



DOVER SCHOOL BOARD – AGENDA

Meeting Type: Special Meeting Session
Meeting Location: McConnell Center, Room 306
Meeting Date: Monday, May 22, 2023
Meeting Time: To Immediately Follow the Joint School Board Meeting
(Dover/Barrington/Nottingham) Scheduled for 6:00 p.m.

- A. CALL TO ORDER
- B. ROLL CALL
- C. PLEDGE OF ALLEGIANCE
- D. CITIZENS' FORUM *(Limited to agenda items only)*
- E. NOMINATIONS
 - a. 2023-2024 Annual DTU Re-Nomination - Revision
 - b. 2023-2024 DAA Nomination
 - c. 2023-2024 DTU Nomination
- F. 2023-2026 DOVER TEACHERS' UNION COLLECTIVE BARGAINING AGREEMENT
- G. TITLE I SCHOOL COORDINATOR JOB DESCRIPTION
- H. ITEMS PERTAINING TO THE FISCAL YEAR 2024 BUDGET
- I. SCHOOL BOARD MATTERS OF INTEREST
- J. ADJOURNMENT

Citizens, residents of the City of Dover, property owners in the City of Dover, and/or designated representatives of recognized civic organizations or businesses located in the City of Dover and/or residents of sending school districts, are invited to all public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements, Citizen's Forum, at all public meetings, unless a vote to the contrary is taken by the School Board.

Citizens shall identify themselves by name and address for the record; address comments to the presiding officer and the Board as a body and not individual members. Citizen's Forum will ensure citizens have the opportunity to speak to all other items on a meeting agenda and/or matters pertaining to the business of the School Board. At workshop meetings and special sessions, Citizens' Forum will be restricted to items on the meeting agenda. Statements shall be limited to five (5) minutes unless otherwise extended by the chairperson, with the approval of the School Board.

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

DOVER SCHOOL DISTRICT
2023-2024 NOMINATIONS
for Professionals Engaged in Teaching and Educators

TO: DOVER SCHOOL BOARD
DATE: May 8, 2023
MEMORANDUM: Re-nomination of Professionals Engaged in Teaching and Educators

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2023-2024 school year. The School Board authorizes the Superintendent of Schools to execute these contracts.

BELLAMY ACADEMY:

BECK, BRIAN
COCO, STEVEN
EVANS, SCOTT
MAILLETTE, MIKAYLA

DOVER HIGH SCHOOL:

ARGIROPOLIS, JOHN G
BONELLO, JESSICA A
BOULANGER, SAMANTHA E
BURROWS, LISA M
BUTKA, JAMES S
CARRIER, WHITNEY LS
CARVER, JOHN P
CARVILLE, BRITTANY R
CHASE, AMY M
CHASE, ANDREW H
CHURCHILL, HEATH N
CIANCARELLI, NICOLE M
COCONUBO, CLAUDIA C
CONNELLY, JENNIFER M
COTE, KYLE V
COX, DEBORAH C
CRETEAU, JAY C
CROSTON, ELIZABETH M
DEMATTEO, STEPHANIE D
DONLON, RICHARD TYLER
DOYLE, KATELYN M
ELLIOTT, TIMOTHY K
ENDRIZZI, MATTHEW G
FABBRI, HEATHER L
FENNESSY, MATTHEW P
FRANK-BERCHULSKI, DONNA M
FREEAR-MOTOR, KATE
GARNHART, JOHN RD
GAUTHIER, PARKER N
GEORGE, CHRISTINA M
GOODMAN, ERIC M
GRANDE, GREGORY F
HALL, CANDACE M
HAMBROOK, COREY M
HAMILTON, JONATHAN R
HAMLIN, ANNE M
HANSON, KRYSTAL A
HIPPERN, MARY JEAN
HOCKING, LESLEY J
HOWARD, AARON R
IZARD, ALLYSON D
KELLY, KIM H
KONTOS, FRANCINE W
LAGRUA, MAUREEN E
LECLERC, KRISTINE E

LIQUE NAITOVE, PETER D
LITTLE, SALLY A
LYNCH, KATIE E
MANN, NATHAN R
MARTIN, MARGO M
MCCARRON-STEWART, SARAH E
MCKANE, CHALAGNE
MERSEREAU, MARJORIE S
MINNIS, ANDREA L
MOLL, LAUREN A
MORNEAU, BRIANNE J
NULK, DARLENE L
O'MAHONY, JOHN W
O'ROURKE, MOIRA S
PAGNOTTA, JUSTIN J
PALMEIRA, KRISTEN S
PARSONT, JENNIFER B
PETERS, ASHLIE R
PIATTI, NICHOLAS S
PIATTI, SARAH M
PIKE, SUSAN H
POIRIER, AMY B
QUINATO CUELLAR, EDISON R
REPUCCI, BROOKE E
ROYALTY, SAMANTHA S
RUSSO, MICHAEL
SALMONSEN, ERIC P
SCHLAPAK, ERIC M
SCHULTZ, LAUREN C
SCHWARTZ, CAROLYN
SCOTT, WAYNE A
SEEKAMP, PETER J
SPENCER, KATHERINE M
ST CYR, ELIZABETH R
STANCEL, MARY-KATHLEEN R
STEGMAN, SUSAN M
STEWART, BENJAMIN D
TOBIASSEN, KRISTEN M
TOWLE, KAYLEE M
TURNER, ERIC M
VAUGHAN, NANETTE J
VEIT, KAREN J
WARD, MEGAN K
WARES, JAMES J III
WENDORF, HOLLY L
WHITWORTH, KRISTIN M
WILLIAMS, KERRIE E
WYDA, JASON C
YORK, KAITLYN M

DOVER MIDDLE SCHOOL:

