



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #11
Meeting Location:	Media Ctr. (Rm. 306) McConnell Center
Meeting Date:	Monday, November 13, 2017
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. Regular Meeting #10, October 2, 2017
 - 2. Discipline Hearing #1, October 16, 2017
- G. CONSENT AGENDA**
 - 1. Correspondence:**
 - a. Teacher Perceptions of Audio Feedback on Student Achievement and Self-Regulation
 - 2. Resignations/Retirements:**
 - a. Pamela Alexander-DMS Computer Skills Teacher
 - b. Pamela Hamilton-DMS Grade 5 Teacher
 - 3. Leaves of Absence:** none
 - 4. Nominations:** Teacher
 - 5. Extended Travel (Student Trips):**
 - a. DHS Art Club-Trip to Mass MoCA in North Adams, Mass April 13-April 15
 - 6. Donations:** November 13 Donation
- H. STUDENT REPRESENTATIVE REPORT:**
- I. POLICY – CHANGES – PROPOSALS:**
 - a. DKA – Payroll Procedure
 - b. JICD – Student Discipline and Due Process
 - c. EBCA – Emergency Plans
 - d. JLF – Reporting Child Abuse or Neglect
 - e. BEDB – Agenda Preparation and Dissemination
 - f. EC – Building and Grounds Management
 - g. IKB – Homework
- J. POLICY ADOPTION:**
 - a. LAA – Relationship with Education Research Agencies
 - b. ILD – Non-Educational Surveys & Questionnaires
 - c. ILBAA – High School Graduation Competencies
 - d. DJA - Written Code of Conduct



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- e. GCBD – Rules and Regulations in the Application of Administrators Personnel Policies & Salary Schedule
- f. GBCD – Background Investigation and Criminal Records
- g. IGEA – Parental Objections to Specific Course Materials

K. RESOLUTIONS:

- a. LED Lighting

L. OLD BUSINESS:

- a. Strategic Plan
- b. 2018-2019 School Calendar

M. NEW BUSINESS:

- a. Student Testing Assessment
- b. LED Lighting Upgrade Approval
- c. Cooperative Football Introduction
- d. Award Bid-Cafeteria Tables
- e. Award Bid-Building Maintenance Roof
- f. 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.

Checklist for Education Survey/Research Approval (Per Policy LAA)

Organization/Person Requesting Permission: Northcentral University/ Margo Martin,
M.Martin2394@email.ncu.edu (Phone- 603-674-2744)

Name of Survey/Research: Teacher Perceptions of Audio Feedback on Student Achievement and Self-Regulation

Advisor: Richard Dinneen, rdinneen@ncu.edu (Phone- 623-640-4238).

Department: Education Department

Time Frame of Survey/Research: 15-60 days

Brief Description of Survey/Study: Research of audio feedback with teachers in a traditional educational setting is an understudied area. The intention of this study to add to the body of knowledge of embedded audio comments as an alternative feedback model to assist students in learning how to learn and greater academic achievement from the perspective of high school teachers in a traditional learning environment. High school teachers will be recruited to participate. Teachers will first be recruited from the science department, followed by the language arts department, and lastly the social studies department until 12-15 participants have been identified. Recruitment will occur through an email sent to their school email address. Teachers interested in participating will be sent an informed consent outlining the study and research activities and assuring confidentiality. Participation is voluntary and withdrawal from the study or refusal to answer interview or focus group questions is allowed.

Participants in this study will be asked to:

1. Select a written class assignment for one course that they will give formative audio feedback using the online tool Kaizena.
2. Grade the students given audio feedback using the grading criteria (pre-established rubric, checklist, etc) that will be used for the summative assessment. Do not give this grade to students, it will serve as a reference later only.
3. Allow students to use feedback to make changes before collecting the final assessment.
4. Grade all assessments using the grading criteria.
5. Compare the formative and summative grades of students to determine if there was a change and note if suggested areas of improvement were addressed.
6. Participate in a brief (25- 30 minutes) recorded individual interview with the researcher.

