



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #10
Meeting Location:	Media Ctr. (Rm. 306) McConnell Center
Meeting Date:	Monday, October 3, 2016
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. Public Meeting to Enter Nonpublic Meeting #10, September 1, 2016
 - 2. Public Meeting to Enter Nonpublic Meeting #11, September 12, 2016
 - 3. Regular School Board Meeting #9, September 12, 2016
 - 4. Public Meeting to Enter Nonpublic Meeting #12, September 19, 2016
- G. CONSENT AGENDA**
 - 1. Correspondence:**
 - a. EF Pilot Program-DMS
 - 2. Resignations/Retirements: none**
 - 3. Leaves of Absence: none**
 - 4. Nominations: none**
 - 5. Extended Travel (Student Trips):**
 - a. NJROTC trip to Mass Maritime
 - 6. Donations:**
- H. STUDENT REPRESENTATIVE REPORT:**
- I. POLICY – CHANGES – PROPOSALS:**
 - a. EC—Building and Grounds Management
- J. POLICY ADOPTION:**
 - a. EEAEC—Student Transportation Services
 - b. JICH—Student Substance Abuse
 - c. JH—Student Absences and Excuses
 - d. EFD—Meal Charging Policy
- K. RESOLUTIONS: none**
- L. OLD BUSINESS:**
 - a. Approval of Negotiating Teams (including Nottingham)
 - b. Approval of Budget Adoption Schedule, Assumptions and Process



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M. NEW BUSINESS:

- a. Data Presented-SAT and Smarter Balanced
- b. Teacher Evaluation Model
- c. Superintendent Goals Approval
- d. District Goals Discussion
- e. Award Bid for Facilities Truck
- f. September Condition of Accounts

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

P. COMMITTEE REPORTS

Q. SCHOOL BOARD MATTERS OF INTEREST

R. ADJOURNMENT

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

Executive Skills Pilot Program

Dover Middle School

Year 1 (2016-2017)

10 sixth graders, preferably not identified through special education or guidance (ie. 504 plan) but, struggling with organization in a way that impacts school performance. Fifth grade teachers to suggest candidates.

Executive Function Skills and Learning –

- Planning and Organization
- Goal-directed persistence
- Working memory
- Task initiation
- Shifting and time management
- Sustained attention
- Metacognition (self-awareness)

Integration of several programs

The Middle School Guide to Ruling the World – Workbook designed to teach students how to successfully organize and manage a middle school workload.

Sarah Ward, *Cognitive Connections* – EF skills are responsible for goal setting, carrying out organized steps and modifying a plan to complete a task successfully. Sarah has many tools available to teach EF skills – walking through the day, time awareness, Plan My Work, planning boards, project planners etc.

Executive Function to the Rescue – a collection of characters who each depict an executive function. An awareness program – strategies – professional development (future).

Resources (expenses to be covered by a charitable fund)

Facilitators Karen Duffy, Cindy Ziobrowski

1 teacher (Encore time)

Support Needed from District

A channel for charitable funds needed to pay facilitator. Funds come in from Fidelity. District to distribute via 1099s. Time cards to be filed with district calendar. Same for distributions.



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



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Principal
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THOMAS WALDRON
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September 8, 2016

Dear Dover School Board Members,

This letter is being written in support of the NJROTC's proposed trip to Mass Maritime Academy on November 18th and 19th, 2016. Enclosed please find the information related to chaperones and the trip itinerary. We appreciate your support of this wonderful opportunity for our students made possible by the efforts of CDR Tom Gamble.

Sincerely,

Louise Paradis
Director, Dover Regional Career & Technical Education Center

From: Senior Naval Science Instructor, Dover High School
To: Dover School Board, Dover, NH

Ref: (a) Field Trip Request Form
(b) IJOAA – Extended Travel
(c) IJOA – Permission Slip

Subj: Request for Approval of Out of State – Overnight Field Trip to Mass Maritime Academy

I. Per references (a) and (b), Commander Tom Gamble, the Senior Naval Science Instructors (SNSI) for the Dover High School, Dover, NH is formally requesting school board approval for an overnight field trip to the Massachusetts Maritime Academy. As per reference (b), please find the following for the preliminary approval

1. What is the educational purpose of the field trip? The trip will have the following components:
 - a. Campus visit showing life in the Cadet Corps, Educational opportunities and career opportunities as a maritime officer.
 - b. Leadership development
 - c. NJROTC Drill Competition
2. No travel agency is being used.
3. Dates of the trip – 18-19 Nov, 2016
4. Itinerary – Leave DHS at 8:00 AM Friday, 18 Nov. Arrive Mass Maritime Academy 11:00 AM, Lunch, Campus tour and load gear onto TS Kennedy (the training ship the academy uses for operational training), Dinner, Team Building exercises aboard the ship, Movie, 10:00PM lights out. Sat, 19 Nov. Drill competition at campus gym facility, 1:00 PM leave MMA, 4-5:00 PM arrive at DHS.
5. Cost per student will be \$20.00
6. Only those cadets that are in good standing academically (60%) will be allowed to attend.
7. Please see attached reference (c) IJOA, Permission Slip.
8. Insurance coverage will be the same as with any regular school field trip.
9. Awaiting approval from CTC Director, Principal, and Superintendent
10. ASEOP request was entered on 9/7/16.
11. There is no financial benefit for this trip.
12. There is no cost to the district for this trip.

/s/
T. D. GAMBLE
SNSI, Dover NJROTC, Dover, NH

DOVER SCHOOL DISTRICT	POLICY CODE: IJOA
DATE OF ADOPTION: AUGUST 10, 2015	PAGE 1 OF 2

School: DHS

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: Friday, 4 Nov 2016.

Description of Activity: The Mass Maritime Academy trip is an overnight campus visit that will include a drill competition on Sat morning.

Purpose of Activity: Build leadership traits, drill competition with several schools.

Destination: MA Maritime ACD Transportation Provided By Bus

Date: 18 Nov Departure Time: 8:00 AM Return Time 19 Nov, 4PM

Cost: \$20.00 Please make check payable to: Dover HS NJROTC

We Need Chaperones for this Trip: YES ☐ NO ☒

 I understand I must complete fingerprinting for a criminal records check at least three (3) weeks in advance of the field trip at the SAU 11 office before attending this trip.

 I have completed the fingerprinting for a criminal records check at the SAU 11 office.

Recommended clothing, equipment, supplies, etc.:

A packet of information including what to bring for the trip will be provided.

 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 # _____

**Donation Request List for Approval
October 3 School Board Meeting**

School	Group Donating	Value	Items/Service	Purpose
WPS	Dover Fire and Rescue/Operation Warm	\$2,040.00	60 coats at \$34 each	Coats for students

DOVER SCHOOL DISTRICT	POLICY CODE: EC
DATE OF ADOPTION: NOVEMBER 14, 2005	PAGE 1 OF 1

BUILDINGS AND GROUNDS MANAGEMENT

FIRST READING

School ~~district~~ District properties will be maintained in good physical condition: safe, clean, and sanitary, and as comfortable and convenient as the facilities will permit or the use requires. In the event the District receives money from the state School Building Aid program, the district will develop a 20-year maintenance plan, as required by statute.

The Facilities ~~Manager~~ Director, who reports to the ~~Superintendent~~ Business Administrator, will have the general responsibility for the care, custody, and safekeeping of all school property, establishing such procedures and employing such means as may be necessary to discharge responsibility.

The School District will work in coordination with the City Community Services Department to maintain shared-use grounds, including but not limited to playgrounds and playing fields. Decisions about which products to use for turf management and pest control will be made with the best interest of the students and environment in mind. The School District will engage in the use of turf management and pest control substances (chemical, synthetic or natural) only when there is a need to do so and consideration is given to safe alternatives that are available. Such language will be incorporated into the bid process.

Turf management and pest control products will be used when students are not on the property and areas treated will be posted as such. The District will make all reasonable efforts to utilize Integrated Pest Management best practices and follow the Principles of Natural Turf Management, provided that those methods both address the need for usable turf surfaces and preserve the investment of the property being treated.

At the building level, the principal will ~~be responsible for~~ work in collaboration with maintenance and custodial staff to overseeing the school plant ~~and for the~~ ensure the proper care of school property by ~~the~~ staff and students.

Legal References

RSA 198:15-b Amount of Grant

DOVER SCHOOL DISTRICT	POLICY CODE: EEAEC
DATE OF ADOPTION: DECEMBER 9, 2013	PAGE 1 OF 6

SCHOOL TRANSPORTATION POLICY

SECOND READING

The District will provide pupil transportation services consistent with applicable law.

Pupils are expected to conduct themselves properly while riding the buses. Students who violate accepted standards for proper conduct will be reported for proper disciplinary action. Parents will be notified by the school, by the transportation provider, of any violation ~~in writing, including the first or, including verbal~~ warnings ~~violation.~~ Any violation may subject the student to suspension from riding the bus. In the event of such action, notice of this action will be sent to the parent in writing, stating the reason and duration of the restriction. In no case will such action be taken without prior notification by the transportation provider school to the child and parent.

~~Prior notification of a parent/guardian by the transportation provider will consist of a telephone call to the home. If the transportation provider is unable to reach the parent/guardian, a follow-up call will be made later in the evening. If the transportation provider is still unable to contact the parent/guardian, the student will be transported to school the following morning and the school administration will be notified of the incident. The school will then contact the parent/guardian and advise what disciplinary action will be taken. This information will also be provided the transportation provider.~~

Students are provided with a temporary bus pass for the start of the school year. Permanent school identification passes are created for Middle School and High School students in October or November of each year. Middle and High School students are required to carry a bus pass in order to ride on a district bus. Drivers will ask students to produce a bus pass once a week (usually on Wednesday) in order to maintain accurate student bus riderships. This is necessary to eliminate overcrowding on buses and as a safety measure to identify students belonging on the bus in the event of an emergency.