ALLEN, MATTHEW J

BOYNTON, JEFFREY D
BREAULT, JOAN C
BRICKLEY, JILLIAN M
BROWN, PATRICIA A
BURNS, LISA M
BURT, ANDREA P
CALHOUN, MARY M
CIMINO, KRISTEN
CLARK, JOHN R
CONRAD, KIMBERLY A
COPLEY, DENISE K
CROSER, KRISTEN A
DAVIS, JULIE N
DAYNARD, KELLY A
DEAN, RORY B
DIBELLO, GEOFFREY R
DILLINGHAM, LISA M
DOWNEY, MARGARET J
EATON-CORBIN, HOLLY M
FERNANDEZ, TINA A
FOGG, CAITLIN M
GAGNE, STACY L
GARDELLA, JO-ANN E
GORSKI, JENNIFER A
HAIGHT, EMILY J
HAUST, JOHANNA, M
HINKLEY, AMIE L
HORVATH, ANNE-MARIE P
HOULIHAN, JOHN P
JACOBS, DEBORAH A
JOHNSON, MATTHEW W
KATZ, RHONDA L
KRAUSS, AIMEE L
KUEHL, JESSI H
LAROCHE, MIHAELA N
LEBLANC, MATTHEW P
LEVIN, STEPHANIE
LEWIS, KASEY E
MANHA, SUSAN J
MARSDEN, CALLAHAN J
MATHIEU, ALISON R
MCGARTY, CHRISTINA L
MCLEAN-MILLER, STEPHANIE
MONE, JENNIFER D
MURPHY, DIANE C
NASH, LISA M
NEVINS, KELLY J
PAIGE, ASHLEY E
POWERS, SHERYL A
PUERTAS, ANNA
RAGAZZO, LARISSA
ROGACKI, GARISON W

ROY, NICHOLAS J
 SALACH, JANE A
 SALZANO, PATRICIA M
 SCHULTEN, KATHERINE
 SCHWARTZ, BENJAMIN A
 SEARLES, RONDA J
 SHANNON, MARK C
 SHELBY, JOCELYN
 SIMPSON, BONNIE M
 SLAVITZ, JOANNA S
 SMITH, LAUREN A
 TAIPAN, LISA M
 THORN, SALLY J
 TROMBA, DAVID J
 WILSON, MICHELE
 WINDERS, RUTH A
 WISNIEWSKI, JASON J
 WOOD, JAMES N
 WOTTON, KATHY J
 WOTTON, MOLLY L
 YUVA, RAMONA D

CAREER TECHNICAL CENTER:

AUSTIN, KEITH F
 DUPRAT, SCOTT M
 FAZEKAS, KUYER J
 GAMBLE, THOMAS D
 GREEN, KATHERINE S
 HOPE, MELISSA L
 HOUGH, CARRIE S
 HUNT, ROBIN L
 KALWAY, NATHAN D
 LAMBIASE, MARK
 MCKENZIE, DAVID K
 MINASSIAN, DEBORAH A
 MOTA, ASHLEY E
 MULLIGAN, JEREMIAH J
 ROY, LISA L
 SPENCE HEBERT, JESSICA
 STEWART, CHRISTINE D
 TWOMEY, KRISTIN L
 WEBSTER, KATRINA M
 WITHAM, NICOLE R

GARRISON ELEMENTARY:

BANAFATO, PATRICIA J
 BAUER, LEIGHANN BURNEY
 BOLES, JOSEPH G
 CUSHING-LONG, ALANA
 DAVIDSON, HEATHER L
 DEJESUS, LESLIE L
 DUBE, MONICA A
 DUTTA, DOLON CHAMPA
 GAGNON, ERICA A
 GLASER-TAYLOR, KIM
 GROSS, JOCELYN LISET
 HILL, RACHEL A
 HUGHES, KERRI A
 KENT, HAZEL T
 KLOTZ, MELISSA E
 KNOWLTON, JESSICA E
 LAMURAGLIA, GRACE
 LEBLANC, ANNIE
 LEARY, KELSEY L
 LUPI, KATHLEEN E

MATZ, KERSTIN E
 MAYHEW, MEGHAN J
 MCKENNEY, TAYLOR E
 MINEROWICZ, MARCIA P
 MOORE, EMILY C
 MURPHY, ERIN L
 NELSON, ALLISON M
 O'KEEFE, ASHLEY B
 PERKINS, NICOLE B
 PHILIPPS, BRIANNE M
 ROMPS, MICHAEL F
 SCHLAPAK, SUSAN A
 THERIAULT, ELIZABETH
 TUCCI, EMILY E
 VETTER, MEGHAN E
 WHITE, NICOLE A

FRANCES G. HOPKINS SCHOOL:

ANDOLINA, ALYCIA
 BEAUDRY, DANIELLE
 BEAUREGARD, AMY
 BREEN, BETSY
 BROWN, SHERRI
 CALABRESE, DEBORAH
 CASSIDY-KETCHEN, KAYLEIGH
 COTE, JILLIAN
 DAVIS, PAIGE
 DAY, ELIZABETH
 DELLORUSSO, MEGAN
 DINWOODIE, CHELSEY
 DUBE, KIMBERLY
 DUNHAM, KRISTEN
 DUNN, MEAGHAN
 HAYNES, KATHERINE
 HOWELL, LAUREL
 KNOX, JAALYN
 LAYTON, MEGHAN
 LEONE, REBECCA
 LEWIS, AUDRA
 LONG, LINDA
 MCDERMID, ALEXANDER
 MONTECALVO, ALLISON
 NARY, DEBORA
 NICOLELLA, M. TERESE
 OCONNOR, ROXANNE
 O'GARA, LILY
 PIKE, KERRI
 ROSSI, RUTH
 RUSSELL, CARRIE E
 SANBORN, ALISA
 SAWYER, VALERIE
 SESSLER, COURTNEY
 SIEBERSMA, KERRY
 SINCLAIR, ANNA
 STEWART, ALEXIS
 THEIL, SAMANTHA
 VAWTER, LEAH
 WHITE, ELIZABETH