7. Participate in a recorded focus group with other teachers participating in the study (45- 60 minutes).

All interviews and the focus group will be audio recorded, with participant permission, and transcribed for thematic analysis. Transcripts will be sent to participants to be checked for accuracy, interpretations, and conclusions related to their interview.

Who will be involved in the Survey? 12-15 teachers at Dover High School

Does the research have IRB approval? Northcentral University policy requires site permission prior to IRB approval. This is a request for site approval and IRB approval is pending. No contact with Dover teachers regarding the study will occur until IRB approval is granted.

How will Students be Involved? Students will not be directly involved or contacted by the researcher. One class of students per teacher will be provided audio feedback using the online tool Kaizena as a means of providing teacher comments on a written formative assessment per teacher. Students will use the comments when completing their summative assessment prior to receiving a grade. Teachers will use student work before and after the feedback to form a perception of how audio feedback supports student achievement and ability to self-regulate. No information that would identify student identity will be requested or used. The research will not have access to student work or teacher feedback.

How exactly will the School be involved? Teacher from Dover High School will be invite to participate in the study. School email will be used to send recruitment, informed consent and member check emails and coordinate with participants. Individual interviews and a focus group would occur in a private location on the school premises. Teachers will also be able to opt to conduct interviews over the phone or online using Skype if that is more convenient.

Protocol: Interview sessions will be scheduled either online, on the phone, or in person at the time best suitable for the participant. Any on-site meetings will take place privately in the teacher's room that no one has access to during the interview to ensure confidentiality of the participant. All phone and Skype sessions will be conducted in a private office setting on the part of the researcher. There is an interview protocol that includes a greeting and introduction, and brief description of the project and a review of the informed consent with emphasis that participation in the interview is voluntary and they may opt to not answer questions or discontinue participation at any time without explanation or penalty and that Dover School District and participants will remain anonymous. The interview includes eight questions:

1. Describe how you provided feedback on student work before participating in this study. How is using audio feedback similar or different?
2. Describe the assignment you used and how you used Kaizena as an audio feedback tool.
3. What is your opinion about providing audio feedback on student formative assessments?

4. How did students react to receiving audio feedback?
5. Describe a specific example of your use of audio feedback and its impact on one (or more) of your students.
6. Based on comparing student grades on the formative assessment and the final assignment, what is your opinion about how providing audio feedback impacted student success?
7. Based on your observations, did students use your comments on the formative assessment to evaluate and organize their learning? Describe an example (or examples).
8. Do you intend to continue providing audio feedback to student work with Kaizena? Explain why or why not.

The interview will conclude with closing remarks and participant invitation to review the transcript to discuss the accuracy, interpretations, and conclusions related to their interview.

The focus group will be held in the school library conference room after school hours to ensure confidentiality. All participants will be extended an offer to participate in the focus group. Focus group participation is voluntary and decision to not participate will not lead to dismissal from the study or result in penalty. The focus group protocol that includes a greeting and introduction, and brief description of the project and a review of the informed consent with emphasis that participation in the interview is voluntary and they may opt to not answer questions or discontinue participation at any time without explanation or penalty and that Dover School District and participants will remain anonymous. Additionally a request that all participants and comments made during the focus group remain confidential. The focus group includes nine questions:

1. How do you typically provide feedback to student work?
2. Had you ever used audio feedback in the past?
3. If yes, how frequently, in what context and with what tool?
4. How did your students respond to receiving audio feedback?
5. Do you feel that audio feedback is an effective model for teacher communication to improve student performance? If yes, why? If no, why not?
6. What were some benefits and drawbacks of audio feedback and the Kaizena program?
7. How did student work differ between the formative assessment and the summative assessment?
8. Self-regulation is when an individual sets a goal, creates a plan and organize action to improve their learning; based on your experience, how did students use audio feedback for self-regulation?
9. Would you consider using audio feedback in the future?

The focus group will conclude with closing remarks and participant invitation to review the transcript to discuss the accuracy, interpretations, and conclusions related to their comments.

