at the University of New Hampshire and my colleagues, Michelle Grenier, Sajay Arthanat, and Tobey Partch-Davies, and We are conducting a research project to examine how to support youth with an autism spectrum disorder (ASD) regarding social interaction skills as part of their transition to adulthood, particularly to support employment. **We are inviting you to participate in this project so that we can include the perspective of adults who support the youth on a regular basis.** We hope to include a total of approximately five teachers of older youth with ASD in each of the two focus group discussions. **The focus group discussions will take place on XXX and XXX, beginning at 3:00, on the University of New Hampshire campus.**

I have enclosed a copy of the consent form for your review. If you are interesting in participating, please let me know by email which focus group discussion you would be interested in attending. I will email you back with a UNH campus map and information regarding parking. I will have a copy of the consent for you to sign if you choose to attend a focus group discussion.

If you have any questions about this research project or would like more information before, during, or after the study, you may contact me at [louann.griswold@unh.edu](mailto:louann.griswold@unh.edu) or 862-3416. If you have questions about your rights as a research subject, you may contact Dr. Julie Simpson in UNH Research Integrity Services at 603-862-2003 or [Julie.simpson@unh.edu](mailto:Julie.simpson@unh.edu) to discuss them.

Thank you for your consideration.

Sincerely,

Lou Ann Griswold, PhD, OTR/L  
Associate Professor

Email: [Louann.griswold@unh.edu](mailto:Louann.griswold@unh.edu)



## UNIVERSITY of NEW HAMPSHIRE

APPENDIX D: LETTER TO SUPPORTING ADULTS OF YOUTH: SPECIAL EDUCATORS AND PARAPROFESSIONALS)

DATE

I am an occupational therapy student in the Department of Occupational Therapy at the University of New Hampshire and am conducting a research project to examine how to support youth with an autism spectrum disorder (ASD) regarding social interaction skills as part of their transition to adulthood, particularly to support employment. My project is supported by faculty members in the Departments of Occupational Therapy and Kinesiology and the Institute on Disability. **We are inviting you to participate in this project so that we can include the perspective of adults who support the youth with ASD on a regular basis.** We hope to include a total of approximately 4-5 other special education teachers/paraprofessionals of older youth with ASD in each of the two focus group discussions. **The focus group discussions will take place on XXX and XXX, beginning at 3:00 at the high school.**

I have enclosed a copy of the consent form for your review. If you are interesting in participating, please let me know by email which focus group discussion you would be interested in attending. I will email you back with a UNH campus map and information regarding parking. I will have a copy of the consent for you to sign if you choose to attend a focus group discussion.

If you have any questions about this research project or would like more information before, during, or after the study, you may contact me at [jsy82@wildcats.unh.edu](mailto:jsy82@wildcats.unh.edu) or my advisor, Dr. Lou Ann Griswold at [louann.griswold@unh.edu](mailto:louann.griswold@unh.edu) or 862-3416. If you have questions about your rights as a research subject, you may contact Dr. Julie Simpson in UNH Research Integrity Services at 603-862-2003 or [julie.simpson@unh.edu](mailto:julie.simpson@unh.edu) to discuss them.

Thank you for your consideration.

Sincerely,

Jennifer Lange  
Occupational Therapy Student

Email: [jsy82@wildcats.unh.edu](mailto:jsy82@wildcats.unh.edu)

Appendix E: Consent form for parents to sign

**CONSENT FORM FOR CHILD'S PARTICIPATION IN A RESEARCH STUDY**

**TITLE OF STUDY AND RESEARCHERS**

***Relevance of Social Interaction for Older Youth with Autism Spectrum Disorder (ASD) to Support Transition into Adulthood*** conducted by faculty at the University of New Hampshire: Michelle Grenier, Sajay Arthanat, Tobey Partch-Davies, Lou Ann Griswold, and UNH Occupational Therapy students, Alanna Young and Jennifer Lange.

**WHAT IS THE PURPOSE OF THIS STUDY?**

The purpose of this research is to understand the relevance of social interaction to support transitioning to adulthood for older youth with ASD and to identify needs and strategies to enhance social interaction skills.

We will gather the perspective of (1) older youth with ASD, (2) youth of the same age range without ASD, (3) parents of youth with ASD, (4) teachers, (5) special education teachers, (6) paraprofessionals, and (7) vocational rehabilitation counselors. We anticipate approximately 70 people to participate in our study.

**WHAT DOES YOUR CHILD'S PARTICIPATION IN THIS STUDY INVOLVE?**

Participants will join a focus group discussion with other 4-8 participants of the same cohort (youth or parent or teacher, etc.) and discuss their experiences related to social interaction strengths and challenges related to transitioning from high school to adulthood. The focus group moderators will pose guiding questions for the group to discuss. The focus groups will last approximately one hour.

**WHAT ARE THE POSSIBLE RISKS OF PARTICIPATING IN THIS STUDY?**

Your child's participation in this study is expected to present minimal risk to him or her.

**WHAT ARE THE POSSIBLE BENEFITS OF YOUR CHILD PARTICIPATING IN THIS STUDY?**

There are not direct benefits to you or your child for participating in the study. Your child's participation will be contributing to our understanding of the importance of social interaction and helping us consider strategies to support social interaction for youth.

**IF YOU CHOOSE TO PARTICIPATE IN THIS STUDY, WILL IT COST YOU ANYTHING?**

There are no costs to you for participating in this study.

**WILL YOU RECEIVE ANY COMPENSATION FOR PARTICIPATING IN THIS STUDY?**

You and your child will not be compensated for participating in the study.

**DOES YOUR CHILD HAVE TO TAKE PART IN THIS STUDY?**

Your consent for your child to participate in this research is entirely voluntary. If you wish to not participate, you and your child will not experience any penalty or negative consequences.

**CAN YOU OR YOUR CHILD WITHDRAW FROM THIS STUDY?**

If you provide consent for your child to participate in this study, your child will also be given the opportunity to agree to participate and may choose not to attend the focus group. Furthermore, he or she may refuse to answer any question and/or stop his or her participation in the study at any time without any penalty or negative consequences.

**HOW WILL THE CONFIDENTIALITY OF YOUR RECORDS BE PROTECTED?**

We seek to maintain the confidentiality of all data and records associated with your child's participation in this research. Your child's identity will only be known to the group members in the assigned focus group.

We will not be collecting or reporting any personally-identifiable information from you or your child.

While we plan to maintain confidentiality of your child's responses, other focus group participants may repeat responses outside the focus group setting.

The focus group discussions will be audio-recorded and fully transcribed by student researchers and/or a student hired to transcribe the discussions. The audio recordings will be erased once satisfactorily transcribed. All names used in the focus group will be replaced with a pseudonym at the time of transcription. The transcription data will be stored on the researcher's password protected computers. Only the student researchers and their faculty advisor (Lou Ann Griswold) will have access to the full transcripts. Other members of the research team will see excerpts from the data, with only pseudonyms provided. We will share results of the focus groups in presentations and professional publications. We might share quotations from the focus groups but no identifying information will be included.

**WHOM TO CONTACT IF YOU HAVE QUESTIONS ABOUT THIS STUDY**

If you have any questions pertaining to the research you can contact Lou Ann Griswold at 603 862-3416 or [louann.griswold@unh.edu](mailto:louann.griswold@unh.edu) to discuss them.

If you have questions about your rights as a research subject you can contact Dr. Julie Simpson in UNH Research Integrity Services, 603-862-2003 or [Julie.simpson@unh.edu](mailto:Julie.simpson@unh.edu) to discuss them.

Yes, I, \_\_\_\_\_ consent/allow my child \_\_\_\_\_ to participate in this research project.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please complete this form if you give consent for your child to participate in this study and return it with your consent form.**

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Year in school: \_\_\_\_\_

Expected year to complete high school: \_\_\_\_\_

Does your child have a diagnosis of ASD?

\_\_\_\_\_ Yes Please specify the type of ASD: \_\_\_\_\_

\_\_\_\_\_ No

## Appendix F: Consent for Adult Participation



UNIVERSITY of NEW HAMPSHIRE

### CONSENT FORM FOR PARTICIPATION IN A RESEARCH STUDY

#### **TITLE OF STUDY AND RESEARCHERS**

*Relevance of Social Interaction for Older Youth with Autism Spectrum Disorder (ASD) to Support Transition into Adulthood* conducted by faculty at the University of New Hampshire: Michelle Grenier, Sajay Arthanat, Tobey Partch-Davies, Lou Ann Griswold, and UNH Occupational Therapy students, Alanna Young and Jennifer Lange.

#### **WHAT IS THE PURPOSE OF THIS STUDY?**

The purpose of this research is to understand the relevance of social interaction to support transitioning to adulthood for older youth with ASD and to identify needs and strategies to enhance social interaction skills.

We will gather the perspective of (1) older youth with ASD, (2) youth of the same age range without ASD, (3) parents of youth with ASD, (4) teachers, (5) special education teachers, and (6) vocational rehabilitation counselors. We anticipate approximately 70 people will participate in our study.

#### **WHAT DOES YOUR PARTICIPATION IN THIS STUDY INVOLVE?**

Participants will join a focus group discussion with other 4-8 participants of the same cohort (youth with ASD or parent or teacher, etc.) and discuss their experiences related to social interaction strengths and challenges related to transitioning from high school to adulthood. The focus group moderators will pose guiding questions for the group to discuss. The focus groups will last approximately two hours.

#### **WHAT ARE THE POSSIBLE RISKS OF PARTICIPATING IN THIS STUDY?**

Participation in this study is expected to present minimal risk to you.

#### **WHAT ARE THE POSSIBLE BENEFITS OF PARTICIPATING IN THIS STUDY?**

There are not direct benefits to you for participating in the study. You will be contributing to our understanding of the importance of social interaction and helping us consider strategies to support social interaction for older youth.

#### **IF YOU CHOOSE TO PARTICIPATE IN THIS STUDY, WILL IT COST YOU ANYTHING?**

There are no costs to you for participating in this study.

#### **WILL YOU RECEIVE ANY COMPENSATION FOR PARTICIPATING IN THIS STUDY?**

You will not be compensated for participating in the study.

**\*\* Parents of older youth with ASD will have the following statement:**

You will receive compensation of \$50 to help offset expenses incurred for transportation and/or childcare.

**DO YOU HAVE TO TAKE PART IN THIS STUDY?**

Your consent to participate in this research is entirely voluntary. If you refuse to participate, you will not experience any penalty or negative consequences.

**CAN YOU WITHDRAW FROM THIS STUDY?**

If you consent to participate in this study, you may refuse to answer any question and/or stop your participation in the study at any time without any penalty or negative consequences.

**HOW WILL THE CONFIDENTIALITY OF YOUR RECORDS BE PROTECTED?**

We seek to maintain the confidentiality of all data and records associated with your participation in this research. Your identity or your child's identity will only be known to the group members in the assigned focus group. We will not be collecting any personally-identifiable information from you (or your child).

While I plan to maintain confidentiality of your responses, other focus group participants may repeat responses outside the focus group setting.

The focus group discussions will be audio-recorded and fully transcribed by student researchers and/or a student hired to transcribe the discussions. The audio recordings will be erased once satisfactorily transcribed. All names used in the focus group will be replaced with a pseudonym at the time of transcription. The transcription data will be stored on the researcher's password protected computers. Only the student researchers and their faculty advisor (Lou Ann Griswold) will have access to the full transcripts. Other members of the research team will see excerpts from the data, with only pseudonyms provided. We will share results of the focus groups in presentations and professional publications. We might share quotations from the focus groups but no identifying information will be included.

**WHOM TO CONTACT IF YOU HAVE QUESTIONS ABOUT THIS STUDY**

If you have any questions pertaining to the research you can contact Lou Ann Griswold at 603 862-3416 or [louann.griswold@unh.edu](mailto:louann.griswold@unh.edu) to discuss them. If you have questions about your rights as a research subject you can contact Dr. Julie Simpson in UNH Research Integrity Services, 603-862-2003 or [Julie.simpson@unh.edu](mailto:Julie.simpson@unh.edu) to discuss them.

I, \_\_\_\_\_ CONSENT/AGREE to participate in this research study

\_\_\_\_\_  
Signature of Subject

\_\_\_\_\_  
Date

## Appendix G: Youth's Invitation to Participate in the Study

We want to learn more about friendships and what you are thinking about doing after high school. We will be using the information to help high school students who have autism.

We are going to ask you some questions about your friends and what you do together. You can decide not to answer a specific question. If you want to leave at any time, that is fine, you do not have to stay.

We are going to record the discussion so that we can listen to it later and write down what everyone has said. We will not use your real name when we report the information from our study and we will not give out any personal identifying information (for example where you live).

If you agree to participate in our discussion group, please sign below.