SPECIAL EDUCATION OFFICE:

GLASER-TAYLOR, KIM
 HELM, ERICA

WOODMAN PARK SCHOOL:

BICK, JESSICA

BRENEMAN, DIANNA
 CLOUGH, JULIE
 COLLINS, BRIANA
 CORBIN, ALEXIS
 COTE, KELLY
 DEVINE, MARYPAT
 DUFFY, CAITLIN A.
 EASTMAN, APRIL
 FREDRICKSON, JILL
 GORSKI, KATIE
 HAMILTON, NICOLE E
 HANSEN, JACQUELINE
 JACKSON, CHRISTINE
 KOZLOWSKI, CHRISTINE
 LAPIERRE, SARAH
 LEBS, MICHELLE
 LOTHROP, GRETHEN
 MAHAN, AMY
 MALLET, MARA
 MARDEN, ALIAH
 MARSHALL, ERIN
 MCKENNEY, STEPHANIE
 MORRISON, JENNIFER
 NORRIS, ELIZABETH
 PACHA-SUCHARZEWSKI,
 ELIZABETH
 ROBERTO, CONLEY
 ROUX, JEREMY
 RULAND, DEANNA
 SACCOCCIA, NATALIE M
 SEARS, JILL
 SENFLEBEN, KILEY N
 SIMKO, LISA
 SMITH, AMANDA
 TARBELL, JULIANNA
 TAYLOR, MEGAN
 THERIAULT, KATHRYN
 TRYGGESTAD, BRIELLE
 VELAZQUEZ, DAVID
 WATKINS, BLAKE-MARI
 WIDERSTROM, KATIE
 ZITTA, MICHELLE

PRESCHOOL:

BOUCHER, SHARON
 CARTER, LISA
 LACHANCE, CALLA
 LAROCHELLE, ALLYSON

NOTE: All nominations are pending completion of teacher license renewal. Names with an “*” indicate that the nomination is pending certification.



DOVER SCHOOL DISTRICT SAU 11

McConnell Center | 61 Locust Street, Suite 409 | Dover, NH 03820-4132
Phone: 603-516-6800 | Fax: 603-516-6809

Empowering all Learners

To: Dover School Board
From: William R. Harbron, Superintendent
Date: May 22, 2023
Re: Dover High School Dean of Students

I am writing to enthusiastically recommend Meredith Lapoint for the position of Dover High School Dean of Students.

Ms. Lapoint currently serves as the Dean of Students at Salem High School in Salem, New Hampshire. Her experience in this role, along with her previous positions, have equipped her with a comprehensive understanding of student development and instructional leadership. She has demonstrated exceptional dedication and commitment to education throughout her career. She has successfully supported teachers with the implementation of Multi-Tiered System of Supports (MTSS), data analysis, and effective instructional practices.

Ms. Lapoint has consistently pursued professional development to enhance her skills as an educator and leader. She holds a Bachelor's degree in Secondary Education and English from Keene State College, a Master's degree in Education from Sacred Heart University, and a CAGS in both STEM Education, and Educational Leadership from Sacred Heart University. She also possesses Principal and English Education certificates in New Hampshire.

Based on Ms. Lapoint's outstanding qualifications, dedication to education, and proven ability to support teachers and students, I wholeheartedly recommend her for the position of Dover High School Dean of Students. Her start date will be July 1, 2023, and her salary for the 2023-2024 school year will be \$103,692.97.

I am confident she will excel in this role and contribute significantly to the success and well-being of the students and staff at Dover High School.

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

TO: **DOVER SCHOOL BOARD**

DATE: May 22, 2023

MEMORANDUM: Nomination and Election of Teachers

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2023-2024 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Mitro, Elizabeth	Math Teacher - Recalled	Dover Middle School	Patricia Mulqueen	TBD	MA, Step 7

Proposal for Changes to the Collective Bargaining Agreement between the Dover Teachers' Union, NEA-NH and the Dover School District

September 1, 2022 — August 31, 2023 July 1-2023 – June 30-2026

Additions are generally noted by **bold and underlined typeface**. Deletions are generally noted by ~~striking through~~.

ARTICLE IV: WORKING CONDITIONS

A. IN-SCHOOL WORK YEAR

2. The work year for teachers shall consist of up to one hundred eighty-four (184) working days. The District shall allow teachers in grades pre-K through & 12 to spend one full non-student day **preparing classrooms prior to beginning with students. Additionally, the District shall allow teachers in grades pre-K through 8 one full non-student day** performing parent conferences. ~~and~~ **The District** shall schedule no other mandatory activities ~~that~~ **on either** day.

B. SCHOOL DAY

2. Teachers may be required to be present in the school building for a maximum of twenty-five (25) minutes to be divided by the Principal before and after the instructional work day, but in no case shall a teacher be required to arrive more than twenty (20) minutes before the instructional work day or required to stay more than twenty (20) minutes after the instructional work day. All assigned duties will be performed within the time periods described in the preceding sentence except when the Principal declares inclement weather **or other emergency** duty which may extend beyond the regular before- and after-school duty periods. Except when on duty teachers may leave the building five (5)* minutes after the instructional work day on Fridays and the day preceding a holiday or vacations.

C. EVALUATION OF STUDENTS

Teachers shall be prepared to substantiate the method and work used in determining grades that are understandable to most parents. ~~K-4 t~~ Teachers shall establish an appropriate student evaluation ~~process~~ **protocol in consultation with the curriculum advisor and** approved by the **building** elementary principal~~s~~, and ~~specialty area teachers shall establish an appropriate student evaluation~~

~~in consultation with the curriculum advisor and approved by the building principal.~~ No grade shall be changed without good cause and without consultation with the teacher.