It is important that all parents/guardians understand that the school's main concern is for the safety and welfare of all students and to ensure that students are transported in an efficient, timely, and safe manner to and from school. Since this should be the concern of parents also, we need parent support and cooperation. Should any parent/guardian feel the need to discuss any situation, concern, or problem relative to his/her child, the parent should feel free to contact the transportation provider at 964-2322 or the Business Administrator at 516-6800.

A. Who is a Bus Student and What Should a Student and Parent Know?

Riding the bus is a privilege!

1. A student is considered a bus student if the student is a Dover resident:
 - a. In kindergarten through grade four who lives more than one mile from school
 - ~~b. In grade five who lives more than one mile from school~~
 - e.b. In grades six-five through eight who lives more than one and one-half miles from school

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- d. In grades nine through twelve who lives more than two miles from school
- e. Identified as having a disability with transportation included in an IEP or 504 plan
- f. Resides in an area designated hazardous by the Dover School Board

[g. Attending a Dover private or charter school, with transportation to be provided as required by law.](#)

The walking distance will be determined by the Geographical Information System (GIS) which measures the actual walking distance as opposed to the radius distance.

There will be a three-tier bus system [whenever possible](#). Those students in kindergarten through grade 4 will ride together; students in grades 5 through 8 will ride together; and students in grades 9 through 12 will ride together. [At times it will be necessary to combine tiers to address factors that affect the School District's ability to safely and/or efficiently transport students. Parents will be notified if that occurs.](#)

- 2. For students who meet the above criteria, transportation will be provided to and from school.
- 3. For safety reasons, we encourage parents of kindergarten aged children to wait with their child at their morning bus stop.
- 4. Parents of kindergarten aged children (or other person as designated below) are required to be waiting at the child's afternoon bus stop or the child will not be released from the bus. The bus driver will return the child to his or her school until a parent can be contacted to pick up the child.

A parent may submit a request to waive this policy to the school's principal. Other appropriate arrangements may be made for the child's safe travel to their home or afterschool care (e.g., walk with older siblings, [babysitter/childcare provider](#), or other responsible adult). An approved waiver must be on file with the school, the bus company, and the bus driver or the child will not be released.

- 5. Special accommodations for transportation of students to other than their normal pick-up or delivery will be allowed only if the student is a current rider and the accommodation is on the student's regular bus run. In cases when a student lives with two parents part time, accommodations may be made to pick up and drop off on a regular schedule at two Dover addresses.

B. The Purpose and Goal of Student Disciplinary Regulations Are as Follows:

- 1. To provide an atmosphere in which safety and welfare of all students are primary.

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DATE OF ADOPTION: DECEMBER 9, 2013	PAGE 3 OF 6

2. To promote an attitude of respect for public property and school transportation personnel.
3. To provide fair and reasonable treatment of students with regard to expected behavior.

C. School Bus Driver Responsibilities Toward Student Behavior:

1. The bus driver will have responsibility to maintain orderly behavior of students on school buses and will report misconduct to the transportation provider.
2. The bus driver has the authority to reprimand, warn, and/or take initial action to acquire such control, as necessary, prior to notification of the transportation provider as long as it is carried out according to the transportation policy.
3. After such action is taken, the bus driver will report any and all infractions to the transportation provider for further disciplinary action.
4. The bus driver will, upon request, attend any meeting or conference held with regard to a specific problem that occurs on the driver's school bus.
5. If a problem is creating an unsafe condition and a driver believes that the bus cannot continue in a safe manner, the transportation provider should be contacted immediately.
6. The bus driver will deal with individual students involved in misconduct while on the school bus and not penalize everyone on the bus.

D. Student Behavior

Students are expected to demonstrate school-wide expectations on the bus.

At Bus Stops, Students Should:

1. Wait and ride only if approved by the school
2. Be orderly and ~~avoid horseplay~~[stay safe](#)
3. Arrive at least 5 minutes before the bus is scheduled to arrive. Schedules do not allow time for drivers to wait for students who are not ready.
4. Wait clear of traffic and back 6-10 feet from the road
5. Wait to approach only after the bus has stopped
6. Cross the street only in front of bus after the driver has put on the flashing lights and signaled to cross

Once on the Bus, Students Should:

1. Go directly to an available seat or assigned seat
2. Remain seated during the bus ride
3. Keep hands, heads, arms, and legs inside
4. ~~Never play with~~[Stay clear of](#) emergency exit equipment
5. ~~Never throw or pass around~~[Keep](#) any object(s) [they have carried on the bus in their possession](#)

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6. ~~Not bring toys onto the bus~~ Leave personal items in their bags (e.g., toys, electronic devices, etc.) Students can use electronic devices to listen to music and communicate.
7. Carry on only items that they can hold on their laps. Aisles must be kept free from books, lunch boxes, and other objects. ~~Band Instruments and athletic equipment are allowed on the bus as long as they are placed on the student's lap or between their knees.~~
8. Not eat or drink food items. Water IS allowed on school busses.
9. Not willfully damage or deface any part of the school bus
10. Not carry living creatures on the bus (anything that eats or breathes)

For the Driver to Keep Attention to the Bus Operation and the Traffic, Students Must:

1. Not carry or use hazardous materials, nuisance items, such as laser lights, or aerosols
2. Not have or carry on weapons of any kind
3. Not use or carry tobacco products, drugs, alcohol, or any other controlled substance
4. Not use profanity or make obscene gestures
5. Observe all other school rules and policies
6. Show respect for the driver and other students
7. Not be involved in unsafe behavior of any kind

E. Procedure for Handling School Bus Discipline

Guidelines:

1. Based on the severity of the violation, the first and second steps may be bypassed.
2. Any revocation of student bus privileges may be appealed to the school administrator.
3. Suspension or revocation of riding privileges shall be in school days.
4. Cases of criminal acts will be referred to the proper authorities.

1. First Offense (Grades K-12)

Grades K-12: The student is given a written warning.

When a student receives his/her first offense warning, a notice shall be sent ~~by the transportation provider~~ by the school to the parent or legal guardian ~~and building administrator~~ within ~~one~~ two school days of the infraction.

2. Second Offense (Grades 5K-12)

Upon written receipt of a second complaint, an attempt will be made by the ~~transportation provider~~ school to contact the parent(s)/legal guardian that day. A notice shall be sent ~~by the transportation provider~~ by the school to the parent or legal guardian ~~and building administrator~~ within ~~one~~ two days of the infraction. The student will be suspended from bus privileges as outlined below:

Grades 9-12 – Ten days

Grades 5-8 – Three days

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Grades K-4 - The student may be suspended off the bus for one (1) day. The student will meet with Support Staff in a Bus Safety Group and may develop an Individual Bus Support Plan. Parent(s)/legal guardian will be notified by telephone that day by the [transportation provider/school](#). All second offense notices will be sent to parent(s) or legal guardian.

3. Third Offense (Grades 5-12)

Upon written receipt of a third complaint, an attempt will be made by the [transportation provider/school](#) to contact the parent(s)/legal guardian that day. A notice shall be sent, ~~by the transportation provider, the school~~ to the parent or legal guardian ~~and building administrator~~ within ~~one-two school~~ days of the infraction, ~~as well as the Office of the Superintendent.~~ The student will be suspended from bus privileges as outlined below:

Grades 9-12 – Twenty (20) days

Pending the decision of the Discipline Committee,
REVOCATION OF BUS PRIVILEGES for the remainder of the school year or sixty school days, whichever is greater.

Grades 5-8 –Ten (10) days

Grades K-4

Student may be suspended off the bus for five (5) days. Parent(s)/guardian will be notified that day by the school administration who will also notify the transportation provider. Upon student's return, he/she may have random supervised bus rides to reinforce appropriate behaviors. The [Behavior Specialists/school](#) will reevaluate the Individual Bus Support Plan which may include assigned seating. All third offense notices will be sent by the [transportation providers/school](#) to the parent(s)/legal guardian ~~and the building administrator~~ within ~~one-two school~~ days of infraction.

4. Fourth Offense (Grades K-8)

Upon written receipt of a fourth complaint, an attempt will be made by the [transportation providers/school](#) to contact the parent(s)/legal guardian that day. A notice shall be sent, ~~by the transportation provider, by the school,~~ to the parent or legal guardian ~~and building administrator~~ within ~~one-two school~~ days of the infraction. The student will be suspended from bus privileges as outlined below:

Grades K-8– Twenty (20) days

Pending the decision of the Discipline Committee,
REVOCATION OF BUS PRIVILEGES for the remainder of the school year or sixty school days, whichever is greater.

All fourth offense notices shall be sent, ~~by the transportation provider, by the school,~~ to the parent or legal guardian, ~~building administrator,~~ and the Office of the Superintendent within ~~one-two school~~ days of the infraction.

5. Riding during Suspension: Suspension shall begin the next school day following verbal notification of the parent or legal guardian. Any student found

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to be riding any district bus during the period of suspension may have his/her bus privilege revoked for the remainder of the school year or sixty school days, whichever is greater.

F. Appeal Process for Revocation of Bus Privileges:

(RSA 189:9-a, Pupils Prohibited for Disciplinary Reasons.)

1. If the Dover School Board Discipline Committee has revoked a pupil's right to ride a school bus for disciplinary reasons, the parent or legal guardian of that pupil has the right of appeal within ten (10) days of the revocation to the Dover School Board. [An appeal may be made verbally or in writing and must include specific reason\(s\) for the appeal.](#)
2. All hearings for discipline held by the Dover School Board and all written and personal appeals shall be heard in nonpublic session.
3. Until the appeal is heard, or if the revocation of the pupil's right to ride the school bus is upheld, it shall be the parents' or legal guardians' responsibility to provide transportation to and from school for that pupil for the period of the revocation.