Objectives of the Survey/Research: Research suggests that providing effective feedback that promotes student achievement and ability to become self-regulating autonomous students is an aspect of the assessment cycle that educators are the worst at delivering. A consequence of this is that students fail to engage and utilize the feedback they are provided. For students to improve in their knowledge generation skills they must understand and engage with educator interventions. Studies on audio

feedback indicate that students find it to be more detailed and personal, tone and inflection allow for greater understanding of teacher comments and it is more useful; suggesting that it may be a viable option for face-to-face teachers in a K-12 educational setting. The purpose of this study is to investigate teacher perception of digitally recorded audio feedback on a formative assignment as compared to text-based feedback on student ability to self-regulate learning in face-to-face courses at a New Hampshire high school.

Additionally, research on audio feedback has primarily investigated the effectiveness of audio feedback in online learning environments from the student perspective with few studies conducted at the secondary level or from the teacher's perspective making outcomes of this study valuable in the area of high school education in a face-to-face setting.

How will Survey/Research contribute to the improvement of education or general welfare of children?

Kaizena is an add on to Goggle Docs. Teachers may give embedded audio feedback within a Goggle Document and/or use track changes for all comments. The shared nature of Google Docs allows students to gain access to teacher feedback in a timely manner and ask questions to those comments within the document. There are several potential educational benefits to participating in the study: participation in this study may help educators find a positive alternative for giving feedback to students that increases student learning and engagement and more effectively promotes student-teacher collaboration. Audio feedback may serve as an effective medium to increase student awareness of how they learn and developing successful writing skills. Also, audio feedback using Kaizena may be a benefit for student-student collaboration and peer feedback as all comments are recorded and may be shared within a group and with the teacher.



DOVER HIGH SCHOOL
AND
REGIONAL CAREER TECHNICAL CENTER



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November 6, 2017

Dear Dover School Board Members,

This letter is being written in support of a research request by Margo Martin, a Dover High School Teacher currently on a one-year leave of absence to complete her doctoral program. She is asking to work with 12-15 teachers to gather data for her study which is entitled *Teacher Perceptions of Audio Feedback on Student Achievement and Self-Regulation* which has been vetted by the Institutional Review Board of Northcentral University.

The study will ask teachers to give feedback to students using Kaizena, a Google affiliated online digital audio tool. Students will use the feedback provided on a formative assessment to improve their final product. After the process with students is completed, teachers will be individually interviewed and take part in a focus group.

Thank you for your consideration.

Sincerely,

Peter Driscoll
Dover High School Principal

November 3, 2017

Dr. William Harbron
61 Locust St., Suite 409
Dover, NH 03820

Dear Dr. Harbron:

I am writing to request permission to conduct a research study at Dover High School. I am a Biology teacher with ten-year employed by the Dover School District. During the 2017-2018 school year, I am on an academic sabbatical. I am currently enrolled in the Doctor of Education program at Northcentral University, an accredited institution of higher education, and I am in the process of writing my Doctoral Dissertation. The study is entitled *Teacher Perceptions of Audio Feedback on Student Achievement and Self-Regulation*.

I hope that the school administration will allow me to recruit 12-15 teachers from the school to anonymously complete individual interviews and a focus group based in teacher perception of audio feedback on student achievement and self-regulation. Interested teachers, who volunteer to participate, will be given a consent form and returned to me at the beginning of the research process. Enclosed are a copy of the interview and focus group questions and the informed consent.

If approval is granted, participants will provide audio feedback for a formative assessment using Kaizena, an online digital audio feedback tool affiliated with Google, with one class and one class assignment. Students will be given time to use the teachers' comments when completing their final product. Following the completion of the assignment, teachers will participate in an individual interview in a quiet setting on the school site and a focus group in the school library after school on an agreed upon date. The interview and focus group transcripts will be thematically analyzed for the dissertation project and the school and participants will remain confidential and anonymous. No costs will be incurred by Dover High School or the individual teachers.

Your approval to conduct this study will be greatly appreciated. I will follow up with a telephone call next week and would be happy to answer any questions or concerns that you may have at that time. You may contact me at my email address: M.Martin2394@email.ncu.edu or Dr. Richard Dinneen, my dissertation chair. He works at Northcentral University and is supervising me on the research. You can contact him at: rdinneen@ncu.edu.