E. PREPARATION PERIODS

3. Employees shall be paid at their regular hourly rate for loss of preparation or Lunch time. ~~The District shall not require or request that a probationary teacher substitute for another teacher during her/his preparation period during her/his first three years of employment by the District.~~
4. The District shall not require or request that a probationary teacher substitute for another teacher during her/his preparation period during her/his first three years of employment by the District.
4. 5. Preparation periods should be used primarily for preparing classroom lessons/units and meeting with colleagues for common planning and development of classroom lessons/units. Teachers may be required to use their preparation periods for tasks necessary to the performance of their jobs, including, but not limited to, IEP meetings, curriculum work, assessment analysis, and professional learning communities.
6. The District reserves the right to schedule up to six (6) preparation periods per month for district-mandated meetings, such as IEP and PLC meetings. Beyond that, the teacher will be compensated for meetings at the per diem rate.

F. MEETINGS

2. Meetings other than ~~emergency~~ emergencies which take place after the regular in-school work day and which require attendance shall not be called on Fridays or any day immediately preceding any holiday or vacation period.

ARTICLE V: COMPENSATION

B. EXTRACURRICULAR ACTIVITY AND COCURRICULAR ACTIVITY

1. Assignment to extracurricular and cocurricular activity shall be voluntary.
2. A schedule for payment of extracurricular and cocurricular duties is set forth in Appendix B which is attached to and made part of this Agreement.

3. The School Board may create and fund new extracurricular and cocurricular positions.
4. It is the duty of the district to notify the DTU in writing of the title and salary of any new positions at the time of their creation.

F. ~~SUMMER~~/ EXTRA DUTY PAY

3. Trainings

All teachers participating in training for the District during the summer outside of regular school hours and at the District's request shall receive \$25.00 per hour.

G. ACADEMIC COORDINATORS AND TEAM LEADERS

All Academic Coordinators and Team Leaders shall be paid an annual stipend as follows:

Department Academic Coordinator	\$2,500 + \$75/teacher <u>7.1% of BA Step 1</u>
Team Leader <u>(Grades K-8)</u>	\$1,275 <u>3.9% of BA Step 1</u>

Feedback by Academic Coordinators and Team Leaders shall be limited to curriculum and/or curriculum implementation.

By October 15th, the District shall inform the DTU President of the names of employees receiving stipends under this section and the amounts of the stipends. Any changes or additions to stipends under this section shall be communicated to the DTU President within ten business days of the change taking effect. The parties will establish a ~~committee~~ task force to make recommendations for job descriptions under this section.

ARTICLE VI: FRINGE BENEFITS

A. HEALTH INSURANCE

3. The School Board agrees to submit retired teachers' payments for the health insurance coverage at the school district group rate until said retirees attain the age of sixty-five (65). ~~per the conditions of Form R-60.~~

ARTICLE VII: LEAVES

B. PERSONAL LEAVE

2. No more than ~~five (5)~~ **two (2)** teachers ~~(except when the Superintendent authorizes more)~~ per school day may be authorized personal leave in each elementary school and four (4) teachers in each of the middle school and high school may be authorized to use personal leave on any given day unless the Superintendent authorizes additional personal leave usage. This ~~five (5) person limit~~ **These limits** shall be dropped upon the following completion of the last student day. Teachers remain obligated to complete year-end responsibilities. A list of all available personal days will be kept at the building level and made available to bargaining unit members upon request.
3. Subject to the limitations in section B.2 above, the ~~The first five (5) teachers~~ **in each building** to submit to the Superintendent's office a written notification of **request to use** personal leave for any school day shall be granted such leave.

K. UNION LEAVE

1. The Union President or the President's designee shall receive five (5) school days per year to attend to the affairs of the Union. **Additional time off for union duties shall be authorized at the Superintendent's sole discretion.** Any Union Member duly elected shall be granted one day of union leave to attend the annual NEA-NH Assembly of Delegates. In addition to the Union President or his/her designee, one (1) additional Union member who holds a state or national office may be granted additional leave time by the Superintendent.
2. **The District shall grant an unpaid leave to any employee who is elected to a state-wide office of NEA-New Hampshire or the National Educational Association and who requires a leave of absence to perform their duties. The employee's leave will last for the duration of the employee's term of office. An employee on leave pursuant to this paragraph who wishes to return to District employment must notify the District by April 1 of the calendar year when the employee intends to return to work.**

ARTICLE IX: ASSIGNMENTS, TRANSFERS, VACANCIES, PROMOTIONS, AND JOB-SHARING

C. VOLUNTARY TRANSFERS

- ~~1. Teachers who desire a change in grade and/or subject assignment, or who desire to transfer to another building, may submit an application for a vacant position.~~
2. Teachers who wish to apply for a vacant position within the district may, **within ten (10) calendar days of the posting date**, submit a letter of interest to the Superintendent ~~for a particular vacant position that matches the teacher's desired preferences~~ **and applicable building administrators**.

The teacher need not submit a formal application. Upon receipt of a ~~the~~ letter of interest, the Superintendent will **determine if the teacher is qualified for the position sought. If so, the building administrator will schedule an interview with the teacher.** ~~schedule an interview with the teacher for the vacant position, assuming that the teacher is qualified for the position as determined by the Superintendent.~~ Length of service to the District shall be a factor considered when filling a vacant position.