G. Notification

1. Building administrators shall be responsible for reviewing the transportation policy with students at the beginning of the school year and with any transferring students during the year.
2. A notice shall appear in all student handbooks identifying that the transportation policy exists, and behavior on the bus will become part of the student's record that may cause a loss of bus privileges.
3. The School Board has authorized the use of video cameras, with audio, on school buses as an aid to drivers in enforcing discipline. Audio and ~~video~~[videotape](#) evidence may be used to corroborate or refute [alleged](#) incidents of misconduct. Any ~~video~~[videotape](#) so used is to be kept in the office of the Superintendent of Schools [until the opportunity for appeal has passed](#).
4. Inclement weather announcements regarding the opening of schools begin at approximately 6 a.m. During severe weather conditions, pertinent information concerning school closing or a delayed opening will be announced on the following radio and TV stations:
WTSN 1270AM
WOKQ
WHEB
Channel 6
Channel 9

Legal References

RSA 189:9-a

DOVER SCHOOL DISTRICT	POLICY CODE: JICH
DATE OF ADOPTION: DRAFT 8/15/16	PAGE 1 OF 5

STUDENT SUBSTANCE USE POLICY

Preamble

The Dover School District recognizes that use disorders involving alcohol and other substances is a treatable health problem. In some instances, this involves (? medical, psychological?) conditions and violations of law. It also recognizes that involvement with alcohol, tobacco, drugs, and other impairing substances can interfere with a student's academic, physical, emotional, and social development. Further, the Dover School District recognizes that the schools, as well as families and the community at large, have a responsibility to address this important matter.

The Dover School District acknowledges that every student has a right to a substance-free school and that it is the responsibility of students, parents/guardian, school personnel, and the community at large to work together to achieve this goal.

The Dover School District prohibits the use of alcohol, tobacco, drugs, and other impairing substances as well as alcohol, tobacco, drugs and other impairing substance related activities of any kind on school property at any time by anyone, including at school related, sponsored, or sanctioned events regardless of location.

The Dover School District commits to the following:

- i. Educating students about the risks of alcohol, tobacco, drugs and other impairing substances at a developmentally appropriate level.
- ii. Promoting a climate in which students can seek help if they are in distress from their own or others' use of alcohol, tobacco, drugs and other impairing substances.
- iii. Supporting students whose use of alcohol, tobacco, drugs and other impairing substances interferes with school performance and assisting with in-school interventions as indicated.
- iv. Supporting students recovering from dependency on alcohol, tobacco, drugs and other impairing substances as requested or deemed appropriate.
- v. Providing referrals to community agencies for further assessment, treatment, or other services as appropriate.
- vi. Developing and implementing guidelines and sanctions in each school which:
 1. Define violations and their consequences, both disciplinary and supportive;
 2. Define immediate procedures for handling incidents, including the searching and assessment of students;
 3. Describe a support and referral system, which includes response to self-referrals and suspected users;
 4. Are clearly articulated to staff, parents, and students at least annually;
 5. Train all personnel in school guidelines related to alcohol and other drugs;

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- 6.Support students returning to school from inpatient treatment facilities (including the receipt and of treatment plans);
- 7.Make recommendations and advocate on a student’s behalf, if appropriate;
- 8.Ensure no less than a biannual evaluation of the above efforts.

v. Notifying staff, parents, and students annually of current guidelines and sanctions.

Guidelines & Procedures

a. Prescription medication or over the counter for medicinal purposes

i. Prescription medications shall only be allowed with written orders from a physician. Over-the-counter (OTC) medications, herbal or homeopathic medications for personal use, shall be allowed only with written permission from parents or guardians. Federal, state and local laws shall apply to students and employees alike.

ii. If the student is using such a product for medicinal purposes, the medicinal purpose must be reported to the school nurse and the product kept in the original container by the nurse during school hours. If the administration discovers a student is in possession of such a medicinal product and the nurse has no prior knowledge of the student’s medicinal need of the product, the product shall be considered a controlled substance or alcohol for the purposes of this policy.

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b. Apparel

Apparel displaying messages exhibiting or promoting alcohol, tobacco, drugs and other impairing substances are prohibited.

c. Suspected Use

Any member of the school community concerned that a student is involved with alcohol, tobacco, drugs or other impairing substances should report that concern to any staff member. The receiving staff member must report the concern to a building administrator as soon as possible. All referrals are confidential. A trained staff member must evaluate students expected to be under the influence.

d. Self-Referral

If a student voluntarily seeks treatment for a substance use disorder (including alcohol, tobacco, or other impairing drugs) the school will cooperate as fully as possible with the student. Typically, a self-referral will not initiate a disciplinary

DOVER SCHOOL DISTRICT	POLICY CODE: JICH
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action.

e. Student Found in Violation

If a student is found possessing, using, distributing, selling, promoting and/or under the influence of alcohol, tobacco, drugs, e-cigarettes or other impairing substances or paraphernalia:

1. The teacher or staff member must bring the student and any alcohol, tobacco, drugs and other impairing substances to the school principal or designee.
2. The principal or his/her designee and nurse will make the judgment regarding the immediate medical needs of the student.
3. The principal or his/her designee will notify the parents, the superintendent, and law enforcement in the event a local, state, or federal law has been violated.

f. Post Incident

- i. The principal or his/her designee shall meet with the student's school counselor, the **Student Assistant Program Coordinator**, and review the student's file to support the determination of the appropriate consequences for the violation.
- ii. School guidelines and procedures shall be established to dictate the degree of discipline imposed for alcohol or drug use (e.g. in-school suspension, out-of-school suspension, expulsion, etc.).
- iii. The student shall be referred to the superintendent of schools as part of the re-entry determination process.

g. Students in Treatment

- i. Students who enter into residential treatment for substance abuse services will be encouraged to remain enrolled in school. The school will comply with treatment recommendations. The school district may or may not be financially responsible for a student's education while s/he is in treatment. The student's school counselor will:
 1. Obtain written releases to discuss the student's educational and aftercare program with the appropriate person(s) at the treatment facility.
 2. When appropriate, provide the necessary assignments and materials.
 3. When appropriate, ensure that the student receives credit for education efforts while in treatment.

h. Extra-Curricular and Co-Curricular Activities

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Students participating in extra-curricular and co-curricular activities carry a responsibility to themselves, fellow students, coaches/advisors, parents/guardians, and school to set the highest possible example of conduct, sportsmanship and training. These responsibilities include avoiding any involvement with prohibited substances. Students participating in extra-curricular and co-curricular activities face the additional regulations outlined in the [Dover School District Athletic/Extra-Curricular/Co-Curricular Agreement](#).

i. Search and Seizure

A search may be conducted when it is justified at its inception and the scope of the search is reasonably related to the circumstances which justify the search (*New Jersey v. T.L.O.*, 469 U.S. 325 (1985)). In accordance with school policy, a student may be searched. As their lockers are school property, these too may be searched, as well as their backpack, car, and other bags or items brought to school. The Dover School District reserves the right to utilize detection dogs to aid in the search of the school. [Students refusing a reasonable search will \(? Can be\) suspended for a length of time commensurate with the normal discipline applied if a substance was to be found.](#)

j. Retaliation

- i. It shall be a violation of this policy and other applicable school policies for anyone to retaliate in any way against any person who may have or has participated or cooperated in an investigation of the above violation. Retaliation is a very serious matter and will be the basis of separate disciplinary action.
- ii. A student suspected of a violation will be expected to comply with a school and/or police investigation.

k. Emergency

- i. Nothing in this policy shall deter any school employee from initiating quicker and more effective action than outlined in the regulations if a student is obviously in need of immediate medical assistance. The priority is protecting the student and other students from physical harm and from disrupting the school environment.
- ii. Should an emergency arise the following steps shall be taken (911 may be called prior to retrieving the nurse if deemed appropriate):
 1. Notify a teacher, staff member immediately
 2. Remain with the student
 3. Send for the school nurse/call 911 for emergency medical assistance if nurse is

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- not available
- 4.Contact an administrator
- 5.If indicated, release the student to the custody of appropriate medical personnel
- 6.Contact parents/guardians

Legal References:

New Jersey v. T.L.O., 469 U.S. 325 (1985)

[21 U.S.C. § 812\(c\)](#), *Controlled Substances Act*

RSA [318-C](#), *Controlled Drug Act*

RSA [571-C](#):2, *Intoxicating Beverages at Interscholastic Athletic Contests*

Code

Required

ATTENDANCE, ABSENTEEISM AND TRUANCY

Absences

The Board requires that school-aged children enrolled in the District attend school in accordance with all applicable state laws and Board policies. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in the District during the days and hours that school is in session, except that the Principal may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence.

The Board considers the following to be excused absences:

1. Illness
2. Recovery from an accident
3. Required court attendance
4. Medical and dental appointments
5. Death in the immediate family
6. Observation or celebration of a bona fide religious holiday
7. Such other good cause as may be acceptable to the Principal or permitted by law

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

In the event of an illness, parents must call the school and inform the District of the student's illness and absence. For other absences, parents must provide written notice or a written excuse that states one of these reasons for non-attendance. The Principal may require parents to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

If parents wish for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Principal will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parents via telephone and writing of his/her decision. If the Principal determines that good cause does not exist, the parents may request a conference with the Principal to again explain the reasons for non-attendance. The Principal

may then reconsider his initial determination. However, at this juncture, the Principal's decision shall be final.