\_\_\_\_\_ Date: \_\_\_\_\_

## Appendix H: Interview Guide for Adolescents with ASD

Key:

- Primary question
  - Probing question as needed for more information
    - Further probes as needed
  
- Tell me about yourself
  - What grade are you in?
  - What types of things do you like to do?
  
- What's it like being in high school?
  - What classes are you in? (Regular vs segregated?)
  - How would you describe your social life during high school?
    - How often do you talk with other kids?
    - When do you usually talk with other kids?
    - What kind of things do you talk about?
  - How often do you work with your classmates during school?
    - Do you have group projects in your classes?
    - What makes group projects challenging?
    - What makes group projects easier?
    - Do you feel you work well with others?
    - Do you feel comfortable working with others?
  
- What do you do after school?
  - Are you involved in extracurricular activities?
  - What do you like to do in your spare time?
  - Who do you spend time with?
  - How much of your time do you spend alone?
  - How much of your time do you spend with your parent or siblings?
  
- Tell me about your friends
  - How do you know that they are your friends?
  - What do you and your friends do?
  - What do you have in common with your friends?
  - How often do you see friends outside of school?
  - When you spend time with friends, do you talk with them very much?
  - As you are getting older, do you have more or less friends?
  - How do you know that your friends like you?
  - Do your friends act like they like you all the time?
  - How easy or hard is it to make friends?
  - Is there anyone your age who you feel totally comfortable being yourself in front of?
  - Do you have classmates who you talk to, but do not consider your friends?
  - Are your friends your age, younger, or older than you?

- How well do you think you interact with (talk with) other kids your age?
  - Depending on their response:
    - How does your ability to interact with peers affect your relationships?
    - Do you feel that your peers do not want to be friends with you because of your ability/difficulty interacting with others?
    - Do you think that your peers are judgmental/critical of your ability to communicate with them?
    - Do you think that you are not invited to social events because of your ability/difficulty interacting with peers?
    - Do you worry that peers will tease you? OR What is it like when peers tease you because of the way that you interact with them?
    - How do your social skills make you feel about yourself?
    - Do you wish that you had more friends?
  
- Tell me about any technology (computer, iPad, email, social networking program) that you use to connect with your friends?
  - How does using technology compare to interacting with friends in person?
    - What are the advantages of using technology?
    - What are the disadvantages of using technology?
  - Who does the technology help you connect with?
    - Friends with ASD
    - Friends without ASD
  
  - How might these technologies help when you leave school and go to college or work?
  
- When do you feel most comfortable talking with kids your age?
  - What could make it easier for you to make more friends?
  - What people help you feel more comfortable?
  - What activities help you feel more comfortable?
  
- What do you want to do after high school?
  - What kind of job do you want to have?
  - How ready do you feel for that?
  - What skills do you think you would need for that job?
  - How are you going to get those skills?
  - Who would you need to interact with/ talk to?
  
- What could be done now to prepare you for life after high school and a job?
  - What types of jobs have you had in the past that have helped prepare you?
  - Have you done chores at home either by yourself or with brothers and sisters?

## Appendix I: Interview Guide for Adolescents without ASD

- Tell me about yourself
  - What grade are you in?
- What's it like being in high school?
  - What classes are you in?
  - How would you describe your social life during school?
- What do you do after school?
  - Are you involved in extracurricular activities?
  - Who do you spend time with?
  - Do you spend a lot of time with your friends compared to alone?
  - Do you spend a lot of time with your parents or siblings?
- Tell me about your friends
  - What do you and your friends do?
  - How often do you see friends outside of school?
  - When you spend time with friends, do you talk with them very much?
  - What do you have in common with your friends?
  - As you are getting older, do you have more or less friends?
  - What does it mean to you to have friends?
  - How do you know that your friends like you?
  - How easy or hard is it to make friends?
  - Are your friends your age, younger, or older than you?
- Tell me about any technology (computer, iPad, email, social networking program) that you use to connect with your friends?
  - How does using technology compare to interacting with friends in person?
    - What are the advantages of using technology?
    - What are the disadvantages of using technology?
  - How does using technology help you connect with others who have ASD?
  - How might these technologies help when you leave school and go to college or work?
- What do you know about autism?
  - Where did you learn about autism?
- How many people do you know who have autism?
  - How often do you interact/include peers with autism?
  - What kind of relationships do you have with them?
  - What do you have in common with your peers with autism?
  - Would you consider any of your peers with autism as friends?

- Do you ever become frustrated with your peers with autism? If so, why?
- What is it like working with students with autism on school projects?
- How easy is it to talk with them in school?
- How easy is it to do things with them out of school?
- What kind of things do you think they want to do?
- Have you ever made fun of a peer with autism?
- Depending on their response
  - How does their ability to interact with others affect how you think about them and whether to include them?
  - How do you know if a peer with autism wants to/doesn't want to have friends?
  - What makes it easy or hard to include them in school activities and in out of school activities?

## **Appendix J: Interview Guide for Teachers, Special Education Teachers, and Paraprofessionals**

(Participants will be interviewed with others in their same cohort, using the same questions)

- Demographic information provided in introductions
  - Years teaching
  - Years of experience teaching/supporting students with ASD
- What do you teach at the school?
- What is your experience with students on the autism spectrum?
  - Number of students?
  - Number of years with students with ASD?
- How do the students with ASD blend in with other students?
  - What supports do the typically developing students need to include those with ASD?
  - What supports do the students with ASD need to help them participate more fully in school activities?
- Tell me about how the youth with ASD work with other students.
  - Tell me about the needs and barriers you see.
- Tell me about how the youth with ASD follow directions and complete tasks with their peers.
  - Are there needs and barriers here?
  - How do you address difficulties?
- What is your role in supporting students with ASD and their peers work together in the classroom?
  - How did you determine your role?
  - How has your role changed over the years?
- What strategies have you found to be effective?
- How consciously do you think about the students with ASD transitioning out of high school and into adult life?
  - How often and at what level do you and other staff discuss the students' transition goals?
  - What do you do in your classes to address the students' transition plans?

- What role does information and communication technology (Internet, Email, online social network) play in supporting social interaction and transition of youth with ASD?
- What challenges do the students with ASD have that you think are not addressed as well as they perhaps should be?
  - What obstacles prevent these challenges from being addressed?
  - In an ideal world, what would recommend to support the students with ASD to help them transition into adulthood successfully?
- What types of supports would help you better support students with ASD?

## **Appendix K: Interview Guide for Vocational Rehabilitation Counselors:**

- Demographic information provided in introductions
  - Years as a vocational rehabilitation counselor
  - Years of experience supporting older youth/young adults with ASD
- Tell me about your primary goals for your clients?
- What are the challenges that older youth/young adults with ASD have in getting and keeping a job?
  - How do you address these challenges?
- Do your goals include social interaction skills for the youth with ASD?
  - How do you determine these goals?
- What training have you done with social interaction skills?
- Generic social interaction skills are important across employment settings. What deficits in social interaction do you see creating the most barriers for employment?
  - What social interaction skills do you see as beneficial?
- Tell me about how social interaction abilities influence job placement.
- What specific strategies have been helpful?
- What challenges do the older youth with ASD have that you think are not addressed as well as they perhaps should be?
  - What obstacles prevent these challenges from being addressed?
  - In an ideal world, what would recommend to support the older youth with ASD to help them transition into adulthood successfully?
- What types of supports would help you better support students with ASD?
- What role does information and communication technology (Internet, Email, online social network) play in supporting social interaction and transition of youth with ASD into employment?

## Appendix L: Interview Guide for Parents:

- We have been asking older youth involved in the study about their thoughts around transitioning into adult roles. Tell us about your goals for your child for this transition?
  - What employment goals you have for your child?
  - What about goals related to friendships?
  - What about goals related to leisure activities and participation in the community?
  
- How you are preparing your child for transition to adult life now at home.
  - Chores, small tasks, jobs, working with siblings?
  - Activities with peers?
  - Community events?
  - Leisure activities?
  - Work experience?
  - Volunteer experience?
  
- We know that social interaction is needed for many aspects of life. How does your child interact during social activities with peers, extended family events, and organized activities?
  
- What strategies have been helpful to help your child interact with peers and adults?
  
- How is social interaction included in your child's IEP and transition plan?
  
- What challenges do the older youth with ASD have that you think are not addressed as well as they perhaps should be to prepare them for life after high school?
  - What obstacles prevent these challenges from being addressed?
  
- How has information and communication technology (Internet, Email, online social network) influenced social connections or your child?
  
- In an ideal world, what would you recommend to support the older youth with ASD to help them transition into adulthood successfully?

## **Social Interaction for Older Youth with Autism Spectrum Disorder Supporting Transition into Adulthood**

**The purpose** of the study is to understand social interaction for older youth with ASD from different perspectives to identify needs, barriers, valued activities, and existing strategies and tools (including information & communication technology) relevant to social interaction of youth with ASD as they transition to adulthood.

### **Methods**

We will gather the perspective from

- Older youth with ASD
- People who influence and support the youth with ASD including:
  - Parents
  - Teachers
  - Special educators
  - Paraprofessionals
  - Peers who do not have ASD

Specifically we will gather the perspective from people in each category above using focus groups, with 3-4 participants in each group. Group size may vary, particularly for the youth who may feel more comfortable talking one-on-one. Meetings will be held at a time and location convenient for the participants, with most meetings held at school. Parent meetings would be held in the evening on the UNH campus. Meetings will last 45 to 60 minutes.

### **Recruitment methods**

School faculty/staff will be invited to participate via email. Parents will be sent two letters, one inviting them to participate, and another inviting their child with ASD to participate. Parents would need to provide informed consent for their child and the youth would sign an assent form, indicating their willingness to participate. There does not need to be a connection/working relationship among study participants (e.g., parents may participate but not their child, or a child may participate and not a parent or teacher, etc.).

### **Data**

Data will be audiotaped and transcribed and analyzed for themes to address the research purpose. Data will be combined with data from other schools. No identifying information of participants would be shared in any publications or presentations of the study, including name or location of the school.

### **Implications of the study**

Information from this study will be used to consider strategies to support social interaction for high school age youth with an autism spectrum disorder. The goal of the research is to develop an intervention approach to be used in natural contexts that address needs and desired interactions identified by the youth.

### **UNH Research team**

Michelle Grenier, Associate Professor, Department of Kinesiology

Tobey Partch-Davies, Project Director III, Institute on Disability

Sajay Arthanat, Associate Professor, Department of Occupational Therapy

Alanna Young, Undergraduate honors student, Department of Occupational Therapy

Jennifer Lange, Undergraduate honors student, Department of Occupational Therapy

Lou Ann Griswold, Associate Professor, Department of Occupational Therapy

Judy A.Stone  
PO Box 2062  
13 Stanleys Pond Drive  
Rochester, NH 03866



January 30, 2015

Elaine M. Arbour, ED.D.  
Superintendent of Dover Public Schools  
61 Locust Street  
Dover, NH 03820

Dear Dr. Arbour,

Please accept this letter as notification of my retirement from the Dover School District. I will retire at the end of the 2015 school year. My last day of employment will be June 30, 2015.

I am excited about starting the next phase of my life, but I will miss the staff and my students. Thank you for the privilege of serving as a math teacher at Dover High School for fifteen years. I appreciate the support which I have received from staff and students throughout my employment.

Sincerely,

Judy Stone

Dana K. Heath  
PO Box 1891  
Wells, ME 04090  
[dkheath24@gmail.com](mailto:dkheath24@gmail.com)

January 7, 2015

Elaine M. Arbour, Ed.D.,  
Superintendent  
Dover School District  
61 Locust Street  
Dover, NH 03820

Dear Mrs. Arbour,

I would like to inform you that I am resigning my position as teacher at Dover High School as of the end of this school year in June of 2015. My plan is to retire from the teaching profession. I have had an amazing 38 years of teaching, the last 12 of which have been at Dover High School. Dover has been a very friendly, supportive, and professional place to work and I appreciate all the opportunities for professional and personal development that have been offered to me.

If I can be of any help during the transition to a new physics teacher I gladly offer my assistance.

Sincerely,

A handwritten signature in black ink that reads "Dana K. Heath". The signature is written in a cursive style with a large, stylized initial "D".

Dana K. Heath

February 3, 2015

Conall Loughlin

Horne Street School  
78 Horne St School  
Dover, NH 03820

5000 411105

Dear Dr. Arbour:

I am writing to formally notify you of my resignation from my Second Grade position at Horne Street School. I was recently offered a new opportunity to change careers and become a full time police officer in Somersworth, NH. I intend for my last day at Horne Street to be Thursday, February 19. I will be sworn into the Somersworth Police Department on February 20<sup>th</sup>.