- ~~3. Teachers desiring to be considered for such positions will submit a letter of interest to the Superintendent within ten (10) calendar days of the posting date.~~

ARTICLE XIV: DURATION

A. DURATION

1. This Agreement shall be effective as of September 1, ~~2022~~ **2023**, and shall continue in effect until and including August 31, ~~2023~~ **2026**, unless a comprehensive successor/replacement agreement is reached, and ratified. This Agreement shall not be extended orally, and it is expressly understood that it shall be automatically renewed and remain in full force and effect unless either notifies the other of its intent to terminate or modify the terms of this Agreement.
2. The Board and the Union mutually understand and agree that the cost items set forth in the proposed ~~2022-2023~~ **2023-2026** Agreement must be approved by the legislative body, the City Council, in order to be implemented in accordance with RSA 273-A.

Draft Appendix A: SALARY SCHEDULES for Negotiations
2023-2024

\$ 2,250 17 Steps

								STIPENDS	CAGS	DOC
									\$ 825	\$ 1,651
EXP.	Step	BA	BA+15	BA+30	MA	MA+15	MA+30		CAGS	DOC
0	1	\$ 42,250	\$ 43,250	\$ 44,275	\$ 45,326	\$ 46,403	\$ 47,506		\$ 48,331	\$ 49,157
1	2	\$ 43,732	\$ 44,769	\$ 45,832	\$ 46,921	\$ 48,038	\$ 49,183		\$ 50,008	\$ 50,834
2	3	\$ 45,268	\$ 46,344	\$ 47,446	\$ 48,576	\$ 49,734	\$ 50,921		\$ 51,746	\$ 52,572
3	4	\$ 46,862	\$ 47,977	\$ 49,120	\$ 50,292	\$ 51,493	\$ 52,724		\$ 53,549	\$ 54,375
4	5	\$ 48,515	\$ 49,671	\$ 50,857	\$ 52,072	\$ 53,317	\$ 54,594		\$ 55,419	\$ 56,245
5	6	\$ 50,228	\$ 51,428	\$ 52,657	\$ 53,918	\$ 55,209	\$ 56,533		\$ 57,358	\$ 58,184
6	7	\$ 52,006	\$ 53,250	\$ 54,525	\$ 55,831	\$ 57,171	\$ 58,544		\$ 59,369	\$ 60,195
7	8	\$ 53,849	\$ 55,139	\$ 56,461	\$ 57,816	\$ 59,206	\$ 60,629		\$ 61,454	\$ 62,280
9	9	\$ 55,760	\$ 57,098	\$ 58,469	\$ 59,875	\$ 61,315	\$ 62,792		\$ 63,617	\$ 64,443
9,10	10	\$ 57,743	\$ 59,130	\$ 60,552	\$ 62,009	\$ 63,503	\$ 65,035		\$ 65,860	\$ 66,686
11	11	\$ 59,798	\$ 61,237	\$ 62,712	\$ 64,223	\$ 65,772	\$ 67,361		\$ 68,186	\$ 69,012
12	12	\$ 61,930	\$ 63,422	\$ 64,951	\$ 66,519	\$ 68,126	\$ 69,772		\$ 70,597	\$ 71,423
13	13	\$ 64,141	\$ 65,688	\$ 67,274	\$ 68,900	\$ 70,566	\$ 72,274		\$ 73,099	\$ 73,925
14	14	\$ 66,434	\$ 68,038	\$ 69,683	\$ 71,369	\$ 73,097	\$ 74,868		\$ 75,693	\$ 76,519
15	15	\$ 68,811	\$ 70,475	\$ 72,181	\$ 73,929	\$ 75,721	\$ 77,558		\$ 78,383	\$ 79,209
16	16	\$ 71,277	\$ 73,002	\$ 74,771	\$ 76,584	\$ 78,443	\$ 80,348		\$ 81,173	\$ 81,999
17+	17	\$ 73,834	\$ 75,623	\$ 77,458	\$ 79,338	\$ 81,265	\$ 83,241		\$ 84,066	\$ 84,892

Compromise from Option 3

First Year: \$2,250 across the scale plus step – No Comp.

Second Year: 3.5% COLA Plus Step – No Compression

Third Year: 3.25% COLA Plus Step – No Compression

		Cost	Total
		Drivers	Comp Inc.
Y1 Increase:	\$2,250.00	5.22%	\$ 1,521,896
Y2 Increase:	3.50%	5.24%	\$ 1,585,320
Y3 Increase:	3.25%	4.79%	\$ 1,517,365
		TOTAL:	\$ 4,624,581
		Y1 Amount Budgeted:	\$ 1,147,865
		Amount Over Budget:	\$ 374,031

AC		TL	
Base	\$ 2,500.00	Base	\$ 1,275.00
Y1	\$ 2,999.75	Y1	\$ 1,647.75
Y2	\$ 3,104.74	Y2	\$ 1,873.06
Y3	\$ 3,205.65	Y3	\$ 1,933.93
% of BA1	7.100%	% of BA1	3.900%