Family Vacations/Educational Opportunities

Generally, absences other than for illness during the school year are discouraged. ~~The school principal or his/her designees may, however, grant special approval of absence for family vacations, provided written approval is given in advance. Parents are asked to write a note to their child's teacher at least two weeks before the trip. This advance planning will allow the teacher enough time to work with parents and the student regarding homework completion.~~ **Family vacations that occur while school is in session are not considered excused absences. The Superintendent or his/her designee may make an exception for educational trips and college visits, provided that the itinerary and learning experiences are outlined in writing and work to be completed is approved prior to the trip.**

Truancy

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence.

Ten half-days of unexcused absence during a school year constitutes habitual truancy. ~~A half-day~~ absence is defined as a student missing more **than** two hours of instruction time and ~~less~~ **fewer** than three and one-half hours of instructional time.

Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence.

Four tardies that are less than half days, as defined above, are the equivalent of one absence.

The Principal or Truant Officer is hereby designated as the District employee responsible for overseeing truancy issues.

Intervention Process to Address Truancy

The Principal shall ensure that the administrative guidelines on attendance properly address the matter of truancy by including a process that identifies students who are habitually truant, as defined above.

When the Principal identifies a student who is habitually truant or who is in danger of becoming habitually truant, he/she shall commence an intervention with the student, the student's parents, and other staff members as may be deemed necessary. The intervention shall include processes including, but not limited to:

1. Investigates the cause (s) of the student's truant behavior;
2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing truancy;

3. Involves the parents in the development of a plan designed to reduce the truancy;
4. Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline; and
5. Determination as to whether school record keeping practices and parental notification of the student's absences have an effect on the child's attendance.

Parental Involvement in Truancy Intervention

When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the Principal will send the student's parent a letter which includes:

1. A statement that the student has become or is in danger of becoming habitually truant;
2. A statement of the parent's responsibility to ensure that the student attends school; and
3. A request for a meeting between the parents and the Principal to discuss the student's truancy and to develop a plan for reducing the student's truancy.

Developing and Coordinating Strategies for Truancy Reduction

The Board encourages the administration to seek truancy-prevention and truancy-reduction strategies along the recommendations listed below. However, these guidelines shall be advisory only. The Superintendent is authorized to develop and utilize other means, guidelines and programs aimed at preventing and reducing truancy.

1. Coordinate truancy-prevention strategies based on the early identification of truancy, such as prompt notification of absences to parents.
2. Assist school staff to develop site attendance plans by providing development strategies, resources, and referral procedures.
3. Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

Parental Notification of Truancy Policy

Prior to adopting this policy, the Board will place the item on the agenda of a public school board meeting and will allow two weeks for public input as to the policy's provisions. Any public input shall be advisory only and final adoption as to the policy's provisions will remain solely with the Board. Additionally, the Superintendent shall also ensure that this policy is included in or referenced in the student handbook and is ~~mailed~~ **distributed** to parents annually at the beginning of each school year.

Legal References:

RSA 189:34, Appointment

RSA 189:35-a, Truancy Defined

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

RSA 193:8, Notice Requirements

RSA 193:16 Bylaws as to Nonattendance

NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism

NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism

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SECOND READING

Funding Student Breakfast and Lunch Accounts Meal Charging Policy

It is the responsibility of students, guardians, or parents of students, to ensure that their child's lunch account is adequately funded or that the child has a ~~they have daily cash~~ payment if they intend to participate ~~on participating in the National School Breakfast or Lunch Program.~~

The District will provide access to applications for Free and Reduced Price meals. Application forms will be sent home with all students at the beginning of each school year, posted on the District's website and available from each school's main office. Applications are accepted and processed throughout the school year. ~~The Food Service Department will notify students in all schools when their account reaches a balance of \$5.00 or less so their account can be replenished.~~

The parent or guardian of each student must receive and acknowledge receipt of the policy/procedure. The Food Service Department will notify students verbally in all schools when their account reaches a balance of \$5.00 or less so their account can be replenished. ~~The District's Business Office Food Service Department will notify students' parents or guardians if their child's account goes into a negative balance by sending home a monthly letter noting their child's negative balance. Accounts that are in a negative balance need to be replenished in order for the student to continue participating in the National School Breakfast or Lunch Program.~~

If the account is not replenished after written notification, a regular meal will be provided to all students regardless of their account balance at the time of service. The student's account will be charged for the meal. All students will have access to a healthy school lunch. No student will be subject to different treatment from the standard school lunch meal or school cafeteria procedures. The District may claim the meal as a reimbursable meal through the National School Lunch Program as all students will have access to all 5 food components and which meet the meal pattern regulations. During this time, students will not be permitted to make a la carte purchases on account. ~~on the sixth day, an alternative meal may be offered to the student in lieu of the menu item until it is replenished. The alternative meal will consist of a sandwich, fruit, and milk.~~

The federal program may not incur debt and food service debt must be recovered annually. Any student debt at the end of each school year must be transferred from the food service account to the school's general fund and at which time will become debt belonging to the school district. At the end of each fiscal year, the District's general funds shall transfer to the Food Service account an amount equal to the total of outstanding student accounts receivable as of June 30th. The District will continue to attempt to collect the debt from the various households and any payment received will be returned to the general fund.

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At the end of the fiscal year, unpaid student accounts with an excessive deficit may, upon the decision of the Superintendent of Schools, be assigned to a collection agency.

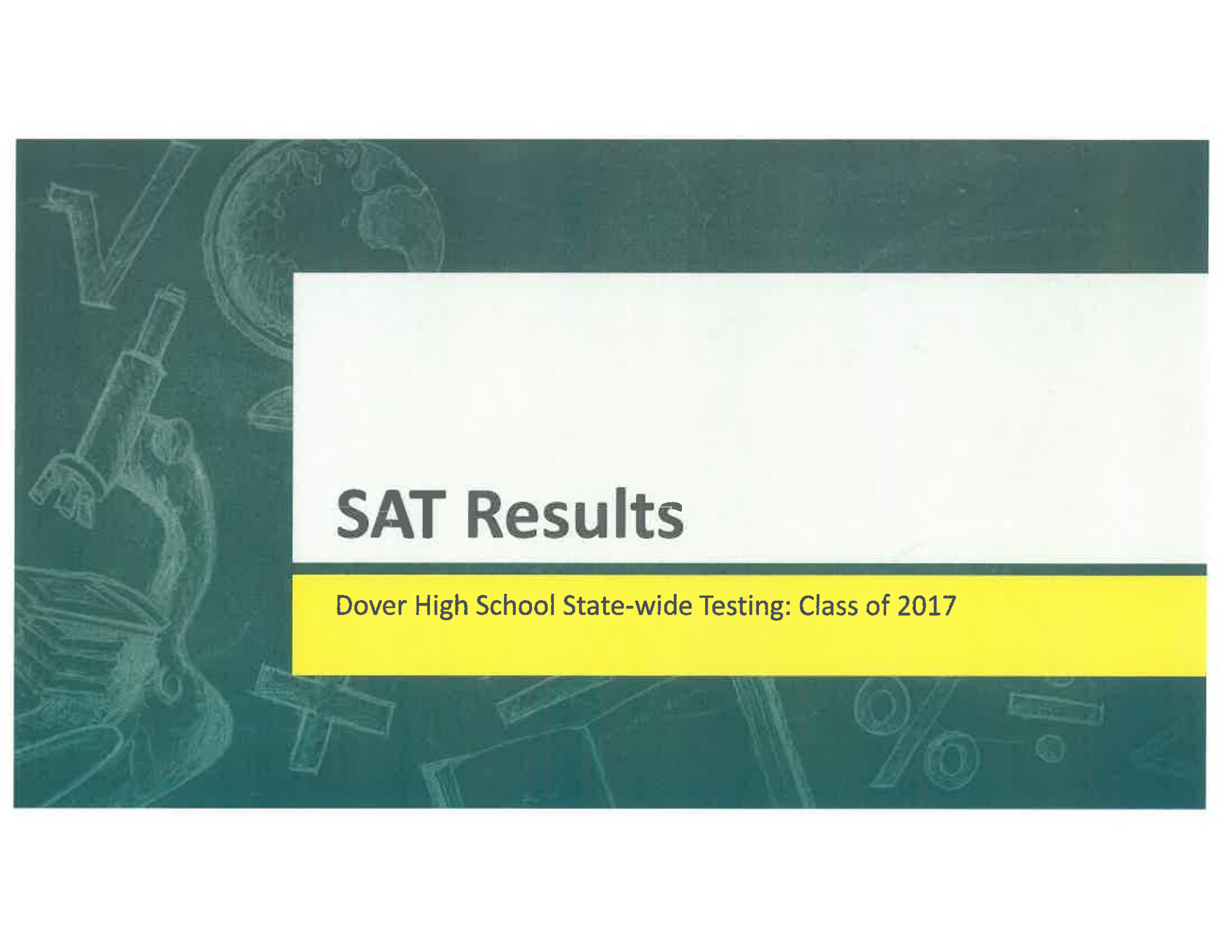
The Department of Education or the State Board of Education, upon request of the local school board, may provide communication assistance to school districts and parents of school children regarding the school meal payment policy.