While I have truly enjoyed the last six and a half years that I have spent working at Horne Street School I have decided it was time for a change in my life. For many years I have thought about going into law enforcement. After spending the last two years as a Part-Time Police Officer in Hampton I realized that it was time to make this change. I feel that this is an opportunity that I can not pass up because it is the best situation for myself and my family.

I appreciate your support and understanding. If I can be of any assistance in my last couple of weeks here at Horne Street School, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read 'Conall Loughlin', with a long horizontal flourish extending to the right.

Conall Loughlin

February 2, 2015

Dear Superintendent Arbour,

It is with mixed feelings that I submit this retirement notification letter to you today. I have thoroughly enjoyed my 34 plus years of teaching in the Dover Public schools system. I especially will miss working with Dover's youth, having taught in all grades, K-5, over the years. I feel it's time to move on to other pursuits and leisure activities at this stage of my life. My thanks go out to the City of Dover for giving me the opportunity to have a teaching career and to help provide for my family.

Respectfully submitted,

*Carol A Kennedy*  
Carol A Kennedy

5<sup>th</sup> grade teacher, DMS

FEB 3 PM 2:56

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

TO: DOVER SCHOOL BOARD

DATE: February 9, 2015

MEMORANDUM: Nomination and Election of Paraprofessional and 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 2014-2015 school year.

<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>REPLACING</b>	<b>HOURS</b>	<b>SALARY</b>
Bartle, Heather	Sped Aide	DMS	New Position	6.5 hrs/day	\$11.94/hr
Freeman, Desirae	Noon Supervisor	GES	Natalie Koellmer	2 hrs/day 3 days/week	\$10.00/hr
Ykema, Justin	Sped Aide	DHS	Linda Ziarnowski	6.5 hrs/day	\$11.94/hr

January 12, 2015

Dear Cosmetology Students and Parents:

**Thank You for your participation in the Dover High Cosmetology New York City International Beauty Show field trip!! It will be here before you know it March 10, 2015, is right around the corner.**

**Here is the itinerary planned for the trip at a glance:**

- We will be leaving the school between 3pm-4 pm when all attendees are present, Monday March 9, 2015 the day before the show, on a private bus operated by C&J Bus Company.
- We are expected to arrive at the Holiday Inn Express in New York around 10pm; traffic may have an impact on our arrival time.
- Weather permitting; after we arrive we will be taking a walk around Times Square.
- Breakfast will be provided at the hotel the morning of March 10, 2015.
- As a group we will walk to the event from the hotel location as an estimated 20 minute walk.
- Please dress for weather, comfortable walking shoes and warm clothes.
- The show floor opens at 9:30 am on March 10<sup>th</sup>, and the convention center closes at 5:00 pm.
- Food is available for purchase at the convention center; our suggestion is to bring snacks.
- The class will board the bus by 5:30 pm and return to Dover High School; traffic permitting by 11 pm. Students must be picked up and cannot leave vehicles at Dover High School.

Ratio: 7-1

Don't forget your lunch for the bus, and lots of snacks to eat. Make sure you have everything you will need to be gone for two days.

We are excited to return to the International Beauty Show New York as a class trip.

On behalf of the Entire Cosmetology Program  
Thank You so much !!

<b>DOVER SCHOOL DISTRICT</b>	<b>POLICY CODE: IJOAA</b>
<b>DATE OF ADOPTION: November 14, 2011</b>	<b>PAGE 3 OF 3</b>

**PERMISSION/RELEASE STATEMENTS FOR FOREIGN OR EXTENDED TRAVEL**

The undersigned \_\_\_\_\_ hereby grants permission for \_\_\_\_\_ to travel to New York City with Ms Jennison, Mrs King as chaperones, as part of a Dover School District extended travel program. The scheduled departure date is 3/9/12 and the scheduled return date is 3/10/12.

1. The undersigned hereby agrees to indemnify and save harmless the Dover School District, its officials and agents, from any act, default, injury (including death), loss, expense, damage, deviation, delay, curtailment, or inconvenience caused to or suffered by any person, or their property, howsoever arising, which may occur or be incurred by any organization or person, even though such act, default, injury, loss, expense, damage, deviation, delay, curtailment, or inconvenience may have been caused or contributed to by the actions, negligence or default of the chaperones and/or the Dover School District, its officials or agents.
2. The parent/guardian and student acknowledge that they and their personal property, to include baggage, are at all times solely at their own risk. The district strongly recommends the students be adequately insured in respect to illness, injury, or death for the duration of the trip and to insure fully against loss, or damage to their property. The chaperones or the Dover School District shall not, in any circumstances whatever, be liable in respect of any personal injury, illness, or death or in respect of any damage to or loss of property even if the same arises from their negligent actions. The undersigned will accept the authority and decisions of the chaperones during the trip.
3. The chaperones are authorized by the signers of this document to arrange for any medical services deemed appropriate for the student named above by medical personnel while on the trip.
4. It is also agreed that the District reserves the right to remove a student from this program for failure to maintain program standards or if it deems his or her acts of conduct detrimental to or incompatible with the interest of the program. If a student's participation is terminated, only the funds not actually used will be returned and he or she will be sent home at the parent(s)/guardian or student's expense.
5. The undersigned represent that they are parents or guardians of the named student and are authorized to execute this agreement.

IN WITNESS WHEREOF, the parties have signed this agreement on the

\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Signature

**Student Health Record**

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ D.O.B. \_\_\_\_\_

Address \_\_\_\_\_ Phone# \_\_\_\_\_

Parent/Guardian's Name \_\_\_\_\_ Work Phone# \_\_\_\_\_

Cell phone# \_\_\_\_\_

In Case of Emergency Contact \_\_\_\_\_ Phone# \_\_\_\_\_  
(other than parent/guardian)

Date of Last Physical \_\_\_\_\_

Medical Condition \_\_\_\_\_  
(Diabetic, Asthma, Epilepsy, Allergies, etc.)

List any medication being taken on a daily basis \_\_\_\_\_

Permission to be given Tylenol, Advil, Maalox, Immodium or Midol  
yes \_\_\_\_\_ no \_\_\_\_\_

Please list any other concerns or medical problems that might be a concern to the  
chaperones of this trip \_\_\_\_\_

**Name of Health Insurance Company covering  
student** \_\_\_\_\_

Group number \_\_\_\_\_ ID number \_\_\_\_\_

Address \_\_\_\_\_

**In case of emergency, I hereby give permission for \_\_\_\_\_ to authorize medical  
treatment while on this school-sponsored trip to**

Parent/guardian's signature \_\_\_\_\_ date \_\_\_\_\_

*I hereby agree that the above statements of medical history are accurate and true to the  
best of knowledge, and give my consent for my son/daughter go on this trip.*

**Signatures**

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Dover High School  
25 Alumni Drive  
Dover, NH 03820

Statement of Agreement

I agree to adhere to the following rules while on the Cosmetology  
IBS New York trip with the class:

1. To not consume, purchase, bring with or bring home alcohol or illegal substances.
2. To not purchase body art or piercing services.
3. To not purchase or bring home any type of weapon.

I understand that I am accountable to Mrs Jennison, Mrs Ring

I understand that failure to comply with these rules will result in disciplinary action upon returning to Dover High School.

\_\_\_\_\_  
Student's signature

I have read and discussed this agreement with my son/daughter, and I support these rules and regulations.

\_\_\_\_\_  
Parent/guardian's signature

As a chaperone on this trip, I agree to adhere to the same standards of behavior as defined for student participants.

Sarah J. Jennison  
Chaperone's signature



DOVER HIGH SCHOOL  
AND  
REGIONAL CAREER TECHNICAL CENTER



PETER DRISCOLL  
Principal  
[p.driscoll@dover.k12.nh.us](mailto:p.driscoll@dover.k12.nh.us)

25 ALUMNI DRIVE  
DOVER, NEW HAMPSHIRE 03820-4365  
(603) 516-6900 Fax (603) 516-6926  
[www.dover.k12.nh.us/DHS](http://www.dover.k12.nh.us/DHS)

LOUISE PARADIS  
Director of Career Technical Education  
[l.paradis@dover.k12.nh.us](mailto:l.paradis@dover.k12.nh.us)

DAVID BENNETT  
Dean of Students  
[d.bennett@dover.k12.nh.us](mailto:d.bennett@dover.k12.nh.us)

EMILY SHERMAN  
Dean of Instruction  
[e.sherman@dover.k12.nh.us](mailto:e.sherman@dover.k12.nh.us)

KIM STEPHENS  
Dean of Students  
[k.stephens@dover.k12.nh.us](mailto:k.stephens@dover.k12.nh.us)

January 19, 2015

Dear Dover School Board,

This letter is to serve as preliminary support for a World Language Department trip to Spain during April Vacation in 2016. The trip will provide students with an incredible cultural experience and allow them to immerse themselves in a foreign language. The trip will be chaperoned by Dover High School Spanish Teacher Lauren Schultz.

Sincerely,

Peter Driscoll  
Dover High School Principal

## **Extended Travel Proposal**

Lauren Schultz  
Spanish Teacher  
World Language Department  
Dover High School

### **Spain during April vacation of 2016**

#### **1. Statements of the educational value of the proposed travel and the relationship to current program or course offerings.**

We will visit Madrid and the Costa del Sol. Only students who are currently studying Spanish are allowed on the trip. Studying the city of Madrid and the history of Spain and relating their historical implications to our culture and language today are essential elements of the Spanish curriculum. Students will have the opportunity to witness, observe, and experience the Spanish culture, along with language they have been studying. This is experiential learning at its best.

Through this direct-contact adventure, Dover High School students will become global learners. They will return to Dover with a better understanding of another country's culture, history and eternal language, as well as an appreciation of their own. This total immersion experience is a classroom without walls. *Please see attached: World Language Department "Vision Statement."*

#### **2. If a travel agency is utilized, evidence of a performance bond or other security for deposits from the agency is required.**

Yes, Worldstrides International Discovery is the travel agency. The cancellation Protection Plus Program is \$250. Please see attached.

#### **3. Inclusive dates of trip.**

During the 2016 Spring Recess (April vacation) for 10 days. We would leave Thursday, April 21, and return Saturday, April 30.

**4. General itinerary. Place or places to be visited.**

**See attached itinerary.**

**5. Cost per student:     \$3713**

**Included:**

- Air fare to/from Spain
- Coach transportation during stay
- All breakfasts and dinners
- Bilingual tour leader
- Admissions to all services and attractions
- Centrally located 3 and 4 star hotels
- Bonded trust account for all deposited money
- Ratio of 6 students: 1 teacher

Tips and US ground transportation \$150.00

**6. Statement of academic eligibility or other limiting roles of participation established by the trip director.**

Any Dover High School student studying Spanish during academic year 2015-16. The World Language Department student behavior policy is as follows:

- Any student receiving an OSS or ISS will not be allowed to go on the trip. If a student can find another student to replace them, they will receive their deposit back. Any student with an ASI will meet with their parent, Ms. Schultz, trip director; and Mr. Driscoll, Principal.
- Alcohol, drugs, and tobacco are strictly forbidden. Trip participants must sign the behavior policy document. *Please see behavior policy document attached.*

- During the trip students are not allowed to leave the hotel after the group has returned in the evening. This is generally at 10:00 p.m.
- The buddy system is strictly enforced. Students will be in groups of three or more during all free time.

When the tour guide is speaking, all students will listen quietly and attentively.

**7. Permission forms to be reviewed and signed by parents.**

See attached documents: *"Sample consent letter for a child traveling out of country without either parent."*

**8. Statement of source and nature of insurance coverage.**

See attached documents.

**9. Decision and opinion of the Principal and Superintendent.**

See attached documents.

**10. Release from duty of any staff member.**

Staff will require one field trip day with a substitute.

**11. Cost to the District.**

None.

**12. Disclosure of financial benefit to trip leader and chaperones.**

The trip leader and chaperones will receive bus transportation and multiple-occupancy hotel accommodations.

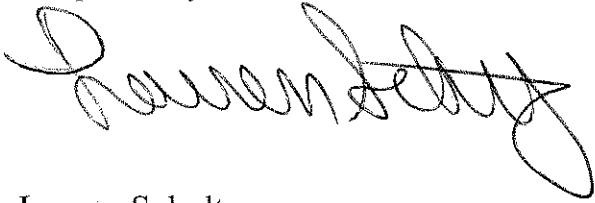
Finally, accordance with Policy Code IJOAA which states, *"The sponsoring organization is required to arrange fundraising opportunities to minimize the financial burden to participants..."* (Pg. 1, Para. 5)

1. The World Language Department will organize a 50/50 as a vehicle for students to secure additional funding.

2. By opening the trip 14 months in advance, students and families have more time to pay for the trip. Final payment is due in February 2016 for students who choose EZ Pay. Most students pay for the trip through gifts and jobs.
3. Scholarship: Worldstrides provides grants to students meeting financial criteria who apply. Whether or which students apply is unknown, due to confidentiality policy.