2024-2025

3.50% 17 Steps

								STIPENDS:	CAGS	DOC
									\$ 825	\$ 1,651
EXP.	Step	BA	BA+15	BA+30	MA	MA+15	MA+30		CAGS	DOC
0	1	\$ 43,729	\$ 44,764	\$ 45,825	\$ 46,912	\$ 48,027	\$ 49,169		\$ 49,994	\$ 50,820
1	2	\$ 45,263	\$ 46,336	\$ 47,436	\$ 48,563	\$ 49,719	\$ 50,904		\$ 51,729	\$ 52,555
2	3	\$ 46,852	\$ 47,966	\$ 49,107	\$ 50,276	\$ 51,475	\$ 52,703		\$ 53,528	\$ 54,354
3	4	\$ 48,502	\$ 49,656	\$ 50,839	\$ 52,052	\$ 53,295	\$ 54,569		\$ 55,394	\$ 56,220
4	5	\$ 50,213	\$ 51,409	\$ 52,637	\$ 53,895	\$ 55,183	\$ 56,505		\$ 57,330	\$ 58,156
5	6	\$ 51,986	\$ 53,228	\$ 54,500	\$ 55,805	\$ 57,141	\$ 58,512		\$ 59,337	\$ 60,163
6	7	\$ 53,826	\$ 55,114	\$ 56,433	\$ 57,785	\$ 59,172	\$ 60,593		\$ 61,418	\$ 62,244
7	8	\$ 55,734	\$ 57,069	\$ 58,437	\$ 59,840	\$ 61,278	\$ 62,751		\$ 63,576	\$ 64,402
8	9	\$ 57,712	\$ 59,096	\$ 60,515	\$ 61,971	\$ 63,461	\$ 64,990		\$ 65,815	\$ 66,641
9	10	\$ 59,764	\$ 61,200	\$ 62,671	\$ 64,179	\$ 65,726	\$ 67,311		\$ 68,136	\$ 68,962
10,11	11	\$ 61,891	\$ 63,380	\$ 64,907	\$ 66,471	\$ 68,074	\$ 69,719		\$ 70,544	\$ 71,370
12	12	\$ 64,098	\$ 65,642	\$ 67,224	\$ 68,847	\$ 70,510	\$ 72,214		\$ 73,039	\$ 73,865
13	13	\$ 66,386	\$ 67,987	\$ 69,629	\$ 71,312	\$ 73,036	\$ 74,804		\$ 75,629	\$ 76,455
14	14	\$ 68,759	\$ 70,419	\$ 72,122	\$ 73,867	\$ 75,655	\$ 77,488		\$ 78,313	\$ 79,139
15	15	\$ 71,219	\$ 72,942	\$ 74,707	\$ 76,517	\$ 78,371	\$ 80,273		\$ 81,098	\$ 81,924
16	16	\$ 73,772	\$ 75,557	\$ 77,388	\$ 79,264	\$ 81,189	\$ 83,160		\$ 83,985	\$ 84,811
17+	17	\$ 76,418	\$ 78,270	\$ 80,169	\$ 82,115	\$ 84,109	\$ 86,154		\$ 86,979	\$ 87,805

2025-2026

3.25% 17 Steps

								STIPENDS:	CAGS	DOC
									\$ 825	\$ 1,651
EXP.	Step	BA	BA+15	BA+30	MA	MA+15	MA+30		CAGS	DOC
0	1	\$ 45,150	\$ 46,219	\$ 47,314	\$ 48,437	\$ 49,588	\$ 50,767		\$ 51,592	\$ 52,418
1	2	\$ 46,734	\$ 47,842	\$ 48,978	\$ 50,142	\$ 51,335	\$ 52,559		\$ 53,384	\$ 54,210
2	3	\$ 48,375	\$ 49,525	\$ 50,703	\$ 51,910	\$ 53,148	\$ 54,416		\$ 55,241	\$ 56,067
3	4	\$ 50,078	\$ 51,270	\$ 52,491	\$ 53,744	\$ 55,027	\$ 56,343		\$ 57,168	\$ 57,994
4	5	\$ 51,845	\$ 53,080	\$ 54,348	\$ 55,646	\$ 56,977	\$ 58,341		\$ 59,166	\$ 59,992
5	6	\$ 53,676	\$ 54,958	\$ 56,271	\$ 57,619	\$ 58,998	\$ 60,413		\$ 61,238	\$ 62,064
6	7	\$ 55,576	\$ 56,905	\$ 58,267	\$ 59,663	\$ 61,095	\$ 62,562		\$ 63,387	\$ 64,213
7	8	\$ 57,545	\$ 58,924	\$ 60,336	\$ 61,784	\$ 63,270	\$ 64,790		\$ 65,615	\$ 66,441
8	9	\$ 59,587	\$ 61,017	\$ 62,482	\$ 63,985	\$ 65,524	\$ 67,102		\$ 67,927	\$ 68,753
9	10	\$ 61,706	\$ 63,189	\$ 64,708	\$ 66,265	\$ 67,862	\$ 69,499		\$ 70,324	\$ 71,150
10	11	\$ 63,902	\$ 65,440	\$ 67,016	\$ 68,631	\$ 70,286	\$ 71,984		\$ 72,809	\$ 73,635
11,12	12	\$ 66,181	\$ 67,775	\$ 69,409	\$ 71,085	\$ 72,802	\$ 74,561		\$ 75,386	\$ 76,212
13	13	\$ 68,543	\$ 70,197	\$ 71,892	\$ 73,629	\$ 75,409	\$ 77,235		\$ 78,060	\$ 78,886
14	14	\$ 70,994	\$ 72,708	\$ 74,466	\$ 76,268	\$ 78,114	\$ 80,007		\$ 80,832	\$ 81,658
15	15	\$ 73,534	\$ 75,312	\$ 77,135	\$ 79,003	\$ 80,918	\$ 82,881		\$ 83,706	\$ 84,532
16	16	\$ 76,169	\$ 78,013	\$ 79,903	\$ 81,841	\$ 83,827	\$ 85,863		\$ 86,688	\$ 87,514
17+	17	\$ 78,902	\$ 80,814	\$ 82,775	\$ 84,784	\$ 86,843	\$ 88,954		\$ 89,779	\$ 90,605

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Job Title: Title I School Coordinator
 Department: Dover School District, SAU #11
 Reports To: CIA Co-Directors, Building Principal, or their Designee
 Prepared Date:

Summary: The Title I School Coordinator is responsible for overseeing the implementation and coordination of Title I programs in a school. The coordinator works closely with district leaders, administrators, teachers, families, and community members to ensure that Title I programs are aligned with school and district goals and meet the needs of all students. The position requires a set of specific skills and dispositions.