(FY18) BUDGET PREPARATION ADOPTION SCHEDULE (10/03/16)

DATE	DESCRIPTION
2016 –	Instructions provided to Administrators
October 3	School Board to approve the FY18 Budget Preparation Adoption Schedule/Budget Priorities, Assumptions and Process
October 14	Deadline for administrators to submit proposed budget data in IVee to Central Office
October 17-21	SAU staff to work on remaining budget documents
October 24	Business Administrator to provide budget to Superintendent
October 24-28	Review budget documents with Business Administrator
November 1-22	Superintendent to review budget(s) with Administration
December 12	Superintendent to present Proposed Budget to School Board
2017 – January 3 (Tuesday)	School Board Special Session (Organizational Meeting)/Budget Workshop-1/2 of presentations
January 9	School Board Meeting-remaining presentations
January 17 (Tuesday)	Budget workshop--CPI to be released based upon a 12-month average
January 23	Budget Workshop
January 30	Budget Workshop
February 6	School Board Meeting to Adopt Budget
February 13	School Board Meeting to Adopt Budget – Backup Date
February 15	School Budget due to City Manager – Tentative Date
April 6	Superintendent to present Proposed Budget to City Council – Tentative Date
April 20	School Budget Public Hearing – Tentative Date
May	City Budget (including School Budget) Adoption

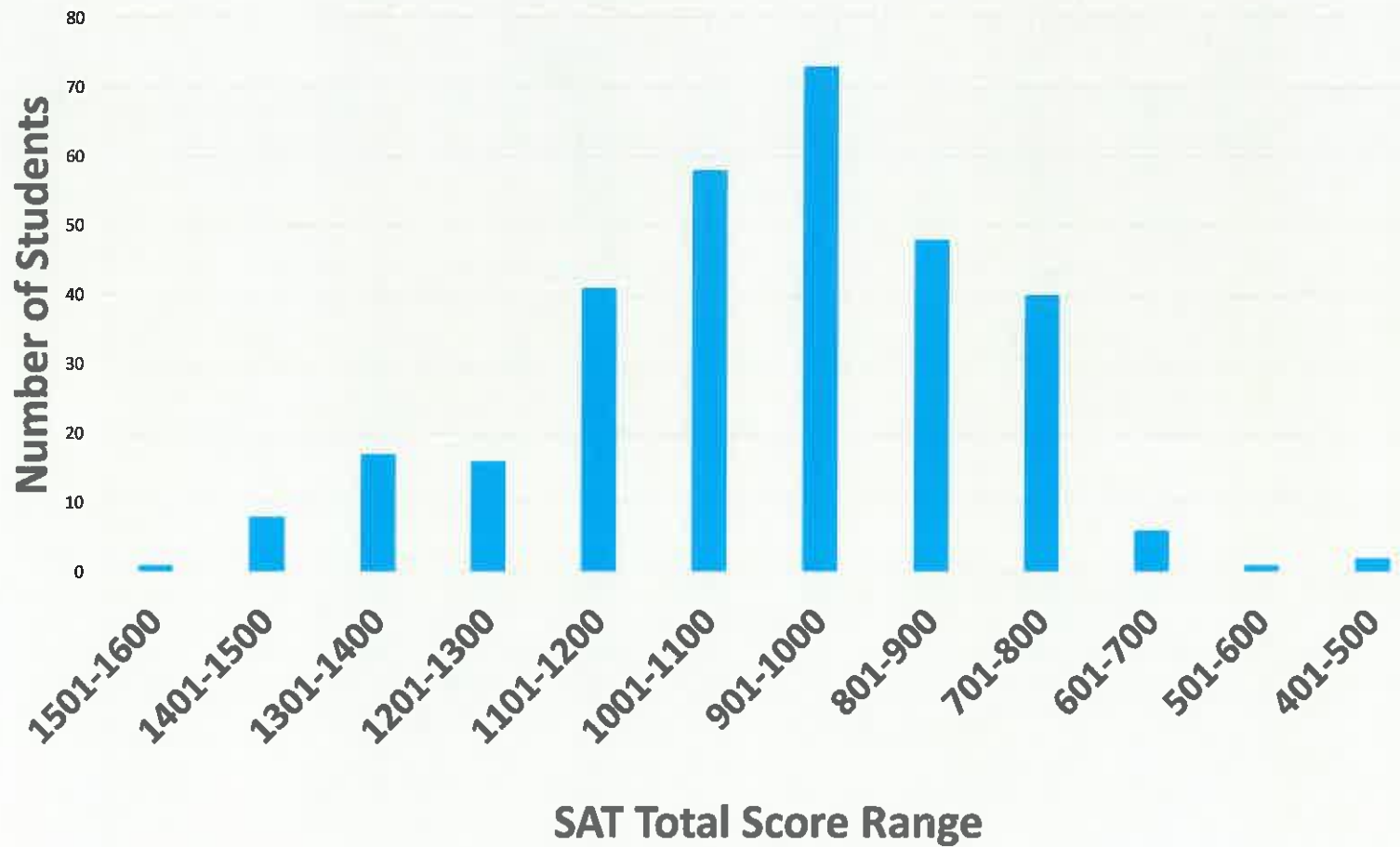
APPROVED:

The background of the slide is a dark teal color with a collage of white, chalk-like sketches of various educational and scientific icons. These include a large letter 'V', a globe, a microscope, a human skeleton, a plus sign, a ruler, a percentage sign, and a lightbulb.

SAT Results

Dover High School State-wide Testing: Class of 2017

DHS Results: School Day Testing 2016



College Board Data

District

Mean Score

994

313 Test Takers
1,313 Enrolled
24% Participation

29% Met Both Benchmarks

62% Met ERW

31% Met Math

36% Met None

Distribution of Scores



State

Mean Score

1026

12,809 Test Takers
58,656 Enrolled
22% Participation

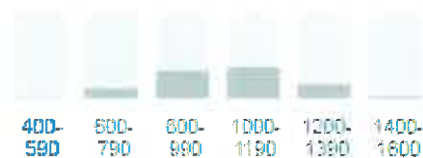
39% Met Both Benchmarks

67% Met ERW

41% Met Math

32% Met None

Distribution of Scores



Less

State vs. Dover Participation

	Dover	State-wide
Participation	96%	90%

Subgroup Scores

Special Education Math

- State-wide proficiency: 8%
- Dover District: 8.9%

Special Education English

- State-wide proficiency: 23%
- Dover District: 28.8%

Sending Schools Math

- Statewide proficiency: 41%
- Nottingham: 30%
- Barrington: 30%
- Dover residents only: 33%

Sending Schools English

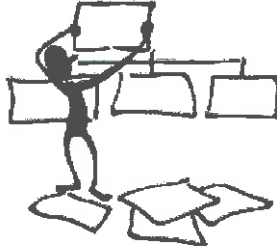
- Statewide proficiency: 67%
- Nottingham: 60%
- Barrington: 54%
- Dover residents only: 65%

Dover, NH School District

Dover Professional Development Master Plan

August 29, 2016

STATEMENT OF PURPOSE



The purpose of the professional development master plan in the Dover School District is to increase educators' knowledge and expand their professional skills in order to improve the learning experiences of students by acknowledging their varied needs, both in their learning styles and development. Professional development is driven by data from student assessments, and helps educators meet the performance and improvement goals of the district and its schools.

This Master Plan outlines the means by which educators in the Dover School District will improve our professional capacity, while satisfying the New Hampshire requirements for recertification.

The plan provides for professional learning teams whose goals for inquiry are based on the improvement goals of the school and district. We believe that high quality and effective professional development relies on the evaluation of student learning outcome data and other information concerning the learning environment. Educators are required to implement evidence-based educational practices in their teaching and apply knowledge of learning. Collaboration is expected in the establishment of inquiry goals, the activities used to meet these inquiry goals, and in both the informal and formal assessments of the success of reaching these inquiry goals.

Professional development in the Dover School District is based on a job-embedded cycle of inquiry that guides educators in developing goals, carrying out learning activities, collecting data, analyzing data, framing or re-framing key issues or questions, and working together to address these inquiry goals through collaborative efforts or field experiences.

Dover's Inquiry/ Supervision/Evaluation Process

1. Goal Setting/Set Question(s) for Area of Inquiry (To be completed by June 30)

- ☐ Choose an appropriate area of inquiry keeping student learning data and personal progress on Marshall Rubrics in mind
- ☐ Develop question of inquiry for which evidence will be gathered (**check against inquiry question rubric**)
 - **Your area of inquiry must address content and pedagogy**
 - **If you have multiple certifications, your area of inquiry must focus on your primary area of teaching**
 - **If you have more than one area of certification, you may count hours for additional areas of certification**
- ☐ Submit your inquiry question to administrator for approval before you leave for the summer.

2. Inquiry Plan Development (To be completed by Oct. 1)

- ☐ Submit the Professional Development Plan Activity Log to an administrator by October 1 and schedule a meeting with an administrator
- ☐ Refine, expand, or limit the plan based on feedback
- ☐ Teachers new to the district join an inquiry group

3. Inquiry Plan Implementation (Ongoing October-March)

- ☐ Review research and data
- ☐ Engage in activities and efforts directed towards application of inquiry project in the classroom environment
- ☐ Organize, analyze, and interpret data to inform practice and focus for professional growth
- ☐ Log all activities on Professional Development Plan Activity Log
- ☐ Include evidence (agendas, data, curriculum work, lesson plans, student learning examples, assessments etc.)

4. Administrative Supervision and Evaluation (Ongoing throughout the year)

- ☐ Walkthroughs may occur on a daily basis by any administrator
- ☐ **Mini observations** will be conducted by any administrator a minimum of 6 times a year, followed by a face to face brief conversation and brief written feedback
- ☐ A designee of the principal is in classrooms at least once a year to determine how curriculum is being implemented throughout the building. The purpose of the visits is to ensure a continuity of curriculum alignment within and among buildings. Documentation will be at the aggregate level only.