Thank you for considering this proposal.

Respectfully,

A handwritten signature in black ink, appearing to read "Lauren Schultz". The signature is written in a cursive style with a large, looping initial "L".

Lauren Schultz  
Spanish Teacher  
World Language Department  
Dover High School

# Itinerary

**DAY 1-2 FLY TO MADRID.** Fly to the vibrant capital of Spain. Begin exploring Madrid.

**DAY 3 MADRID.** Join a local guide on a tour through the Plaza de España, the Plaza Colón, and a view of the Royal Palace. An impressive selection of Velázquez's paintings awaits you at the Prado Museum. Next, see modern pieces by Dalí and Picasso in the Reina Sofia Museum. Tonight, *Cocina Española*. ¡Que rico!

**DAY 4 SEGOVIA-EL ESCORIAL.** Picturesque views of a fairytale castle lure you inside Segovia's famous Alcázar on today's optional excursion. Visit the monstrous Roman aqueduct en route to El Escorial, Philip II's imposing palace.

**DAY 5 TOLEDO.** The golden medieval city of Toledo is perched on the rugged bluffs of the Rio Tagus. A local guide shows you the Gothic cathedral, the Synagogue of Santa María la Blanca, and the Monasterio de San Juan de los Reyes. Take sides in El Caudillo's Conquest as you learn about the causes of the Spanish Civil War.

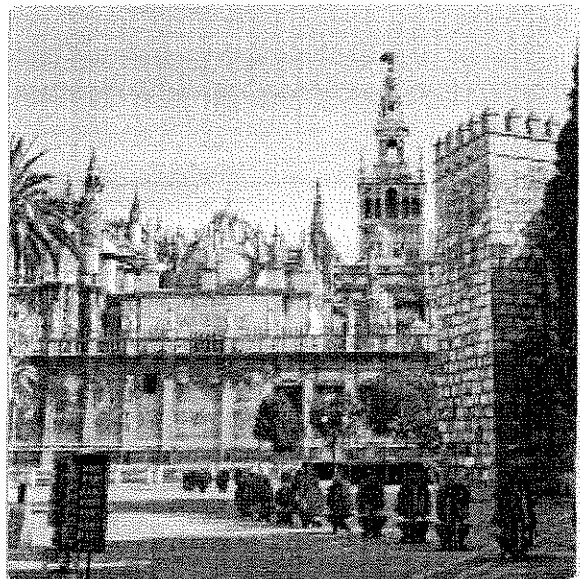
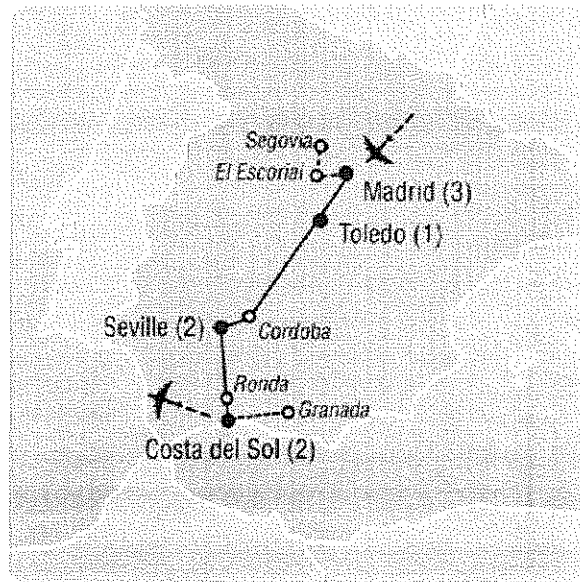
**DAY 6 CORDOBA.** Marvel at the rose-marbled Mezquita. Gaze up at the statue of Jewish philosopher Maimonides, and savor the aroma of the flower-lined courtyards. Continue to Seville.

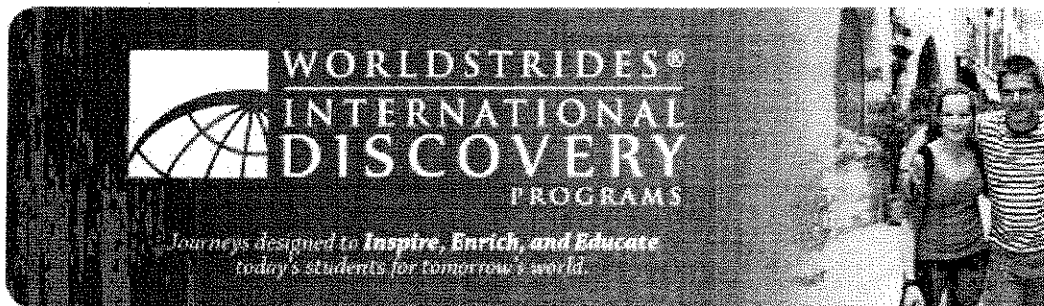
**DAY 7 SEVILLE.** Discover Don Juan's hometown, Seville. Visit the Plaza de España and the largest Gothic cathedral in the world, then explore the grand Alcázar. Tonight, step into Spanish dance during ¡Ay Flamenco!

**DAY 8 COSTA DEL SOL.** Visit the walled town of Ronda en route to the Costa del Sol for Mediterranean beach time.

**DAY 9 GRANADA.** In the once-thriving Moorish capital, great accomplishments of Islamic art and architecture await you on your optional excursion. Marvel at the massive Alhambra fortress and Generalife Gardens.

**DAY 10 RETURN JOURNEY TO THE UNITED STATES,** or opt to extend your your stay by adding extra days on the Costa del Sol.





**WorldStrides Cost Worksheet Specially Prepared For Lauren Schultz**

<b>Total Cost</b>	<b>\$3713</b>
<b>Using EZpay Plan</b>	<b>14 Payment(s) of \$243.79</b>
Based on enrollment today with deposit of \$300 and then 14 payment(s) of \$243.79	

**Cost Breakdown**

Tuition	\$4139	Valid for enrollment on or before
Weekend supplement	\$45	
Basic Travel Insurance	\$0	
Early Enrollment Credit	-\$300	Valid for enrollment on or before
Scholarship	-\$300	
Granada	\$129	
Twin Room Supplement	\$400	

**Trip Overview**

Itinerary	Costa del Sol
Trip length	10 days
Departure date	Thursday, April 21, 2016
Departure city	Boston, MA

**Cancellation Protection**

Cancellation Protection Plus	\$250
Individual rate. A reduced rate of \$20/day applies when all group members select this option. <i>Recommended</i>	

**Optional Activities and Trip Extensions**

Extra day on the Costa del Sol	\$199
Segovia & El Escorial	\$99
Individual rate. A discount of \$10 applies when all group members select this activity or extension.	

**Online Enrollment:** Go to [www.EducationalTravel.com](http://www.EducationalTravel.com); Use "MY TRIP" login information

Username: Costa  
 Password: 2016

Refer to the Agreement in the WorldStrides Enrollment Guide for terms and conditions.

<b>DOVER SCHOOL DISTRICT</b>	<b>POLICY CODE: IJOAA</b>
<b>DATE OF ADOPTION: November 14, 2011</b>	<b>PAGE 1 OF 3</b>

## EXTENDED TRAVEL

In-state, overnight school funded trips are exempt from this policy. However, they must comply with policy IJOA – Field Trips and Excursions. Clubs and other school-approved organizations that engage in in-state, overnight activities are also exempt from this policy but must also comply with policy IJOA.

Foreign or domestic overnight travel with significant educational value is permitted following approval of the Building Principal, Superintendent, and School Board.

Approval by the School Board shall consist of preliminary approval (permission to plan and to commit funds) and final approval (permission to proceed). Except to determine interest/feasibility, no substantive discussions of foreign travel can be conducted with students until preliminary approval is granted by the School Board. Requests for final approval should be scheduled for the regular School Board meeting approximately one month prior to departure. The School Board may rescind final approval in the event the government issues a travel advisory for any areas on the itinerary or if the safety and well-being of the students may be jeopardized by acts of terrorism or government instability.

Overnight trips shall, to the extent possible, be scheduled during school vacation periods. If the trip extends into the school days, a waiver request must be approved by the superintendent and the School Board.

Costs of such trips must be the responsibility of the participating students and their parent/guardian. The sponsoring organization is required to arrange fundraising opportunities to minimize the financial burden to participants and to ensure availability of financial assistance to those students otherwise qualifying, but for whom the economic strain is too severe.

Requests for preliminary approval submitted to the School Board shall include:

1. Statements of the educational value of the proposed extended travel and the relationship to current program or course offerings.
2. If a travel agency is utilized, evidence of a performance bond or other security for deposits from the agency is required.
3. Inclusive dates of trip.
4. General itinerary.
5. Cost per student.
6. Statement of academic eligibility or other limiting rules of participation established by the trip director.
7. Permission forms to be reviewed with and signed by parents.
8. Statement of source and nature of insurance coverage.
9. Decision and opinion of the Principal and Superintendent.
10. Release from duty of any staff member by the Superintendent.

11. Financial benefit to trip leader and chaperones must be disclosed (e.g.: plane fare, accommodations, future awards or credits for travel, bonus points, cash or gift awards, etc.)
12. Cost to the District.

Requests for final approval submitted to the School Board shall include:

1. Names and addresses of all students and chaperones. (Note: All chaperones must complete a criminal background check, at District expense, at least one month prior to departure.)
2. The only adults allowed to travel with the students will be those assigned as chaperones.
3. Adult/Student ratio.
4. Confirmation permission forms, student code of conduct contract which will include Standards for Behavior, and telephone contact notification submitted to the principal.

A copy of this policy and release shall be provided to pupils and parents along with materials distributed on extended trips. Pupils and parents are to be advised that baggage may be searched by chaperones or advisors prior to departure and at any time during the trip.

Administrative Guidelines on Alcohol, Drugs, and Body Art – Standards of Behavior:

1. Students will not consume, purchase, or ship to home, alcohol while on a school sanctioned trip
2. Students will not consume, purchase, or ship to home, drugs while on a school sanctioned trip
3. Students will not purchase body art or piercing services while on a school sanctioned trip
4. Adult chaperones on all trips will adhere to the same standards of behavior as defined for student participants

<b>DOVER SCHOOL DISTRICT</b>	<b>POLICY CODE: IJOAA</b>
<b>DATE OF ADOPTION: November 14, 2011</b>	<b>PAGE 3 OF 3</b>

**PERMISSION/RELEASE STATEMENTS FOR FOREIGN OR EXTENDED TRAVEL**

The undersigned \_\_\_\_\_, hereby grants permission for \_\_\_\_\_ to travel to \_\_\_\_\_ with \_\_\_\_\_ as chaperones, as part of a Dover School District extended travel program. The scheduled departure date is \_\_\_\_\_ and the scheduled return date is \_\_\_\_\_.

1. The undersigned hereby agrees to indemnify and save harmless the Dover School District, its officials and agents, from any act, default, injury (including death), loss, expense, damage, deviation, delay, curtailment, or inconvenience caused to or suffered by any person, or their property, howsoever arising, which may occur or be incurred by any organization or person, even though such act, default, injury, loss, expense, damage, deviation, delay, curtailment, or inconvenience may have been caused or contributed to by the actions, negligence or default of the chaperones and/or the Dover School District, its officials or agents.
2. The parent/guardian and student acknowledge that they and their personal property, to include baggage, are at all times solely at their own risk. The district strongly recommends the students be adequately insured in respect to illness, injury, or death for the duration of the trip and to insure fully against loss, or damage to their property. The chaperones or the Dover School District shall not, in any circumstances whatever, be liable in respect of any personal injury, illness, or death or in respect of any damage to or loss of property even if the same arises from their negligent actions. The undersigned will accept the authority and decisions of the chaperones during the trip.
3. The chaperones are authorized by the signers of this document to arrange for any medical services deemed appropriate for the student named above by medical personnel while on the trip.
4. It is also agreed that the District reserves the right to remove a student from this program for failure to maintain program standards or if it deems his or her acts of conduct detrimental to or incompatible with the interest of the program. If a student's participation is terminated, only the funds not actually used will be returned and he or she will be sent home at the parent(s)/guardian or student's expense.
5. The undersigned represent that they are parents or guardians of the named student and are authorized to execute this agreement.