Essential Duties and Responsibilities:

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

- Develop and implement Title I school plan in collaboration with school and district leadership including attending regular Title 1 stakeholder meetings
- Communicate Title I budget needs with school and district leadership and maintain accurate inventories of curriculum materials.
- Monitor the implementation of the Title I program in the building including organizing student and tutor scheduling, determining criteria for entering and exiting the Title 1 program, maintaining eligibility rosters, and ensuring compliance with all state and federal regulations.
- Benchmark and progress monitor Title 1 students, analyze student data to identify areas of need and make data-driven decisions to improve student achievement, report out on results to stakeholders including classroom teachers, administrators, district leadership, and families.
- Create, update, send out, and collect permission paperwork.
- Lead and work with Title I staff to design and implement evidence-based instructional strategies and interventions that support the needs of Title I students.
- Provide professional development opportunities including planning and facilitating staff meetings for Title I staff to build their capacity to support Title I students.
- Communicate regularly with families and community members to keep them informed about Title I programs and to solicit their input and feedback. This includes monthly family newsletters and trimester progress reports. Request assistance in accessing translation services as needed.
- Collaborate with community partners to leverage additional resources and support for Title I programs.
- Maintain records and other documentation as required by state and federal regulations including lesson plans, student attendance records, schedules, eligibility rosters, meeting notes, professional development records, family communications, family engagement documents etc.
- Plan regular family engagement events such as: Title I informational nights, educational family engagement events, family meetings, and collaborating with the Family Engagement Coordinator as appropriate.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

- Participate in committee work, meetings, and professional development to advance the work of Title I programming to support student need.
- Provide support, guidance, instructional strategies, and leadership to teachers and administrators regarding the Title I program and its students.
- Provide direct intervention services to students in reading and math, including one-on-one and small group instruction.
- Other duties as assigned by the building principal in accordance with the DTU contract.

Supervisory Responsibilities: None

Competencies:

- Strong understanding of federal and state regulations related to Title I programming and grant requirements.
- Comprehensive knowledge of effective reading and math instructional strategies and evidence-based interventions for supporting Title I students.
- Experience providing intervention services in reading and math
- Expertise in analyzing and using student data to inform decision-making and identifying areas for improvement.
- Demonstrated ability to inspire and motivate team members towards a shared vision for student growth, and to provide direction, feedback, and support to help them reach their full potential and achieve common goals for student outcomes.
- Excellent communication and interpersonal skills to work effectively with a wide range of stakeholders, including students, families, community members, teachers, administrators, and district leaders.
- Strong organizational and project management skills to manage multiple priorities and meet deadlines.
- Proficient in the use of technology to support program implementation and communication with stakeholders. Preferable experience with Infinite Campus, Google Suite, and Microsoft Suite software.

Qualifications:

- A deep commitment to improving student learning and closing the achievement gap.
- A collaborative and team-oriented approach to working with others.
- Strong interpersonal skills and the ability to build relationships based on trust, respect, and empathy.
- A growth mindset and willingness to try innovative approaches to program implementation and support for Title I students.
- A passion for working with diverse student populations and a commitment to equity and inclusion.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The School Board reserves the right to select personnel found to be qualified in their judgment but not meeting all criteria listed.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Education and/or Experience:

This position requires a minimum of a bachelor's degree (B.A. or B.S.) from a four-year college or university; a master's degree is preferred. The preferred candidate would have experience teaching both language arts and math or prior Title I experience. Must be familiar with requirements for a Title I whole school and targeted school. Familiarity with STAR, Aims Web+, and NHSAS, preferred.

Technology Skills:

To perform this job successfully, an individual should have experience in the following.

- Microsoft Office Suite: Word, Excel, PowerPoint, and Outlook
- Google Workspace: Gmail, Google Drive, Google Docs, Google Slides, Google Sheets

Certificates, Licenses, Registrations:

Experienced Educator License with one of the following endorsements: 1811 (K-8), 0037 (Reading & Writing Specialist, K-12), 0500 (English Education, 5-12), 1102 (Mathematics, Middle Level)

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds.

Work Environment:

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



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STAFFING POSITIONS RECOMMENDED FOR FY24

POSITION	COST
24 - Elementary Team Leaders Stipends	\$39,373
1 FTE - DMS Instructional Coach	\$95,175
1 FTE - DHS Social Studies Teacher	\$97,175
1 FTE - DHS Library Aide	\$33,012
1 FTE - CTC Building Trades Teacher to Full Time	\$68,709
1 FTE - CTC Sports Medicine Teacher to Full Time	\$60,816
1 FTE - School Psychologist	\$100,666
1 FTE - Floating ESOL Paraeducator	\$36,500
1 FTE - MSW-LCMCH - Elementary	\$98,899
1 FTE - MSW-LCMCH - DMS	\$98,899
1 FTE - MSW-LCMCH - DHS	\$98,899
1 FTE - DHS Special Education Academic Coordinator	\$3,988
1 FTE - DMS Special Education Teacher	\$97,175
1 FTE - DHS Special Education Teacher	\$97,175
60% - Family Services Facilitator	\$80,568
TOTAL	\$1,107,029

The following is a recap of rationale for the new positions:

Elementary Team Leader Stipends - These positions will bridge the gap of the school improvement plan – helping to ensure that decisions on teams align with the district and school’s mission, vision, and strategic plan. With staffs of approximately 70, team leaders will be teacher leaders in our buildings assisting to improve our teaching and learning.

DMS Instructional Coach - Coaches have provided the best and most timely instructional professional development. Coaches immerse themselves in classrooms. They have been able to predict and get ahead of issues as well as introduce new and supportive materials.