5. Administrative Supervision and Evaluation (December-January)

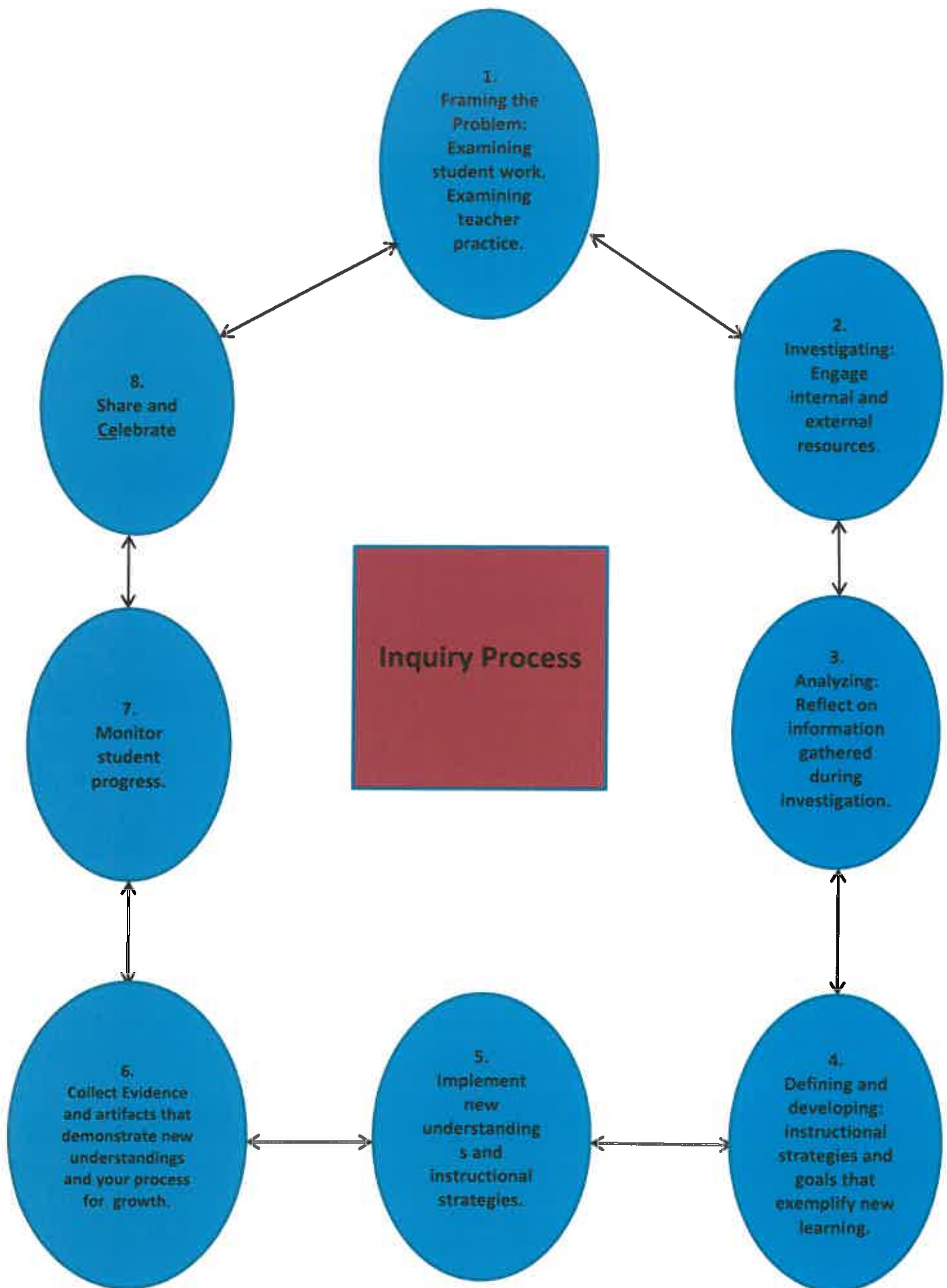
- ☐ Teacher completes/revises Marshall's self-assessment rubrics
- ☐ Administrator completes Marshall Rubrics on each teacher
- ☐ Teacher and administrator have conversation about teacher's progress on Marshall Rubrics

6. Total Performance Evaluation (March – June)

- ☐ Teacher completes/revises Marshall's self-assessment rubrics
- ☐ Administrator completes Marshall Rubrics on each teacher
- ☐ Teacher sits down with administrator and has conversation about teacher progress on Marshall Rubrics
- ☐ Teacher completes the inquiry reflection questions found in the professional development plan packet
- ☐ Annual reflective conversation with an administrator to review professional development work/evidence with administrator: plan, activities log, collaboration, adjustments to practice, impact of adjustments, related data (**Inquiry Project rubric used as guideline for conversation**)
- ☐ Teacher completes/revises Professional Development Plan Activity Log
- ☐ Teacher completes Evaluation and Inquiry Summary page
- ☐ Administrator finalizes rubrics and completes Evaluation and Inquiry Summary page

7. Administrators submit following items for each teacher to SAU Office:

- ☐ Evaluation and Inquiry rubrics and summary page
- ☐ Professional Development Annual Review and Reflection form
- ☐ Professional Development Plan Activity Log



Important Definitions

Walkthrough – A general classroom visit. There is no written documentation of the walkthrough.

Mini Observation – Typically a 5-15 minute visitation in a classroom by an administrator in which the administrator looks for evidence of work being focused on based on a teacher's self-evaluation and inquiry topic, an administrator's evaluation, data points from the Marshall rubrics and SOTEL. Written documentation will occur and will be sent to the teacher via T-Eval.

SOTEL – Safety, Objectives, Teaching, Engagement, Learning

Curriculum Review – A designee of the principal is in classrooms to determine how curriculum is being implemented throughout the building and district. The purpose of the visits is to ensure a continuity of curriculum alignment within and among buildings. Documentation will be at the aggregate level only.

- *All teachers will have a minimum of six (6) mini observations annually. A teacher may request more or an administrator may choose to do more at any time.*
- *Teachers can be placed on an improvement plan at the discretion of the administrator.*

Dover School District Evaluation

A. Planning and Preparation for Learning

The Teacher:	Highly Effective	Effective	Not Yet Effective	Improvement Necessary
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments.	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an impromptu basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable, achievable goals closely aligned with standards and unit outcomes	Designs lessons focused on measurable, achievable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate virtually all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality learning materials and technology.	Designs lessons that use an appropriate mix of materials and technology.	Plans lessons that involve a mixed quality of learning materials.	Plans lessons that rely mainly on low-quality textbooks, workbooks, or worksheets.
i. Accessibility for All Students	Designs lessons that break down complex tasks and address students' learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to meet the needs of a diverse range of students who exist in the classroom.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: _____ Comments: _____

Dover School District Evaluation

B. Delivery of Instruction

The Teacher:	Highly Effective	Effective	Not Yet Effective	Improvement Necessary
a. Expectation	Exudes high expectations, urgency and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars; virtually all students can articulate them.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks virtually all students in units and lessons by activating prior knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets virtually all students involved in focused activities, actively learning and problem-solving.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Accessibility for all Students	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to meet most students' learning needs.	Attempts to meet learning needs of all students, but with mixed success.	Fails to meet the learning needs of all students.
i. Flexible	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Closure	Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.	Has students consistently summarize what they have learned.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating: _____ Comments: _____

Dover School District Evaluation

C. Classroom Management

The Teacher:	Highly Effective	Effective	Not Yet Effective	Improvement Necessary
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
c. Respect	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems rare.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Supports a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of students.	Publicly berates students, blaming them for their poor behavior.
e. Routines	Successfully inculcates classroom routines up front so that students maintain them throughout the year.	Teaches classroom routines and has students maintain them all year.	Tries to train students in classroom routines but many of the routines are not maintained.	Does not teach routines and is frequently nagging, threatening, and punishing students.
f. Responsibility	Ensures that all students make substantial growth in being self-disciplined, taking responsibility for their actions, and having a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline strategies and can generally capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.
i. Prevention	Is alert, poised, dynamic, and self-assured and prevents virtually all discipline problems.	Has a confident, dynamic presence and prevents most discipline problems.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Overall rating: _____ Comments: _____

Dover School District Evaluation

D. Monitoring, Assessment, and Follow-Up

The Teacher:	Highly Effective	Effective	Not Yet Effective	Improvement Necessary
a. Criteria	Consistently posts and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Uses surface level strategies to activate prior knowledge but does not use that information to inform instruction	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies the instructional point.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to immediately use interim assessment data to fine-tune teaching, re-teach, and help struggling students.	Promptly uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slow getting test results back to students and moves on without analyzing data and following up with students.
g. Perseverance	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency or make exceptional growth.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail assessments some additional time to study and make improvements.	Tells students that if they fail an assessment, that's it; the class has to move on to cover the curriculum.
h. Specialized Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for specialized help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth strategies.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating: _____ Comments: _____

Dover School District Evaluation

E. Family and Community Outreach

The Teacher:	Highly Effective	Effective	Not Yet Effective	Improvement Necessary
a. Respect	Shows great sensitivity and respect for families and community culture, values and beliefs.	Communicates respectfully with families and is sensitive to different culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	Shows families a genuine interest and belief in each child's ability to reach standards.	Tells families that he or she cares about their children and wants the best for them.	Does not communicate to families information on their children or concern about their future.
c. Expectations	Gives families clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives families clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform families about learning and behavior expectations.
d. Communication	Makes sure families hear positive news about their children first, and immediately raises any concerns.	Promptly informs families of behavior and learning problems, and also updates families on good news.	Informs families about problems their children are having, but rarely mentions positive news.	Seldom informs families of concerns or positive news about their children.
e. Involving	Frequently involves families in supporting and enriching the curriculum for their children as it unfolds.	Updates families on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how families can help their children with schoolwork.	Rarely if ever communicates with families on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with family concerns and makes families feel welcome any time.	Responds promptly to family concerns and makes families feel welcome in the school.	Is slow to respond to some family concerns and comes across as unwelcoming.	Does not respond to family concerns and makes families feel unwelcome in the classroom.
h. Reporting on student metacognition and achievement	Uses effective student-led conferences and/or student portfolios, report cards, and informal talks to give families detailed and helpful feedback on children's progress.	Uses conferences or report cards and some form of student input to give families feedback on their children's progress.	Uses report cards and conferences to tell families the areas in which their children can improve.	Gives out report cards and expects families to address the areas that need improvement.
i. Outreach	Successfully contacts and works with virtually all families, including those who are hard to reach.	Reaches out to all families and is tenacious in contacting hard-to-reach families.	Tries to contact all families, but ends up talking mainly to the families of high-achieving students.	Makes little or no effort to contact families.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Productively reaches out for extra support and resources from families and the community.	Minimally reaches out for extra support and resources from families and the community.	Does not reach out for extra support from families or the community.