IN WITNESS WHEREOF, the parties have signed this agreement on the

\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Signature

**Student Health Record**

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ D.O.B. \_\_\_\_\_

Address \_\_\_\_\_ Phone# \_\_\_\_\_

Parent/Guardian's Name \_\_\_\_\_ Work Phone# \_\_\_\_\_

Cell phone# \_\_\_\_\_

In Case of Emergency Contact \_\_\_\_\_ Phone# \_\_\_\_\_  
(other than parent/guardian)

Date of Last Physical \_\_\_\_\_

Medical Condition \_\_\_\_\_  
(Diabetic, Asthma, Epilepsy, Allergies, etc.)

List any medication being taken on a daily basis \_\_\_\_\_

Permission to be given Tylenol, Advil, Maalox, Immodium or Midol  
yes \_\_\_\_\_ no \_\_\_\_\_

Please list any other concerns or medical problems that might be a concern to the  
chaperones of this trip \_\_\_\_\_

**Name of Health Insurance Company covering  
student** \_\_\_\_\_

Group number \_\_\_\_\_ ID number \_\_\_\_\_

Address \_\_\_\_\_

**In case of emergency, I hereby give permission for \_\_\_\_\_ to authorize medical  
treatment while on this school-sponsored trip to**

Parent/guardian's signature \_\_\_\_\_ date \_\_\_\_\_

*I hereby agree that the above statements of medical history are accurate and true to the  
best of knowledge, and give my consent for my son/daughter go on this trip.*

**Signatures**

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Dover High School  
25 Alumni Drive  
Dover, NH 03820

Statement of Agreement

I agree to adhere to the following rules while on the \_\_\_\_\_  
\_\_\_\_\_ trip with the class:

1. To not consume, purchase, bring with or bring home alcohol or illegal substances.
2. To not purchase body art or piercing services.
3. To not purchase or bring home any type of weapon.

I understand that I am accountable to \_\_\_\_\_.

I understand that failure to comply with these rules will result in disciplinary action upon returning to Dover High School.

\_\_\_\_\_  
Student's signature

I have read and discussed this agreement with my son/daughter, and I support these rules and regulations.

\_\_\_\_\_  
Parent/guardian's signature

As a chaperone on this trip, I agree to adhere to the same standards of behavior as defined for student participants.

\_\_\_\_\_  
Chaperone's signature

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DOVER SCHOOL DISTRICT	POLICY CODE: IJOA
DATE OF ADOPTION: OCTOBER 10, 2005	PAGE 2 OF 2

School: \_\_\_\_\_

**DOVER SCHOOL DISTRICT  
FIELD TRIP NOTIFICATION AND PERMISSION FORM**

Dear Parents & Guardians,

Your child's class will be participating in a school sponsored activity away from school. The information for this activity is as follows. **\*\*Please note that no child will be allowed to attend a trip without a signed permission slip.\*\***

Please sign and return to your child's teacher by: \_\_\_\_\_

Description of Activity:

Purpose of Activity:

Destination: \_\_\_\_\_ Transportation Provided By \_\_\_\_\_

Date: \_\_\_\_\_ Departure Time: \_\_\_\_\_ Return Time \_\_\_\_\_

Cost: \_\_\_\_\_ Please make check payable to: \_\_\_\_\_

We Need Chaperones for this Trip: YES NO

Recommended clothing, equipment, supplies, etc.:

---

**School/Field Trip Permission Form**

I/we have been informed as to the nature of the activity and acknowledge that there are always certain risks for those who participate. We realize that all efforts will be made by the teachers and chaperones to ensure the safety of the students, but understand that the school cannot assume responsibility for unreasonable accidents and/or injuries. I/we agree that our child must adhere to all safety rules and regulations, as well as all instructions from the adults. Failure to do so may result in exclusion from this or other activities. If there is important information, medical or otherwise, that the school staff should know, I/we agree to provide it to the nurse and/or teachers before the trip. I/we understand the risks and requirements for our child to participate and give our consent to attend the trip to:

I hereby give permission for my child to be transported to a hospital or other emergency medical facility and to receive emergency medical treatment. Emergency contact phone number: \_\_\_\_\_

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Trip Date & Destination: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Home # \_\_\_\_\_ Work # \_\_\_\_\_ Cell # \_\_\_\_\_

In case of an emergency and you cannot be reached, whom do you want us to call?

Name: \_\_\_\_\_ Home # \_\_\_\_\_

Work # \_\_\_\_\_ Cell # \_\_\_\_\_

## World Language Department

### Mission and Vision Statement

The World Language Department shares the philosophy of The National Standards for Foreign Language Learning in the 21<sup>st</sup> Century which calls for a future in which students are well-versed in English and at least one other language, modern or classical.

- Dover students will have the opportunity to specialize in at least one language: French, Latin, or Spanish. They will learn to communicate in this/these language(s) and develop the 21<sup>st</sup> century skills of cross-cultural competence, global awareness, multiple literacies, critical thinking, problem solving, collaboration, flexibility, adaptability, and mutual responsibility.
- Dover students will develop respect of other peoples and their customs, histories, and perspectives by exploring their language and culture.
- Dover students will improve their competency in the English language by comparing and contrasting structure and vocabulary of another language.
- Dover students will develop stronger reading, writing, listening, and speaking skills through their investigation of non-English literature and media.



To Whom It May Concern:

For nearly 50 years, WorldStrides has been devoted to offering unique life-changing educational experiences to people through our International Discovery programs. We take pride in being the leader in meaningful education overseas and in the high quality of all aspects of our programs. Every year, thousands of young Americans return home with a new perspective on their world, their country, and their own lives thanks to our programs.

**Reputation / Education / Safety**

WorldStrides utilizes quality services that meet the standards a reasonable parent and teacher would expect, in a

- a.) Protect the reputation of the teacher, the school and the school district.
- b.) Ensure the desired educational outcomes of the programs are achieved.
- c.) Ensure the comfort and safety of our students and their teachers.

**Hotels / Restaurants / Other Trip Services**

WorldStrides uses three and four star hotels in safe, central locations that, in addition to providing safe and comfortable accommodations, enable students to explore the surrounding neighborhoods in small groups and practice their language skills. These locations mean that students do not have to spend their time on long commutes in and out of the cities every morning and evening.

WorldStrides carefully selects restaurants and menus to ensure that students are well nourished and enjoy a variety of cuisines that is both representative of the region they are in, and appeals to students' tastes.

Similar care and attention to detail is applied to all of the services WorldStrides provides.

WorldStrides' suppliers (hotels, bus companies, restaurants, etc.) are required to meet local, national, and, where applicable, European Union (or equivalent) standards, and to carry liability insurance. WorldStrides inspects hotels and restaurants and re-evaluates them annually.

**Tour Oversight / Support Overseas / Emergency Preparedness**

WorldStrides monitors the US Department of State advisories for travelers and follows their recommendations.

Each tour is accompanied by an WorldStrides Tour Director who stays in the same hotel as the group each night and oversees them throughout the program. Tour Directors undergo background/criminal checks as applicable in their countries and are rigorously trained. They are supported on tour 24/7 by our overseas and US staff.

WorldStrides can be reached 24 hours a day, both in the United States and overseas, in the event of an emergency. Every WorldStrides participant is covered by an international network that provides emergency services including medical referral, medical translation, medical monitoring, repatriation, and much more.

An international cell phone is made available to each WorldStrides International Discovery Program Leader at no charge. Cell phones may be rented by students through the WorldStrides website.

WorldStrides has an established crisis management plan and retains a professional crisis management firm to assist in such an event.





**DOVER HIGH SCHOOL  
AND  
REGIONAL CAREER TECHNICAL CENTER**



PETER DRISCOLL  
Principal  
[p.driscoll@dover.k12.nh.us](mailto:p.driscoll@dover.k12.nh.us)

25 ALUMNI DRIVE  
DOVER, NEW HAMPSHIRE 03820-4365  
(603) 516-6900 Fax (603) 516-6926  
[www.dover.k12.nh.us/DHS](http://www.dover.k12.nh.us/DHS)

LOUISE PARADIS  
Director of Career Technical Education  
[l.paradis@dover.k12.nh.us](mailto:l.paradis@dover.k12.nh.us)

DAVID BENNETT  
Dean of Students  
[d.bennett@dover.k12.nh.us](mailto:d.bennett@dover.k12.nh.us)

EMILY SHERMAN  
Dean of Instruction  
[e.sherman@dover.k12.nh.us](mailto:e.sherman@dover.k12.nh.us)

KIM STEPHENS  
Dean of Students  
[k.stephens@dover.k12.nh.us](mailto:k.stephens@dover.k12.nh.us)

February 2, 2015

Dear Dover School Board,

This letter is being written in support of the Varsity Baseball Team's trip to Cooperstown, New York from April 24, 2015 through April 26, 2015. This trip has occurred every other year since 1995 and will be chaperoned by Coach John Carver and the members of his coaching staff.

The trip provides a great cultural and bonding opportunity for the team and is scheduled in such a way that the student-athletes will not miss any class time.

Thank you for your consideration.

Sincerely,

Peter Driscoll  
Dover High School Principal

## Cooperstown Extended Travel Request

In regards to Paragraph: 2-The trip to Cooperstown and the Baseball hall of Fame has been a long standing tradition on an odd year bases since 1995. The players/managers/coaches are able to experience the cultural significance of Americas Pastime through visitation of the Hall of Fame, and competing on Doubleday Field-itself an historical landmark as it was built during the Great Depression.

In regards to Paragraph: 3-We have usually traveled during April vacation, this season we are able to do so. We will play April 25. No school days will be missed.

In regards to Paragraph: 4-The DHS Baseball booster club is responsible for the financial portion of the trip. Student athletes/managers/coaches will be required to pay for personal sundries and souvenirs.

In regards to questions:

1. The educational value is immense. What the student athletes/managers learn about baseball and the history of America can't be duplicated. Every person who has participated in this trip over the past 20 years has left the trip with a significantly greater appreciation for the game and our country.
2. We do not require a travel agent.
3. The travel dates are April 24, April 25 and April 26. The game is played April 25.
4. See attached.
5. Dependent upon student athletes desires. Student is responsible for 1 lunch, 1 dinner and souvenirs.
6. Based in NHIAA and DHS Athletic policies and procedures.
7. Pre-season meetings, NHIAA and DHS policies and procedures cover this.
8. NHIAA and DHS policies and procedures cover this.
9. Athletic Director approved, waiting for Principal and Superintendent.
10. John Carver will not require a substitute.
11. There is no financial benefit for the coaching staff.
12. The cost to the district is limited to the cost of a typical bus trip to our away games that would be incurred to play the contest anyway. Therefore there is no additional cost to the district.

Additional questions:

1. These are all on file as required under NHIAA and DHS policies and procedures.
2. The coaching staff(s) are the chaperones.
3. 5-1.
4. NHIAA and DHS policies and procedures cover this.

Cooperstown Time Line

**April 24, 2015**

3:30 Depart DHS  
 9:30 Arrive at Hickory Grove (paid by Boosters) (1-607-547-9874)  
 11:00 Lights Out

**April 25, 2015**

10:30 Breakfast at Hotel (paid by Boosters)  
 12:00 Depart for Glimmer Glass State Park-BP  
 12:15 Arrive Glimmer Glass State Park-BP  
 1:15 Depart Glimmer Glass State Park for Doubleday Field  
 2:15 Victory against Noble High School  
 5:30 Depart Doubleday field for Team Dinner  
 6:00 Dinner at NY Pizza Company (1-607-547-2930)  
 7:30 Depart Dinner for Hickory Grove  
 11:00 Lights out

**April 26, 2015**

9:00 Breakfast at Hotel (paid by Boosters)  
 10:30 Depart Hickory Grove for Hall of Fame/Downtown Cooperstown (entrance to HOF paid by Boosters) (1-607-547-0208)  
 12:00 Lunch (paid by athletes)  
 4:00 Depart Cooperstown for DHS  
 10:00 Arrive at DHS

Items student/athlete needs- Uniforms, bat, glove, spikes, batting gloves, mock-neck, t-shirt, shorts, socks, sunglasses, pullover, 1 change of clothes for next day.

Money athlete needs- Money for lunch, snacks, souvenirs. It depends on the person as to how much he wants to spend. DHS/DHS Coaches etc. ARE NOT responsible for lost or stolen items.

Lunch Suggestions:

Souvenirs suggestions

Doubleday Café	(607) 547- 5468	Mickey's Place	(607) 547-5775
Tunnicliff Inn	(607) 547-9611	Cooperstown Bat Company	?
Sals Pizzeria	(607) 547- 5721	Extra Innings	(607) 547-0100
Pepper Mill	(607) 547- 8550	Safe At Home	(607) 547-1317
Nicoletta Italian Café	(607) 547- 7499	Legends are Forever	(607) 547-7165
Cooperstown Diner	(607) 547- 9201	Friends of Doubleday	(607) 293-8022
NY Pizza Company	(607) 547-2930	Hall of Fame Shop	888-425-5635

Coach Carver cell phone-603-834-4261

<b>DOVER SCHOOL DISTRICT</b>	<b>POLICY CODE: BA</b>
<b>DATE OF ADOPTION: February 10, 2014</b>	<b>PAGE 1 OF 6</b>

## **Second Reading**

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

### **ARTICLE I: Name**

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

### **ARTICLE II: Members**

**Section 1.** The School Board shall be composed of seven members in accordance with Section C4.2 of the City Charter.

### **ARTICLE III: Officers**

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

**Section 2.** Officers shall serve a one-year term. Officers shall be elected in accordance with Section C4-2 of the City Charter.