If you agree, kindly submit a signed letter of permission on your institution's letterhead acknowledging your consent and permission for me to conduct this study at Dover High School. Alternately, please copy the enclosed letter of permission on school letterhead and return it in the enclosed self-addressed envelope.

Sincerely,


Margo Martin

Recruitment Letter

My name is Margo Martin. I am conducting a research study on teachers' perceptions of audio feedback on student achievement and self-regulation. I am completing the study as part of my doctoral dissertation. I invite you to participate.

All you will have to do to join in the study is use Kaizena to provide audio feedback to one class of students on any written formative assessment that will allow students to use your comments on completing the final draft followed by one face-to-face or telephone interview. Following the interview all participants are invited to participate in a focus group. I will record the interview and focus group and then transcribe them. Total participation time will vary depending on the assignment given and amount and type of feedback provided to students.

You can take part in this study if:

- You are a full-time teacher employed at Dover High School.
- You complete the assignment within 14 days of signing the informed consent

I hope to interview 12-15 participants for this study.

There are minimal risks to this study. You can choose not to answer any question that makes you uncomfortable or not complete the focus group, or you may leave the study any time you want to.

There will be no direct benefits to you if you choose to participate. However, the results may help educators find a positive alternative for giving feedback to students and promoting student-teacher collaboration.

You may choose a false name to protect your identity or I will choose one for you. The information you give me will be kept private.

If you would like to join my study, please contact me at M.Martin2394@email.ncu.edu 603-674-2744). If you have any questions, please contact me, or my dissertation chair, Dr. Richard Dinneen, Northcentral University at rdinneen@ncu.edu .

Thank you very much!

Margo Martin

Informed Consent

Introduction:

My name is Margo Martin. I am a doctoral student at Northcentral University. I am conducting a research study on teachers' perceptions of audio feedback on student achievement and ability to use teacher comments on improving an assessment and/or future assignments. I am completing this research as part of my doctoral degree. I invite you to participate.

Activities:

If you participate in this research, you will be asked to:

1. Select a written class assignment that you will give formative feedback using the online tool Kaizena.
2. Grade the students given audio feedback using the grading criteria (pre-established rubric, checklist, etc) that will be used for the summative assessment. Do not give this grade to students, it will serve as a reference later only.
3. Allow students to use feedback to make changes before collecting the final assessment.
4. Grade all assessments using the grading criteria.
5. Compare the formative and summative grades of students to determine if there was a change and note if suggested areas of improvement were addressed.
6. Participate in a brief (25- 30 minutes) recorded individual interview with the researcher.
7. Participate in a recorded focus group with other teachers participating in the study (45- 60 minutes).

Eligibility:

You are eligible to participate in this research if you:

1. Are a full-time teacher with Dover High School
2. Are willing to provide audio feedback on a written assignment using Kaizena.
3. Allow students to use teacher comments on the written final assessment before assigning a grade.
4. Are willing to collect student work using Google Docs.
5. Can complete the assignment, feedback and grading within 14 days of signing the informed consent.

You are not eligible to participate in this research if you:

1. Are a part-time teacher.
2. Will not allow students with the opportunity to use formative audio feedback when completing the final graded assessment.
3. Will not be using Google Docs for the assignment.
4. Cannot complete the assignment, feedback and grading within 14 days of signing the informed consent.

I hope to include 12-15 people in this research.

Risks:

There are minimal risks in this study. Some possible risks include: loss of time due to participation, potential frustration while learning and using Kaizena as it is new technology for many individuals.

To decrease the impact of these risks, you can: skip any question, stop participation at any time, and participate in a one-on-one training with the researcher or observe a Youtube training on how to use Kaizena.

Benefits:

If you decide to participate, as an educator, you may find a positive alternative for giving feedback to students and promoting student-teacher collaboration.

The potential benefits to others are: audio feedback using Kaizena may be a benefit for student-student collaboration and peer feedback as all comments are recorded and may be shared within a group and with the teacher.

Confidentiality:

The information you provide will be kept confidential to the extent allowable by law. Some steps I will take to keep your identity confidential are: I will use a number to identify you rather than use your name and will keep your name separate from your answers.