Overall rating: _____ Comments: _____

Dover School District Evaluation

F. Professional Responsibilities

The Teacher:	Highly Effective	Effective	Not Yet Effective	Improvement Necessary
a. Continuity of Instruction	Provides a high level of consistency and stability of learning for students. Ensures that students are on track for meeting course requirements at all times, even in the event of an interruption to the normal academic schedule (illness, emergency, etc.).	Provides consistency and stability of learning for students. Typically ensures that students are on track for meeting course requirements, even in the event of an interruption to the normal academic schedule (illness, emergency, etc.).	Provides some consistency and stability of learning for students. Sometimes ensures that students are kept on track for meeting course requirements.	Provides little to no consistency and stability of learning for students. Rarely ensures that students are kept on track for meeting course requirements.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Beyond the Classroom	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade-level and school-wide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Listening and Responding	Actively seeks out feedback and suggestions from students, families, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Productive and contributing member; meets and contributes positively with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating: _____ Comments: _____

Dover School District Evaluation

G. Inquiry Project Rubric (Local Standard)

Highly Effective

Effective

**Not Yet
Effective/Improvement
Necessary**

The teacher:

a. Authenticity	The scope of the inquiry project emanated from an issue or question that was significant for student learning. The topic demonstrated in-depth connection between theory and practice. The project mapped to standards, student data, and mandated curriculum and 21 st century learning competencies.	The scope of the inquiry project emanated from student interests and concerns. It had impact on student learning. The project attempted to address the standards.	The scope of the inquiry project provided only for the acquisition of known and factual information. It appeared to lack organization, relevance, and authenticity. It also had no impact on student learning.
b. Investigation	The number of resources accurately reflected the depth and variety necessary. Teacher identified his/her own position on the issue, drawing support from experience, and information from collected resources. Student learning data source(s) connected directly to inquiry topic and formative data results were analyzed and used to determine "next steps".	Teacher gathered and demonstrated understanding of in-depth information from relevant resources representing various points of view. Student learning data source(s) connected to inquiry topic. Data results were used.	The number of resources the teacher gathered was insufficient. The resources chosen lacked depth and variety in thinking. Teacher failed to clarify the presented position from collected resources relative to one's own. Student learning data source(s) were not directly connected to inquiry topic.
c. Analyzing	Teacher's synthesis and organization of information were specific and thorough. Teacher's thinking and reflections revealed insightful patterns, similarities or differences, or thinking as a result of inquiry focus. Data guided inquiry focus and instructional changes.	Teacher synthesized and organized information and resources completely. Teacher's thinking and reflections revealed new insights, positive or negative, as related to the inquiry process. Data was used to support inquiry focus and instructional changes.	Teacher listed resources, but thinking and synthesizing were not organized, lacked detail and were too general in relation to inquiry focus. Data was not yet used to support inquiry focus and instructional changes.
d. Defining and Developing Instructional Strategies	Teacher chose innovative and insightful strategies for solving the problem. - Teacher's in-depth reflections supported validity of approach to the problem. - Teacher provided well designed and thought out artifacts that provided clear evidence on how to proceed with the task. - Teacher process led to a clear solution to the problem, or a strong rationale to change direction completely. - Teacher provided a new plan moving forward that involves new instructional strategies or a revised learning goal, based on data analysis.	Teacher chose appropriate and efficient strategies for solving the problem. - Teacher justified each step of his/her work. - Teacher artifact fit the task. - The logic or teacher solution, positive or negative, was apparent. Data analysis around inquiry project was used. - Teacher process led to an adequate solution of the problem or a new understanding for addressing the initial problem.	Teacher strategies were not appropriate for the problem. - Teacher reasoning did not support work. - There was no apparent relationship between teacher representations and the task. - There was no apparent logic to teacher solution. - Data was not collected and/or analyzed around the problem. - Teacher approach to the problem would not lead to a new understanding.

Dover School District Evaluation

	Highly Effective	Effective	Not Yet Effective/Improvement Necessary
e. Implementation	Teacher regularly used data to develop new understandings and instructional strategies as intended when appropriate. Implementation has solved a problem or has enhanced the teacher's delivery of instruction. OR Teacher had a clear reason as to why implementation was not warranted and has a plan to move forward with a new strategy.	New understandings or instructional strategies were used when appropriate and were based on data interpretations. OR Teacher had a reason as to why implementation was not warranted.	Any new understandings or instructional strategies were rarely used, if at all, as intended. Data was not collected or analyzed.
f. Sharing Out and Collaborating	Teacher presented his/her work with a high degree of effectiveness and in a clear, succinct manner. Colleagues were invited to learn about and implement new information/strategies gained. .	Teacher presented his/her work effectively. Colleagues had the opportunity to understand and reflect on content learned.	Teacher presented his/her work with limited effectiveness. Colleagues had minimal opportunity to understand and use content learned.
g. Individual reflection	Teacher has written an individual reflection relating to the Inquiry Project that provides clear articulation of specific points of learning and identifies next steps for professional growth in this area. Written reflections were grammatically polished.	Teacher has written individual reflection relating directly to the Inquiry Project that provides general information about what the individual teacher has learned as a result of this project. Written reflections were grammatically polished.	Teacher has copied group reflection without giving individual reflection and/or limited reflection presented. Written reflections were not grammatically polished.

Overall rating: _____ **Comments:** _____

Dover School District Evaluation

Evaluation Summary Report

Teacher's Name: _____ School year: _____

School: _____ Grade Level/Subject Area: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective	Effective	Not Yet Effective	Improvement Necessary
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B. Delivery of Instruction:

Highly Effective	Effective	Not Yet Effective	Improvement Necessary
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C. Classroom Management:

Highly Effective	Effective	Not Yet Effective	Improvement Necessary
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D. Monitoring, Assessment, and Follow-Up:

Highly Effective	Effective	Not Yet Effective	Improvement Necessary
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E. Family and Community Outreach:

Highly Effective	Effective	Not Yet Effective	Improvement Necessary
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F. Professional Responsibilities:

Highly Effective	Effective	Not Yet Effective	Improvement Necessary
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G. Inquiry Project Rubric (Local Standard):

Highly Effective	Effective	Not Yet Effective/Improvement Necessary
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OVERALL RATING:

Highly Effective	Effective	Not Yet Effective	Improvement Necessary
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OVERALL COMMENTS BY TEACHER:

RECOMMENDATIONS:

COMMENDATIONS:

SUMMARY BY EVALUATOR:

Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

ELAINE M. ARBOUR, Ed.D.
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e.arbour@dover.k12.nh.us

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

TO: Members Dover School Board
Elaine M. Arbour, Superintendent of Schools
FROM: Libby M. Simmons
DATE: October 3, 2016
RE: Replacement Dump Truck Bid Award

Prior to the close of the 2016 school year, the 2003 dump truck used for snow removal and salting, as well as general facility use to include movement of items between schools and to carry landscaping materials failed state inspection and is beyond repair.

The District was able to benefit from a State of New Hampshire bid through Hillsboro Ford. The purchase price of a new 2017 Ford F-550 4x4 regular cab with dumb body installed is \$47,044.

I request that the School Board proceed with an award to **Hillsboro Ford** in an amount not to exceed **\$47,044**. The funding of this equipment is included in the 2016-17 Capital Improvement Plan and is budgeted under the School Facilities Special Revenue Fund.

Dover School District Mission Statement

Strengthening our community by educating every child, every day!



City Of Dover School District
Attn: Sam Crowley

Sam,

Here is the information that you requested. I have included the window sticker for you to view. Per our conversation earlier, this truck does have more options than state bid. The good news is we have it on the lot and is ready immediately to have a body installed. See below for pricing.

Base Price Of 2017 Ford F-550 4x4 Regular Cab V-10 Meeting Bid Proposal # B16045 With Dump Body Installed: \$42,786

Additional Options Present On Vehicle In Stock And Requested:

Traction Tires- \$190

4.88 Ratio Limited Slip Axle-\$332 Required for heavy duty payload upgrade package.

Power Equipment Group- \$ 841 Required if you would like heated exterior mirrors for towing.

110/400w Outlet- \$69

Trailer Brake Controller-\$249

Trans PTO Provision- \$257

Payload Upgrade Package- \$749 Gross Vehicle Weight Rating of 19,000 Vs 18,000 lbs.

Add Pintle Plate And Hitch: \$550

Add Load Cover: \$295

Stainless Wheel Simulators- \$377

Trans Power Take Off Provision-\$257

40/20/40 Cloth Seat-\$92

Total Price Of Truck With Equipment Listed Above: \$47,044

Special Pricing is for vehicle ending in VIN # B23613 Only. This vehicle is currently in stock and ready for immediate upfit. This Pricing is good for only this vehicle.