**Section 3.** These officers shall be elected as prescribed in Article IV, Section C4-3, of the City Charter.

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

### **ARTICLE IV: Meetings**

**Section 1.** All meetings of the School Board shall be held in the rooms designated by the School Board or the chairperson. The School Board shall meet for organization on the day stipulated by Section C4.3 of the Charter.

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

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

<b>DOVER SCHOOL DISTRICT</b>	<b>POLICY CODE: BA</b>
<b>DATE OF ADOPTION: February 10, 2014</b>	<b>PAGE 2 OF 6</b>

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

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

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

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

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

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

Citizens, residents of the City of Dover, property owners in the City of Dover, and/or designated representatives of recognized civic organizations or businesses located in the City of Dover and/or residents of sending school districts, are invited to all public meetings and shall be given an opportunity to

<b>DOVER SCHOOL DISTRICT</b>	<b>POLICY CODE: BA</b>
<b>DATE OF ADOPTION: February 10, 2014</b>	<b>PAGE 3 OF 6</b>

speak. Time shall be set aside for citizen statements, Citizen's Forum, at all public meetings, unless a vote to the contrary is taken by the School Board.

Citizens shall identify themselves by name and address for the record; address comments to the presiding officer and the Board as a body and not individual members; and limit comments to five (5) minutes beginning after the obligatory statement of name and address by the citizen.

Citizen's Forum will ensure citizens have the opportunity to speak to all other items on a meeting agenda and/or matters pertaining to the business of the School Board. At workshop meetings **and special sessions**, Citizens' Forum will be restricted to items on the meeting agenda. Statements shall be limited to five minutes unless otherwise extended by the chairperson, with the approval of the School Board.

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

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

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

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

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

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

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

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

## **ARTICLE V: Workshop Session**

<b>DOVER SCHOOL DISTRICT</b>	<b>POLICY CODE: BA</b>
<b>DATE OF ADOPTION: February 10, 2014</b>	<b>PAGE 4 OF 6</b>

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

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

## **ARTICLE VI: Power and Duties of the School Board**

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

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

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

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

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

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

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

**Section 6.** A payroll summary ledger and/or vendor check register will be issued for signature to the Chairperson or Vice-Chairperson on a weekly basis. The School Board

<b>DOVER SCHOOL DISTRICT</b>	<b>POLICY CODE: BA</b>
<b>DATE OF ADOPTION: February 10, 2014</b>	<b>PAGE 5 OF 6</b>

shall be presented a manifest of all general fund expenditures for the preceding month, and this shall be issued to the Board for a majority signature of all members present.

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

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

### **ARTICLE VII: Subcommittees**

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

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

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

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

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

### **ARTICLE VIII: Parliamentary Authority**

<b>DOVER SCHOOL DISTRICT</b>	<b>POLICY CODE: BA</b>
<b>DATE OF ADOPTION: February 10, 2014</b>	<b>PAGE 6 OF 6</b>

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

### **ARTICLE IX: Amendment of Bylaws**

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

### **ARTICLE X: Student Representative to Dover School Board**

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

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

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

Amended:    March 12, 2001  
                   May 14, 2001  
                   January 7, 2002  
                   January 13, 2003  
                   February 2, 2004  
                   February 14, 2005  
                   January 3, 2006  
                   January 8, 2007  
                   January 7, 2008  
                   January 12, 2009  
                   March 8, 2010  
                   February 13, 2012  
                   February 10, 2014

DOVER SCHOOL DISTRICT	POLICY CODE: EEAA
DATE OF ADOPTION: <del>DECEMBER 9, 2013</del>	PAGE 1 of 1

**First Reading-Recommended for Approval**  
**VIDEO AND AUDIO SURVEILLANCE ON SCHOOL PROPERTY**

The Board authorizes the use of video and/or audio surveillance on District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property and to safeguard District buildings, grounds, and equipment. The Superintendent will approve appropriate locations for surveillance devices.

Backup devices will be installed and removed on a rotating basis by District personnel appointed by the Superintendent. The devices may be ~~reviewed~~ **used** by the District for personnel ~~for~~ **or** disciplinary purposes. If disciplinary action is taken as a result of video/audio device, the parent/guardian or staff member may request, in writing within 5 days, to review the device with the appropriate school personnel. **In the case of student discipline, such a request will only be granted under circumstances where the parents/guardians of all students depicted have consented to the review. In the alternative, the parents/guardians of the student subject to discipline may review a redacted copy if they are willing to pay the cost associated with obscuring the identities of any other student depicted. For the purposes of this policy, the term “depicted” shall mean a view of the facial features of a student or the display of any other information that would be easily traceable to the identity of a student.**

In the event the backup device from a video or audio surveillance device contains evidence of wrongdoing, be it a crime or violation of school conduct policies that could result in discipline, the actual, original device will be pulled from service and ~~not re-used for a period of not less than 3 years following the incident in question.~~ **the relevant information shall be secured prior to the device being put back into operation.** Should the device be confiscated by prosecutorial authorities as evidence in a crime, the District will take all steps possible to arrange for a certified copy to be retained by the District.

The Superintendent will notify staff, students, and parents through handbooks or by other means that video and/or audio surveillance may occur on District property. A notice will also be posted at the main entrance of all school district buildings and on all buses indicating the use of video and/or audio surveillance.

The District may choose to make surveillance recordings part of a student’s educational record or a staff member’s personnel record subject to the language of the Board approved employment contract. The District will comply with all applicable state and federal laws related to record maintenance and retention.

***Legal References***

- 
- 20 U.S.C. 1232g, Family Educational Rights and Privacy Act*
  - RSA 189:6, Transportation of Pupils*
  - RSA 189:8, Limitations and Additions*
  - RSA 189:9, Pupils in Private Schools*
  - RSA 189:9-a, Pupils Prohibited for Disciplinary Reasons*
  - RSA 200:40, Emergency Care*
- Also see Dover School District Policies EEA, EEAE, EEAE, and EEAE Addendum 1*

## Proclamation of Career and Technical Education Month

**WHEREAS:** February 1-28, 2015, has been designated Career and Technical Education Month by the Association for Career and Technical Education; and

**WHEREAS:** career and technical education offers students the opportunity to gain the academic, technical and employability skills necessary for true career readiness

**WHEREAS:** students in career and technical education programs participate in authentic, meaningful experiences that improve the quality of their education and increase student engagement and achievement; and

**WHEREAS:** career and technical education provides students with career exploration opportunities earlier in their educational experience, which enables them to make informed and beneficial decisions about their academic coursework as well as pursuit of established programs of study and career pathways; and

**WHEREAS:** leaders from business and industry nationwide report increasing challenges related to the skills gap and connecting qualified professionals with available careers in critical and growing CTE-related fields, including healthcare, energy, advanced manufacturing and information technology; and

**WHEREAS:** career and technical education prepares students for these and other fulfilling careers by offering integrated programs of study that link secondary and postsecondary education and lead to the attainment of industry-recognized credentials; and

**WHEREAS:** ensuring that employers have access to a qualified workforce is a crucial step in ensuring productivity among the business and industry communities as well as continued American economic growth and global competitiveness;

**NOW THEREFORE BE IT RESOLVED,** that the Dover School Board urges all citizens to become familiar with the services and benefits offered by the career and technical education programs in this community and to support and participate in these programs to enhance their individual skills and productivity.

**SUBMITTED BY:**

\_\_\_\_\_  
Amanda L. Russell, Chairperson

\_\_\_\_\_  
Betsey Andrews Parker, Vice Chairperson

\_\_\_\_\_  
Kathleen Morrison, Secretary

\_\_\_\_\_  
Doris Grady

\_\_\_\_\_  
Sarah Greenshields

\_\_\_\_\_  
Michelle Muffett-Lipinski

\_\_\_\_\_  
Carole Soule McCammon

**February 9, 2015**

# Dover School District FY16 Budget Update

1/30/2015

# School Board Priorities

1. Lower class size
2. Additional adult support in a larger class
3. **Adequate staffing in all departments**
4. **Elimination of paper**
5. **Equity among (elementary) schools**
6. **More options for completing credits**
7. Later start time for DMS/DHS
8. CIP Priorities
9. Staggered start time (flexible scheduling)
10. Putting students first and staff next in regards to scheduling
11. **Continue to go forward and not going backward**
12. More reading and math support
13. **Recess at DMS**
14. **Funding for strategic planning**
15. Tuition alternatives
16. Teacher Pay
17. **Removal of fees and barriers (reduction at least)**
18. STEM (school and how to incorporate into learning)
19. Budgeting for DHS and GES projects
20. Personal devices in school for learning
21. Late bus
22. **Mental Health awareness**
23. Reduction of redundancies in purchasing
24. **Safety & Security**

# Additional Items to Purchase in FY15

Description	Amount
<b>Total Expenditures already included in FY16 budget numbers</b>	<b>\$283,286</b>
<b>Total Additional Proposed Expenditures</b>	<b>\$141,474</b>
<b>Total Proposed Expenditures from FY15 to offset FY16</b>	<b>\$424,760</b>

# Running the Numbers

<b>Budget Variance as of 1/26/15</b>	<b>108,827</b>
Increase Impact Fees	-38,645
Increase Para Tuition	-31,800
Decrease Barrington Tuition	+102,000
Add 2 Retirees	-60,000
Additional Items to be Purchased from FY15 Budget Savings	-141,474
DHS World Language Teacher	+15,773
DHS Music Teacher	+7,887
LADC (DHS, Alt, DMS – 3 days total)	+35,100
Reductions/Adjustments from Individual FY16 Lines	-52,868
<hr/>	<hr/>
<b>Budget Variance as of 1/30/15</b>	<b>\$55,220</b>

# 30,000' View

## In

- Business Office Contract Coordinator
- DMS SRO (contracted service, shared with DPD)
- HSS Assistant Principal
- WPS Assistant Principal
- DW School Psychologist
- 1 School Nurse (shared)
- Increased DMS/DHS School Nursing Office Support
- 504 supplies
- **2 DMS Noon Supervisors**
- 1 ESOL Teacher
- GES .2 Art Teacher
- DMS .4 Literacy Facilitator
- Transition Coordinator (in grant)
- OOD Case Manager Increased time (in grant)
- **.17FTE DHS Music Teacher**
- **.33FTE DHS World Language Teacher**
- **LADC (shared by DMS, DHS, Alt School)**

## Not In

- SAU Courier
- 3 DMS Teachers
- 2.13 DHS Teachers
- 2 Elementary Teachers – TBD
- 2 DHS Teachers
- Deans to FT
- **\$25,000 Strategic Planning (in FY15)**
- Coaching positions
- Truancy Officer
- HSS Guidance
- 2 Literacy Interventionists
- DMS Office support for Deans/Nurse
- DHS Library Aide
- DMS Dean of Instruction
- Increased Guidance, Special Ed Coord time
- 4 DMS Instructional Aides
- WPS Noon Supervisor

# Other Conversation Points

- CIP
  - Review 1/26/15 CIP document
  - Determine parameters for CIP funds
- Do we want a \$0 variance budget with items to add back in if additional revenue is available, or bring a budget over the tax cap to City Council?