The people who will have access to your information are: myself and my dissertation chair.

The Institutional Review Board may also review my research and view your information.

I will secure your information with these steps: site of the research will not be disclosed, digital files will be placed on a flash drive and locked in a filing cabinet and printed transcripts and consent forms will be locked in a filing cabinet. Signed consent forms and individual transcripts will be attached to each other.

I will keep your data for 7 years. Then, I will delete electronic data and destroy paper data.

Contact Information:

If you have questions for me, you can contact me at: M.Martin2394@email.ncu.edu (Phone-603-674-2744).

My dissertation chair's name is Richard Dinneen, EdD. He works at Northcentral University and is supervising me on the research. You can contact him at: rdinneen@ncu.edu (Phone-623-640-4238).

If you have questions about your rights in the research, or if a problem has occurred, or if you are injured during your participation, please contact the Institutional Review Board at: irb@ncu.edu or 1-888-327-2877 ext 8014.

Voluntary Participation:

Your participation is voluntary. If you decide not to participate, or if you stop participation after you start, there will be no penalty to you. You will not lose any benefit to which you are otherwise entitled.

Audiotaping:

I would like to use a voice recorder to record your responses. You can still participate if you do not wish to be recorded.

Please sign here if I can record you: _____

Signature:

A signature indicates your understanding of this consent form. You will be given a copy of the form for your information.

Participant Signature

Printed Name

Date

Margo Martin

Researcher Signature

Printed Name

Date

Interview Guides/Protocol

1. Opening remarks: greeting, introduction, and opening comments
2. Brief description of the research study
3. Verbal consent to be interviewed (written consent will be previously obtained)
4. Interview questions:
 - a. Describe how you provided feedback on student work before participating in this study. How is using audio feedback similar or different?
 - b. Describe the assignment you used and how you used Kaizena as an audio feedback tool.
 - c. What is your opinion about providing audio feedback on student formative assessments?
 - d. How did students react to receiving audio feedback?
 - e. Describe a specific example of your use of audio feedback and its impact on one (or more) of your students.
 - f. Based on comparing student grades on the formative assessment and the final assignment, what is your opinion about how providing audio feedback impacted student success?
 - g. Based on your observations, did students use your comments on the formative assessment to evaluate and organize their learning? Describe an example (or examples).
 - h. Do you intend to continue providing audio feedback to student work with Kaizena? Explain why or why not.
5. Thanks, and concluding comments
6. Invitation for member check

Focus Group Guides/Protocol

1. Opening remarks: greeting, introduction, and opening comments
2. Brief description of the research study
3. Verbal consent to be interviewed (written consent will be previously obtained)
4. Interview questions:
 - a. How do you typically provide feedback to student work?
 - b. Had you ever used audio feedback in the past?
 - c. If yes, how frequently, in what context and with what tool?
 - d. How did your students respond to receiving audio feedback?
 - e. Do you feel that audio feedback is an effective model for teacher communication to improve student performance? If yes, why? If no, why not?
 - f. What were some benefits and drawbacks of audio feedback and the Kaizena program?
 - g. How did student work differ between the formative assessment and the summative assessment?
 - h. Self-regulation is when an individual sets a goal, creates a plan and organize action to improve their learning; based on your experience, how did students use audio feedback for self-regulation?
 - i. Would you consider using audio feedback in the future?
5. Thanks, and concluding comments
6. Invitation for member check

October 26, 2017

Dear Superintendent Harbron and Principal Lyndes:

This letter comes to you as notification that this will be my last year teaching in Dover. It has been a good run, and I will always be grateful to Dover for providing me with a wonderful career.

Thank you,

A handwritten signature in cursive script that reads "Pamela J. Alexander". The signature is written in dark ink and is positioned below the "Thank you," text.

Pamela J. Alexander

DMS Computer Skills

57 Toftree Lane
Dover, NH 03820
October 27, 2017

Dr. William Harbron
Dover School District
61 Locust Street
Dover, NH 03820

Dear Superintendent Harbron,

This letter is to inform you that I have chosen to retire from my position as a classroom teacher at Dover Middle School as of June 30, 2018.