Sam, I included the window sticker in an attachment. This truck has the nicer equipment that many municipalities go with such as the power equipment group and the heavier duty rear axle in a 4.88 ratio

limited slip for plowing and towing. Please let me know if you have any questions. I look forward to further assisting the Town Of Dover and Dover School District.

Best Regards,
Justin Bagloe
Fleet And Municipal Manager
Hillsboro Ford
603-464-4000 Ext 217

GENERAL FUND - FY2017 CONDITION OF ACCOUNTS					
REVENUE - ESTIMATED SEPTEMBER 30, 2016					
Account Description	FY2017 Budget	Received To Date 9/30/2016	Add'l Anticipated Estimated Revenue	Total Estimated Revenue	(Over)/ Under Budget
TUITION-REGULAR FROM PARENTS	\$ -	\$ -	\$ -	\$ -	\$ -
TUITION - OTHER NH DISTRICTS	\$ (64,235.00)	\$ (2,951.58)	\$ (63,458.92)	\$ (66,410.50)	\$ (2,175.50)
TUITION - BARRINGTON	\$ (2,654,225.00)	\$ -	\$ (2,725,843.41)	\$ (2,725,843.41)	\$ (71,618.41)
TUITION - NOTTINGHAM	\$ (988,174.00)	\$ (75,000.00)	\$ (841,382.75)	\$ (916,382.75)	\$ 71,791.25
TUITION SPED AIDES	\$ (312,000.00)	\$ (2,842.96)	\$ (285,228.00)	\$ (288,070.96)	\$ 23,929.04
TUITION-VOC-NH DISTRICTS	\$ (80,000.00)	\$ -	\$ (80,000.00)	\$ (80,000.00)	\$ -
TUITION-VOC-OUT OF STATE DIST	\$ (50,000.00)	\$ -	\$ (50,000.00)	\$ (50,000.00)	\$ -
OTHER LOCAL REVENUE DW	\$ (163,000.00)	\$ (1,716.50)	\$ (18,283.50)	\$ (20,000.00)	\$ 143,000.00
STATE ADEQUATE EDUCATION GRANT	\$ (9,008,538.00)	\$ (1,801,708.00)	\$ (7,206,830.00)	\$ (9,008,538.00)	\$ -
SCHOOL BUILDING AID	\$ (652,673.00)	\$ -	\$ (650,873.26)	\$ (650,873.26)	\$ 1,799.74
CATASTROPHIC AID	\$ (260,000.00)	\$ -	\$ (260,000.00)	\$ (260,000.00)	\$ -
VOC TUITION AID	\$ (225,000.00)	\$ -	\$ (225,000.00)	\$ (225,000.00)	\$ -
VOC TRANSPORTATION AID	\$ (3,000.00)	\$ -	\$ (3,000.00)	\$ (3,000.00)	\$ -
INDIRECT COST ALLOCATION	\$ (100,000.00)	\$ -	\$ (100,000.00)	\$ (100,000.00)	\$ -
ABE ALLOCATION	\$ (43,000.00)	\$ -	\$ (39,011.00)	\$ (39,011.00)	\$ 3,989.00
IMPACT AID	\$ (5,000.00)	\$ -	\$ (5,000.00)	\$ (5,000.00)	\$ -
MEDICAID DISTRIBUTION	\$ (650,000.00)	\$ (104,015.10)	\$ (545,984.90)	\$ (650,000.00)	\$ -
SCHOOL - TRANSFER FROM SPECIAL RESERVES	\$ (200,000.00)	\$ -	\$ (200,000.00)	\$ (200,000.00)	\$ -
SCHOOL - TRANSFER FROM CAPITAL RESERVES	\$ (2,729,000.00)	\$ -	\$ (2,729,000.00)	\$ (2,729,000.00)	\$ -
TUITION - PRESCHOOL PROGRAM	\$ (14,400.00)	\$ (3,925.00)	\$ (7,675.00)	\$ (11,600.00)	\$ 2,800.00
TUITION - SUMMER SCHOOL, WPS	\$ (8,000.00)	\$ (6,140.00)	\$ -	\$ (6,140.00)	\$ 1,860.00
ATHLETIC TRANSPORTATION DMS	\$ (10,000.00)	\$ (7,145.42)	\$ (2,854.58)	\$ (10,000.00)	\$ -
TUITION - SUMMER SCHOOL, DHS	\$ (27,650.00)	\$ (2,160.00)	\$ -	\$ (2,160.00)	\$ 25,490.00
ATHLETIC TRANSPORTATION DHS	\$ (55,000.00)	\$ (18,619.81)	\$ (36,380.19)	\$ (55,000.00)	\$ -
OTHER LOCAL REVENUE, GARRISON	\$ -	\$ -	\$ -	\$ -	\$ -
OTHER LOCAL REVENUE, HORNE	\$ -	\$ -	\$ -	\$ -	\$ -
OTHER LOCAL REVENUE, WOODMAN	\$ -	\$ -	\$ -	\$ -	\$ -
OTHER LOCAL REVENUE DMS	\$ -	\$ -	\$ -	\$ -	\$ -
OTHER LOCAL REVENUE DHS	\$ -	\$ -	\$ -	\$ -	\$ -
Total Non Tax Revenue	\$ (18,302,895.00)	\$ (2,026,224.37)	\$ (16,075,805.51)	\$ (18,102,029.88)	\$ 200,865.12
State Wide Property Tax	\$ (6,844,285.00)	\$ -	\$ (6,844,825.00)	\$ (6,844,285.00)	\$ -
Local Property Tax	\$ (30,985,059.00)	\$ -	\$ (30,985,059.00)	\$ (30,985,059.00)	\$ -
Total Tax Revenue	\$ (37,829,344.00)	\$ -	\$ (37,829,884.00)	\$ (37,829,344.00)	\$ -
Total Operating Revenue	\$ (56,132,239.00)			\$ (55,931,373.88)	\$ 200,865.12
EXPENSES & ENCUMBRANCES - ESTIMATED SEPTEMBER 30, 2016					
Account Description	FY2017 Budget	Expenses to Date 9/30/2016	Encumbrances 9/30/2016	Total Estimated Exp/Enc to Date	Over/ (Under) Budget
(1100) Regular Education Programs	\$ 21,161,000.16	\$ 1,749,661.84	\$ 19,037,215.28	\$ 20,786,877.12	\$ (374,123.04)
(1200) Special Education Programs	\$ 9,539,509.55	\$ 1,131,409.38	\$ 8,146,458.70	\$ 9,277,868.08	\$ (261,641.47)
(1300) Career and Technical Education Programs	\$ 1,879,648.62	\$ 171,949.50	\$ 1,496,839.27	\$ 1,668,788.77	\$ (210,859.85)
(1400) Co-Curricular Activities and Athletics	\$ 630,912.05	\$ 103,389.49	\$ 392,876.73	\$ 496,266.22	\$ (134,645.83)
(1600) Adult/Continuing Education Programs	\$ 237,400.88	\$ 51,077.45	\$ 177,660.79	\$ 228,738.24	\$ (8,662.64)
(2100) Support Services - Students	\$ 3,506,649.58	\$ 347,610.92	\$ 3,047,499.49	\$ 3,395,110.41	\$ (111,539.17)
(2200) Support Services - Instructional Staff	\$ 975,745.14	\$ 130,337.71	\$ 749,509.62	\$ 879,847.33	\$ (95,897.81)
(2300) Support Services - General Admin.	\$ 1,274,264.86	\$ 413,404.57	\$ 733,497.77	\$ 1,146,902.34	\$ (127,362.52)
(2400) Support Services - School Admin.	\$ 2,659,871.75	\$ 595,090.72	\$ 1,954,171.02	\$ 2,549,261.74	\$ (110,610.01)
(2600) Support Services - Operation Maint/Plant	\$ 3,908,347.00	\$ 809,853.41	\$ 3,172,899.37	\$ 3,982,752.78	\$ 74,405.78
(2700) Support Services - Student Transportation	\$ 2,199,532.65	\$ 225,634.40	\$ 1,905,260.76	\$ 2,130,895.16	\$ (68,637.49)
(2800) Support Services - Centralized Services	\$ 955,087.76	\$ 363,179.93	\$ 386,422.62	\$ 749,602.55	\$ (205,485.21)
(2900) Support Services - Other	\$ 9,170.00	\$ -	\$ 9,170.00	\$ 9,170.00	\$ -
Fund Transfer to Special Revenue Funds	\$ 525,280.00	\$ 94,912.34	\$ 430,367.66	\$ 525,280.00	\$ -
Fund Transfer to Capital Reserves	\$ 80,000.00	\$ -	\$ 80,000.00	\$ 80,000.00	\$ -
Total Operating Expenses	\$ 49,542,420.00	\$ 6,187,511.66	\$ 41,719,849.08	\$ 47,907,360.74	\$ (1,635,059.26)
School Debt - Principal Payments	\$ 2,046,065.00	\$ 168,577.79	\$ 1,877,487.21	\$ 2,046,065.00	\$ -
School Debt - Interest Payments	\$ 4,543,754.00	\$ 106,718.88	\$ 4,437,035.12	\$ 4,543,754.00	\$ -
Total Debt Service	\$ 6,589,819.00	\$ 275,296.67	\$ 6,314,522.33	\$ 6,589,819.00	\$ -
Total Expenses, Encumbrances and Anticipated Expenses	\$ 56,132,239.00	\$ 6,462,808.33	\$ 48,034,371.41	\$ 54,497,179.74	\$ (1,635,059.26)
		Estimated Operating Revenue (over)/under budget			\$ 200,865.12
		Estimated Net revenue/expenses, (unexpended funds)/deficit			\$ (1,434,194.14)