**FY 16 Budget Draft #4 - February 2, 2015**

<b>Revenue - Description</b>	<b>FY15 Budget</b>	<b>FY 16 Budget Draft</b>	<b>Increase/ (Decrease)</b>	<b>Notes</b>
Tuition-Regular-Other NH Districts	\$ 14,797	\$ 37,971	\$ 23,174	\$12,656.89 x 3 students
Tuition-Barrington-DHS	\$ 2,527,237	\$ 2,575,500	\$ 48,263	\$12,750 x 202 students
Tuition-Nottingham-DHS	\$ 1,206,499	\$ 1,155,273	\$ (51,226)	\$12,045.61 x 96 students - Inc by exp % (4.5)
Tuition-SPED Aides	\$ 37,500	\$ 256,800	\$ 219,300	\$25680 x 10 - (FY 15 = 10)
Tuition-CAREER AND TECH-NH Districts	\$ 51,000	\$ 83,250	\$ 32,250	Based on 25% of FY 15 tuition on AV1
Tuition-CAREER AND TECH-Out of State (Maine)	\$ 22,000	\$ 69,852	\$ 47,852	Based on 15 students x 11,641.96
Tuition-Preschool Program	\$ 8,000	\$ 11,500	\$ 3,500	\$800 x 16 students
Tuition - Summer School	\$ -	\$ 10,000	\$ 10,000	Novanet, (\$200/credit x 12), summer camps
Athletic Transportation - DMS	\$ 12,000	\$ 12,000	\$ -	
Athletic Transportation - DHS	\$ 40,000	\$ 40,000	\$ -	
DHS Transportation	\$ 17,250	\$ -	\$ (17,250)	Remove HS transportation fee
Other Local Revenue, (Advertising)	\$ 29,006	\$ 32,782	\$ 3,776	Policy KHB
State Adequate Education Grant	\$ 7,058,518	\$ 7,623,199	\$ 564,681	Based on NHDOE estimate
State Wide Property Tax	\$ 6,710,193	\$ 6,789,922	\$ 79,729	Based on NHDOE estimate
Local Property Tax	\$ 28,833,811	\$ 29,557,652	\$ 723,841	Est tax cap CPI of 1.6
School Building Aid	\$ 675,018	\$ 655,067	\$ (19,951)	Confirmed with NHDOE
Catastrophic Aid	\$ 173,776	\$ 230,961	\$ 57,185	Estimated based on current year amount
CAREER TECH Tuition Aid	\$ 100,000	\$ 197,500	\$ 97,500	Based on 197000
CAREER TECH Transportation Aid	\$ 10,000	\$ 3,000	\$ (7,000)	
Indirect Cost Allocation	\$ 85,000	\$ 100,000	\$ 15,000	
Impact Aid	\$ 2,500	\$ 5,000	\$ 2,500	Based on current year amount
Adult Basic Ed. Reimbursement	\$ 65,000	\$ 70,000	\$ 5,000	
Medicaid Distribution	\$ 250,000	\$ 500,000	\$ 250,000	
Transfer from Capital Reserves, (CIP?)	\$ 200,000	\$ 288,645	\$ 88,645	Use of CR and impact fees
<b>Operating Revenue</b>	<b>\$ 48,129,105</b>	<b>\$ 50,305,874</b>	<b>\$ 2,176,769</b>	4.49%
Cafeteria (2800)	\$ 1,524,919	\$ 1,625,111	\$ 100,192	
Federal Grants (282X)	\$ 2,736,174	\$ 2,462,557	\$ (273,617)	90% of prior year grant revenue
Special Programs (2900) - eRate	\$ 48,000	\$ 75,000	\$ 27,000	
Tuition Programs (3810)	\$ 147,044	\$ 125,000	\$ (22,044)	
Alternative Education (3825)	\$ 663,682	\$ 659,368	\$ (4,314)	
Facilities (3830)	\$ 172,555	\$ 220,053	\$ 47,498	
<b>Special Revenue</b>	<b>\$ 5,292,374</b>	<b>\$ 5,167,089</b>	<b>\$ (125,285)</b>	
<b>Total Revenue</b>	<b>\$ 53,421,479</b>	<b>\$ 55,472,963</b>	<b>\$ 2,051,484</b>	

<b>Expense - Description</b>	<b>FY15 Budget</b>	<b>Draft</b>	<b>Increase/(Dec)</b>	<b>Increase/(Decrease)</b>
1100 REGULAR EDUCATION PROGRAMS	\$ 19,631,950	\$ 20,835,573	\$ 1,203,623	6.13%
1200 SPECIAL EDUCATION PROGRAMS	\$ 7,083,225	\$ 8,159,747	\$ 1,076,522	15.20%
1300 CAREER AND TECH EDUCATION PROGRAMS	\$ 2,361,711	\$ 2,361,733	\$ 22	0.00%
1400 CO-CURRICULAR ACTIVITIES AND ATHLETICS	\$ 588,406	\$ 572,815	\$ (15,591)	-2.65%
1600 ADULT/CONTINUING EDUCATION PROGRAMS	\$ 210,000	\$ 223,386	\$ 13,386	6.37%
2100 SUPPORT SERVICES - Students	\$ 2,994,469	\$ 3,262,260	\$ 267,791	8.94%
2200 SUPPORT SERVICES - Instructional Staff	\$ 933,370	\$ 878,984	\$ (54,386)	-5.83%
2300 SUPPORT SERVICES - General Admin.	\$ 1,141,358	\$ 1,202,434	\$ 61,076	5.35%
2400 SUPPORT SERVICES - School Admin.	\$ 2,301,520	\$ 2,185,326	\$ (116,194)	-5.05%
2600 SUPPORT SERVICES - Operation Maint/Plant	\$ 3,839,660	\$ 3,756,187	\$ (83,473)	-4.33%
2700 SUPPORT SERVICES - Student Transportation	\$ 1,927,055	\$ 2,062,425	\$ 135,370	17.00%
2800 SUPPORT SERVICES - Centralized Services	\$ 796,145	\$ 693,001	\$ (103,144)	-12.96%
2900 SUPPORT SERVICES - Other - Tansfers	\$ 427,886	\$ 493,392	\$ 65,506	15.31%
<b>General Fund Operating Expenses</b>	<b>\$ 44,236,755</b>	<b>\$ 46,687,263</b>	<b>\$ 2,450,508</b>	<b>5.54%</b>
<b>Debt Expenses</b>	<b>\$ 3,892,349</b>	<b>\$ 3,673,831</b>	<b>\$ (218,518)</b>	<b>-5.61%</b>
<b>Sub-Total General Fund</b>	<b>\$ 48,129,104</b>	<b>\$ 50,361,094</b>	<b>\$ 2,231,990</b>	<b>-0.07%</b>
Cafeteria (2800)	\$ 1,524,919	\$ 1,625,111	\$ 100,192	6.57%
Federal Grants (282X)	\$ 2,736,174	\$ 2,462,557	\$ (273,617)	-10.00%
Special Programs (2900) - eRate	\$ 48,000	\$ 75,000	\$ 27,000	56.25%
Tuition Programs (3810)	\$ 147,044	\$ 125,000	\$ (22,044)	-14.99%
Alternative Education (3825)	\$ 663,682	\$ 659,368	\$ (4,314)	-0.65%
Facilities (3830)	\$ 172,555	\$ 220,053	\$ 47,498	27.53%
<b>Special Revenue Expenses</b>	<b>\$ 5,292,374</b>	<b>\$ 5,167,089</b>	<b>\$ (125,285)</b>	<b>-2.37%</b>
<b>Total Expenses</b>	<b>\$ 53,421,478</b>	<b>\$ 55,528,183</b>	<b>\$ 2,106,705</b>	
Variance - (Revenue-Expense)		\$ (55,220)		

City of Dover  
 School Impact Fees - Capital Reserve  
 Fund 8935

January 20, 2015

Income Received (per MS9)	FY05 Expended	FY06 Expended	Woodman Park FY09 Expended	Horne Street FY13 Expended	FY13 Budget Debt Service	FY14 Budget Debt Service	FY15 Budget Debt Service	FY16 Proposed Budget	Balance	
FY03 Income	\$6,390								\$0	
FY04 Income	\$42,148								\$0	
FY05 Income	\$129,251	\$26,462	\$69,000	\$33,789					\$0	
FY06 Income	\$145,077			\$145,077					\$0	
FY07 Income	\$201,738			\$146,678	\$55,060				\$0	
FY08 Income	\$151,761				\$69,940	\$81,821			\$0	
FY09 Income	\$157,527					\$157,527			\$0	
FY10 Income	\$265,961					\$265,961			\$0	
FY11 Income	\$4,236					\$4,236			\$0	
FY12 Income	\$37,672					\$37,672			\$0	
FY13 Income	\$344,860					\$219,366	\$125,494		\$0	
FY13 Budget Transfer	\$200,000						\$74,506	\$125,494	\$0	
FY14 Income	\$185,760							\$74,506	\$0	
FY15 Income (YTD*)	<b>\$127,391</b>								\$38,645	
									\$0	
Balance	\$1,999,772	\$75,000	\$69,000	\$325,544	\$125,000	\$766,583	\$200,000	\$200,000	\$200,000	\$38,645

FY15 Income is July 1, 2014 through December 31, 2014

Capital Reserve Funds

Fund Name	Balance as of 6/30/14	Proposed Target Balance	Proposed Purpose of Fund	Proposed Transfer to Fund for FY15	Proposed Transfer to Fund for FY16	Fund Balance with Proposed Transfers	Special Notes
Athletics	\$50,004	\$200,000	Replacement or repairs of athletic capital assets (e.g., gym floor, fields, tennis courts, score boards, lighting, storage facilities, etc.)	\$0	\$0	\$50,004	We may want to consider a higher target if the Board's intent is to use some of this fund to offset DHS/CTE building project by supporting upgraded athletic facilities in part through this fund in order to invest the project funds back into other areas of the project.
Curriculum	\$125,007	\$300,000	Purchase of new curriculum for larger curriculum adoptions	\$30,000	\$25,000	\$180,007	I recommend adding to this fund annually and only drawing it down when larger adoptions occur to ensure that there are adequate resources for curriculum materials without creating spikes in the operating budget. A line for curriculum replacements and new materials relating to smaller adoptions would remain in the operating budget annually.
Facilities	\$345,000	\$500,000	Replacement or repairs of facilities capital assets (e.g., boilers, safety & security items, roof, etc.)	\$60,000	\$35,000	\$440,000	We may want to consider a higher target if the Board's intent is to use some of this fund to offset DHS/CTE building project in order to invest the project funds back into other areas of the project. Maintenance of our facilities is critical in extending the useful life and efficiency of our assets.
IT	\$100,005	\$200,000	Replacement and maintenance of IT infrastructure; Purchase of new IT equipment	\$15,000	\$15,000	\$130,005	This fund will be used in conjunction with eRate reimbursements. Replacement of technology will be managed in a line within the operating budget annually.
<b>Total Transfers to Capital Reserve Funds</b>				<b>\$105,000</b>	<b>\$75,000</b>		

**MEMORANDUM OF AGREEMENT**  
**DOVER POLICE DEPARTMENT**  
**AND**  
**DOVER SCHOOL DISTRICT: SAU #11**  
**July 1, 2014-June 30, 2015**

**THE DOVER POLICE DEPARTMENT** and **THE DOVER SCHOOL DISTRICT: SAU #11** will collaborate to address the need for a *School Resource Officer* to serve the needs of the school district, specifically at the Dover High School.

Described below are the duties of the School Resource Officer:

**Job Outline: School Resource Officer (Dover High School)**

- *Patrol Dover High School properties, including the property of the Dover Alternative School*
- *Respond to disturbances, reports of crimes and other calls for service at the school*
- *Enforce the Juvenile Code and other laws of the State of New Hampshire*
- *Conduct follow-up investigations of incidents and crimes relating to activities at the school*
- *Provide a secure environment through presence and professional guidance*
- *Upon request, render professional assistance to all school officials*
- *Promote a safe and drug free environment*
- *Act as a direct liaison between the police department and school administration*
- *Attend selected school functions, as needed*
- *Work with school staff to maintain maximum student attendance and retention*
- *Collaborate with existing resources for youth, such as the Guidance Department. Share information, where appropriate, to effectively assess problems confronting today's youth and develop viable plans of action to reduce those problems*

**Use of Facility**

- *The School Resource Officer will operate out of a designated office space within the facility*
- *Access to computer information services through designated networks between the school and city will be provided*
- *The School Resource Officer will be provided access to all areas through the use of the school's internal key systems program*

**Payment Terms**


The following payment will be made to the Dover Police Department prior to June 30, 2015 for the services described above:

\$45,907.00

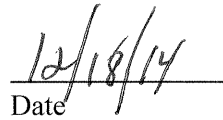
**Terms of Agreement**

- *It is understood that the School Resource Officer will remain an employee of the Dover Police Department and will maintain their official position as designated by department policy and the Chief of Police.*
- *The position of School Resource Officer will be maintained within the school district from the opening of the school year to its closing. On those occasions when school is not in session the School Resource Officer may be temporarily reassigned at the Chief's discretion*
- *At any point both the Dover Police Department and Dover School District: SAU #11 can review, modify and revise this agreement.*
- *All records and reports produced by the School Resource Officer are to be maintained within the Dover Police Department records management system*
- *Pending approval of funding by the Dover School Board.*

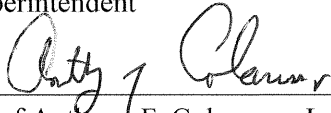
**By signing below, the parties agree to the terms and conditions set forth within this Memorandum**