DHS Social Studies Teacher - DHS struggles to schedule students with teachers returning to teaching five classes (addition of a duty - primarily study halls which has made a positive school climate impact) and an increase in need for a variety of credit recovery options due to increased failure rates during the pandemic. Academic and social-emotional learning loss associated with students not having in-person experiences in middle school has also impacted academic achievement. This would begin the restoration of positions cut in the past. When enrollment dipped to 1,313, current staffing levels allowed positions to be cut. With enrollment consistently at the 1,520 range and the increased offering of unified classes, we have students who do not have full course loads and others taking classes that are of no interest to them or not necessarily the proper academic and/or social fit. Class caps have been raised and classes

have opened to underclassmen that were exclusively for upperclassmen, placing freshmen with juniors and seniors.

DHS Library Aide - From our NEASC Report, “establish and apply staffing guidelines in the library/media center to ensure library/media services are integrated into the curriculum and instructional practices have an adequate number of personnel who are actively engaged in the implementation of the school’s curriculum.” Without a library aide, the library cannot be staffed before and after school and the librarian spends an inordinate amount of time doing clerical work. This is the fourth year this request has been made.

CTC Building Trades from Part-time to Full-time - The Dover Regional Career and Technical Center has a talented and skilled team of educators. Due to high skill/high wage industry demands there is a renewed interest in CTE programs across the state. Additionally, DHS has a need for more introductory courses and electives. To help meet these growing demands we are requesting that Building Trades be brought from a part-time to full-time position.

For the 22-23 school year, there were over 70 students wait-listed for CTC programming - each year the number of students placed on a wait list continues to grow. As we are all aware there is a teacher shortage; we have a talented teacher available to meet student needs and move to full-time. We ask that this plan be put into place to better serve the needs of our students and school community.

CTC Sports Medicine Teacher from Part-time to Full-time - The Dover Regional Career and Technical Center has a talented and skilled team of educators. Due to high skill/high wage industry demands there is a renewed interest in CTE programs across the state. Additionally, DHS has a need for more introductory courses and electives. To help meet these growing demands we are requesting Sports Medicine be brought from a part-time to full-time position.

For the 22-23 school year, there were over 70 students wait-listed for CTC programming - each year the number of students placed on a wait list continues to grow. As we are all aware there is a teacher shortage; we have a talented teacher available to meet student needs and move to full-time. We ask that this plan be put into place to better serve the needs of our students and school community.

School Psychologist - The Every Student Succeeds Act (ESSA) specifically names school psychologists by title as qualified mental health professionals who provide mental health services to children and adolescents.

- Relevant training & supports provided to students
- Academic/learning interventions
- Mental health interventions
- Behavioral interventions
- MTSS & special education services
- Assessment, progress monitoring, & data analysis
- Instructional support
- Crisis preparedness, response, recovery
- Research, program evaluation, & school law

Higher ratios result in time allocation to compliance-based activities (i.e., IDEA evaluations) and reduce student access to academic, social-behavioral, and mental health services. School psychologists employed

by the district are best positioned to provide cost-effective services aligned with MTSS, which potentially reduces the need for more costly services, such as contracting with external agencies.

Floating ESOL Paraeducator – The original request was for a floating ESOL Teacher. To reduce cost and stay within the \$1.1 million, the position was changed to a paraeducator. As indicated at the December 19 FY24 Board Budget Workshop the paraeducator can provide the assistance needed but cannot do the planning of lessons. The following is the original rationale:

This request is to meet the needs of English Language Learners within the Dover School District.

While some ELL students are on “monitor” status, many are considered “newcomers”, and not only have limited English, but also limited educational backgrounds.

An additional Teacher would provide more support for students in core academic classes, specifically at DHS. Classroom teachers are doing the best they can to support, but with such depth of content to learn, our English Language Learners are not being the support that our students not only deserve, but that we are required to provide.

3 FTE - MSW-LCMCH – 1 FTE Elementary – 1 FTE Middle School - 1 FTE High School - Currently the district has 147 students who require long term counseling scheduled at regular intervals via their Individualized Education Plans (IEP). Long term and mental health counseling are outside of the scope of practice for school counselors.

Currently our school counselors also manage Section 504 plans.

An MSW/LCMHC at each level (Elem/MS/HS) would facilitate the provision of IEP driven services with fidelity to intensity and duration while also ensuring school counselors are available to provide short term support or school related counseling as needed.

1 FTE - DHS Special Education Academic Coordinator – All Dover High School Departments have Academic Coordinators. The Special Education Department does not. The following was identified:

- Manage absences of special education staff, including paras; allocate substitutes, ask department staff to cover classes if needed, put signs on doors for classes that need to be relocated, cover a class if needed
- Collaboration between department staff members; scheduling, assistance with curriculum, writing and implementation of IEPs (goal writing, data collection), evaluation and report writing
- Support special educators in developing well-structured lessons/units
- Encourage and support integration of technology for students and staff within the department
- Liaison between department and building administrators
- Liaison between department and Dean of Student Services
- Collaboration with other building departments/ACs
- Assist with acclimating and supporting new department staff, including paras
- If appropriate, communication with parents

2.0 FTE Special Education Teachers – 1 FTE Dover Middle School - 1 FTE Dover High School – Original request was 2 FTE for Dover Middle School and 2 FTE for Dover High School. The request was reduced to

1 FTE for Dover Middle School and 1 FTE for Dover High School. This was to stay within the \$1.1 million. The following is the original rationale.

Currently, DMS Special Educators have an average caseload of 20 students each. At the three elementary schools, the average caseloads are GES – 17, FGH – 15, and WPS – 19. With two additional special educator/case managers at DMS for the 23-24 school year, it is anticipated the average caseload would be 19 students. This would bring the caseload size more in line with the rest of the buildings.

Caseloads closer to 15 (which is considered best practice) would facilitate the provision of IEP services with fidelity, allowing for small instructional groups and more 1:1 support as needed.

60% - Family Services Facilitator - Request to move this position from IDEA funding to Local funding. The FY24 grant allocation will no longer support all positions budgeted in IDEA in FY23 due to increases in costs for salaries and associated benefits.