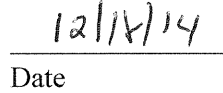
Dr. Elaine M. Arbour, Ed.D.  
Superintendent



Date



Chief Anthony F. Colarusso, Jr.  
Chief of Police



Date

**January 2015 Condition of Accounts  
General Fund**

<b>General Fund - Description</b>	<b>FY15 Budget</b>	<b>FY 15 Actual to Date</b>	<b>Over/(Under) Budget</b>
<b>Revenues</b>			
Tuition-Regular-Other NH Districts	\$ 14,797	\$ 6,035	\$ (8,762)
Tuition-Barrington-DHS	\$ 2,527,237	\$ 1,598,620	\$ (928,617)
Tuition-Nottingham-DHS	\$ 1,206,499	\$ 578,722	\$ (627,777)
Tuition-SPED Aides	\$ 37,500	\$ -	\$ (37,500)
Tuition-CAREER AND TECH-NH Districts	\$ 51,000	\$ 53,747	\$ 2,747
Tuition-CAREER AND TECH-Out of State (Maine)	\$ 22,000	\$ 8,732	\$ (13,269)
Tuition-Preschool Program	\$ 8,000	\$ 11,200	\$ 3,200
Tuition - Summer School	\$ -	\$ 3,013	\$ 3,013
Athletic Transportation - DMS	\$ 12,000	\$ 6,381	\$ (5,619)
Athletic Transportation - DHS	\$ 40,000	\$ 16,404	\$ (23,596)
DHS Transportation	\$ 17,250	\$ 18,848	\$ 1,598
Other Local Revenue	\$ 32,782	\$ 4,474	\$ (28,308)
State Adequate Education Grant	\$ 7,058,518	\$ 3,529,259	\$ (3,529,259)
School Building Aid	\$ 675,018	\$ 337,509	\$ (337,509)
Catastrophic Aid	\$ 170,000	\$ 230,961	\$ 60,961
CAREER TECH Tuition Aid	\$ 100,000	\$ 227,128	\$ 127,128
CAREER TECH Transportation Aid	\$ 10,000	\$ 3,029	\$ (6,971)
Indirect Cost Allocation	\$ 85,000	\$ 26,469	\$ (58,531)
Impact Aid	\$ 2,500	\$ 2,897	\$ 397
Adult Basic Ed. Reimbursement	\$ 65,000	\$ -	\$ (65,000)
Medicaid Distribution	\$ 250,000	\$ 292,070	\$ 42,070
Transfer from Capital Reserves, (Impact Fees)	\$ 200,000	\$ -	\$ (200,000)
<b>Revenue:</b>	<b>\$ 12,585,101</b>	<b>\$ 6,955,496</b>	<b>\$ (5,629,605)</b>

<b>General Fund - Description</b>	<b>FY15 Budget</b>	<b>FY 15 Actual to Date</b>	<b>Budget Balance Remaining</b>	<b>%</b>
<b>Expenses</b>				
1100 REGULAR EDUCATION PROGRAMS	\$ 19,631,950	\$ 19,502,993	\$ 128,957	0.66%
<b>1200 SPECIAL EDUCATION PROGRAMS***</b>	\$ 7,083,225	\$ 7,296,748	\$ (213,523)	-3.01%
1300 CAREER AND TECH EDUCATION PROGRAMS	\$ 2,361,711	\$ 2,114,144	\$ 247,567	10.48%
1400 CO-CURRICULAR ACTIVITIES AND ATHLETIC	\$ 588,406	\$ 511,926	\$ 76,480	13.00%
1600 ADULT/CONTINUING EDUCATION PROGRAM!	\$ 210,000	\$ 182,559	\$ 27,441	13.07%
2100 SUPPORT SERVICES - Students	\$ 2,994,469	\$ 2,869,713	\$ 124,756	4.17%
2200 SUPPORT SERVICES - Instructional Staff	\$ 933,370	\$ 866,198	\$ 67,172	7.20%
2300 SUPPORT SERVICES - General Admin.	\$ 1,141,358	\$ 977,946	\$ 163,412	14.32%
2400 SUPPORT SERVICES - School Admin.	\$ 2,301,520	\$ 2,025,299	\$ 276,221	12.00%
2600 SUPPORT SERVICES - Operation Maint/Plant	\$ 3,839,660	\$ 3,439,693	\$ 399,967	20.76%
2700 SUPPORT SERVICES - Student Transportatio	\$ 1,927,055	\$ 1,889,351	\$ 37,704	4.74%
2800 SUPPORT SERVICES - Centralized Services	\$ 796,145	\$ 822,819	\$ (26,674)	-3.35%
2900 SUPPORT SERVICES - Other	\$ 427,886	\$ 1,400	\$ 426,486	99.67%
	<b>\$ 44,236,755</b>	<b>\$ 42,500,788</b>	<b>\$ 1,735,967</b>	<b>3.92%</b>

## Special Revenue Funds

Revenues	FY15 Budget	FY 15 Actual to Date	Budget Balance Remaining
Cafeteria (2800)			
Day Sales - Meals	\$ 852,919	\$ 424,385	\$ 428,534
State Nutrition Aid	\$ 20,000	\$ 596	\$ 19,404
Federal Nutrition Aid	\$ 652,000	\$ 203,046	\$ 448,954
Commodities	\$ -	\$ 43,692	\$ (43,692)
Café - Other	\$ -	\$ 1,879	\$ (1,879)
Fresh Fruit and Vegetable Program - Provide fresh fruit and vegetable snacks at Woodman Park School	\$ -	\$ 9,623	\$ (9,623)
<b>Sub-Total Cafeteria Revenue</b>	<b>\$ 1,524,919</b>	<b>\$ 683,221</b>	<b>\$ 841,698</b>
<b>Special Programs (2950) - eRate</b>	<b>\$ 48,000</b>	<b>\$ 57,073</b>	<b>\$ (9,073)</b>
<b>Tuition Programs (3810)</b>	<b>\$ 147,044</b>	<b>\$ 45,519</b>	<b>\$ 101,525</b>
<b>Alternative Education (3825)</b>	<b>\$ 663,682</b>	<b>\$ 154,001</b>	<b>\$ 509,681</b>
<b>Facilities (3830)</b>			\$ -
Transportation Fees	\$ 500	\$ 443	\$ 57
Gate Receipts	\$ 23,000	\$ 13,523	\$ 9,477
Facilities Rental	\$ 95,500	\$ 62,660	\$ 32,840
Field User Fees	\$ 5,131	\$ 1,739	\$ 3,393
Parking Lot Revenue	\$ 48,000	\$ 46,759	\$ 1,241
Other Income	\$ -	\$ 140	\$ (140)
<b>Sub-Total Facilities Revenue</b>	<b>\$ 172,131</b>	<b>\$ 125,264</b>	<b>\$ 46,867</b>
<b>Total Revenue : \$ 2,555,776 \$ 1,623,035 \$ 2,285,529</b>			

Expenses	FY15 Budget	FY 15 Actual to Date and Encumbrances	\$	Fund Balance @ 6/30/2014
Cafeteria Expenses (2800)	\$ 1,524,919	\$ 1,531,355	\$ (6,436)	\$400,784
Special Program Expenses (2950) - eRate	\$ 48,000	\$ 8,312	\$ (5,862)	\$0
Tuition Program Expenses (3810)	\$ 147,044	\$ 61,339	\$ 85,705	\$0
Alternative Education Expense (3825)	\$ 663,682	\$ 576,644	\$ 87,038	\$62,422
Facilities Expense (3830)	\$ 172,131	\$ 115,088	\$ 57,043	\$293,422
<b>Total Expenses:</b>	<b>\$ 2,555,776</b>	<b>\$ 2,292,739</b>	<b>\$ 217,486</b>	

**January 2015 Condition of Accounts  
State and Federal Grants Funds**

<b>State and Federal Grant Revenues</b>	<b>FY15 Budget</b>	<b>FY 15 Actual to Date</b>	<b>Budget Balance Remaining</b>
<b>2821 - Title I, Part A and Part D - Part A -</b> Helping at-risk and disadvantaged students meet high standards. Part D - For neglected or delinquent students who are at risk. Part D assists in funding an education component at the Dover Children's Home.	\$ 923,674	\$ 386,398	\$ 537,276
<b>2822 - Title II, III -</b> Preparing, training & recruiting Highly Qualified Teachers and Principals. Language instruction for English Language Learners.	\$ 340,855	\$ 88,578	\$ 252,276
<b>2823 - Perkins/Apprenticeship Program -</b> Carl Perkins Grant Funding was established to improve Career Technical Education Programs. Apprenticeship Program conducts related instruction for registered apprentices in plumbing and electrical trades in the State of New Hampshire.	\$ 283,702	\$ 65,961	\$ 217,741
<b>2824 - Adult Education -</b> Five separate grants that are designed to to assist individuals 18 years and older imrove skill levels in reading, math and writing; learn english; help adults prepared for career or college; learn Civics and prepare for the U.S. Citizenship test.	\$ 672,133	\$ 215,549	\$ 456,584
<b>2826 - IDEA/Preschool -</b> "The Individuals with Disabilities Education Act of 2004". The grant provides assistance for Child Find activities, Coordinated Early Intervention Services and other Special Education programs, services and personnel.	\$ 839,218	\$ 208,827	\$ 630,391
<b>Total Federal Grant Revenue</b>	<b>\$ 3,059,581</b>	<b>\$ 208,827</b>	<b>\$ 2,850,754</b>

<b>State and Federal Grant Expenses</b>	<b>FY15 Budget</b>	<b>FY 15 Actual to Date and Encumbrances</b>	<b>Budget Balance Remaining</b>
<b>2821 - Title I</b>	\$ 923,674	\$ 851,881	71,792.48
<b>2822 - Title II, III, IV</b>	\$ 340,855	\$ 251,683	89,172.17
<b>2823 - Perkins</b>	\$ 283,702	\$ 332,742	(49,040.59)
<b>2824 - Adult Education</b>	\$ 672,133	\$ 378,833	293,300.01
<b>2826 - IDEA</b>	\$ 839,218	\$ 839,218	-
<b>Total:</b>	<b>\$ 3,059,581</b>	<b>\$ 2,654,357</b>	<b>\$ 405,224</b>



Scholarship Name	Trust Acct No.	As of December 31, 2014		
		Principal	Income	Total
Guy Bergeron Memorial Scholarship	8809	\$8,868.28	\$307.29	\$9,175.57
Jason P Gabarro Memorial Scholarship	8810	\$0.00	\$1,379.01	\$1,379.01
Hildred Berwick Teaching Scholarship	8811	\$211,213.04	\$19,946.46	\$231,159.50
George Kay Vocational Scholarship	8812	\$15,379.23	\$415.10	\$15,794.33
DHS Merit Scholarship	8813	\$44,722.00	\$6,338.49	\$51,060.49
Mary McCooey Scholarship	8814	\$12,669.24	\$448.58	\$13,117.82
Anna K. Buckley Scholarship	8815	\$11,535.99	\$276.15	\$11,812.14
Raymond Martineau Scholarship	8816	\$5,718.07	(\$4,522.18)	\$1,195.89
Ike Isaacson Scholarship	8817	\$0.00	\$535.54	\$535.54
Mary Ellen Driscoll Scholarship	8818	\$1,281.98	\$4,749.10	\$6,031.08
Pete McDonough Scholarship	8819	\$3,384.16	\$11,190.83	\$14,574.99
Bernard Ryder Scholarship	8820	\$898.37	\$1,273.14	\$2,171.51
Linda Ivey Scholarship	8821	\$1,970.94	\$10,248.16	\$12,219.10
Alan Sheldon Scholarship	8822	\$0.00	\$1,207.83	\$1,207.83
Mike Wilson Scholarship	8823	\$0.00	\$2,866.66	\$2,866.66
Arnold 'Bud' Falcione Scholarship	8824	\$1,848.34	\$8,462.12	\$10,310.46
Charles & Zena Boulanger Scholarship	8825	\$280.74	\$1,591.61	\$1,872.35
John F. Kenney Scholarship	8826	\$0.00	\$6,388.64	\$6,388.64
Edward D. Lozier Scholarship	8827	\$0.00	\$5,616.04	\$5,616.04
The Wave Expendable Trust	8828	\$5,810.14	(\$2,796.97)	\$3,013.17
Donald & Rita McLeod Scholarship	8829	\$0.00	\$6,383.34	\$6,383.34
Maria Faskianos Scholarship	8830	\$2,414.36	\$742.69	\$3,157.05
Class of 1971 Scholarship	8831	\$1,122.96	(\$1,000.30)	\$122.66
Brandon Cullen Scholarship	8832	\$2,049.20	\$452.17	\$2,501.37
Antonia Kretsepes	8834	\$769.31	(\$489.52)	\$279.79

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