I appreciate my many wonderful years as a parent and as a teacher at both Dover Middle School and Garrison Elementary School. My students have given me great pleasure over the years, and all the principals I have worked with have always been very supportive. I wish you, and the Dover School Department growth and success in the future.

Yours respectfully,

A handwritten signature in cursive script that reads "Pamela Hamilton". The ink is dark and the signature is fluid, with the first name "Pamela" being more prominent than the last name "Hamilton".

Pamela Hamilton

Cc: Kim Lyndes

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

TO: **DOVER SCHOOL BOARD**

DATE: November 13, 2017

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 2017-2018 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Morrison, Jennifer	Floating Nurse	District-Wide	New Position	\$38,351.71, prorated on the basis of \$53,058.00	BA, Step 14



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



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LOUISE PARADIS
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EMILY SHERMAN
Dean of Instruction
e.sherman@dover.k12.nh.us

KIM STEPHENS
Dean of Students
k.stephens@dover.k12.nh.us

THOMAS WALDRON
Dean of Students
t.waldron@dover.k12.nh.us

October 25, 2017

Dear Dover School Board Members,

This letter is being written in support of the Art Club's Annual Trip to MASS MoCA in North Adams, Massachusetts from April 13, 2018 through April 15, 2018. This trip will expose students to the largest center for contemporary art in the country as well as provide the opportunity for the group to share team building and leadership experiences.

Thank you for your support of this trip.

Sincerely,

Peter Driscoll
Dover High School Principal

25 Alumni Drive
Dover, NH 03820
10/19/2017

Dear Dr. Harbron and School Board Members:

I am writing this letter to obtain approval for a student trip to MASS MoCA (Massachusetts Museum of Contemporary Art) in North Adams, MA. Since I have been working at Dover High School, I have led ten safe, successful trips to Europe, two weekends in New York City and seven camping trips. I go back and forth from Europe to camping to insure that all of my art club members have an opportunity to travel with the group. I have enjoyed these unique opportunities to bond with my students and to expose them to the world beyond Dover, NH.

For me, the educational value of these experiences is obvious. I spend 180 days every year trying to expose my students to as much of the world of art as I can. I use art history and current artists' work to help guide them in their journey to express themselves. I like to think that they hang on my every word, but realize that when they hear them in a location other than school, the impact is much greater. I show them examples of professional artwork all the time, but a picture on a screen is just not the same as seeing the work in person.

The trip I am considering for April 2018 will focus mainly on a visit to MASS MoCA (Massachusetts Museum of Contemporary Art), with a short stop at Circle Museum. MASS MoCA is the largest center for Contemporary Art in the United States. It is housed on a 13-acre campus of renovated 19th century factory buildings in North Adams, MA. By combining the versatility and sheer size of its spaces with the new media technologies, MASS MoCA is able to present works that can't be seen anywhere else in the world. One of its most unique resources is a gallery space as big as a football field. Artists come from all over the world to exhibit installation art in this space. This type of exhibit is something my students won't experience anywhere else.

I am proposing that we leave on Friday, April 13, 2018, at 12:00 noon. The students and teachers involved in the trip would be required to miss one half-day of school. That would get us to the cabins before dark and give us plenty of time to settle in. There will be one adult for every four students traveling. The cost being charged the students will be \$150.00 plus food. The art club will provide some fundraising opportunities to help students pay for their trip.

I have led many different types of trips while employed by the Dover school system. Many of which were more "exotic" than camping, but there is something very special about this type of trip. There is a special type of bonding that happens hiking up to a breath taking spot, with a 360 degree view; or sharing secrets around the campfire.

I have done my best to provide you with any information you might need to approve this trip. Please contact me if there is anything else you require. You can call me

at work at 516-6965, at home at 953-4810 or email me at
francine.kontos@dover.k12.nh.us.

Sincerely,

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

**Francine Kontos
Art Teacher
World Arts Club Advisor
Dover High School**

Itinerary for World Arts Club Camping Trip
Friday, April 13, 2018

April 13, 14 and 15, 2018

12:00pm	Meet at Dover High School parking lot. Load cars and leave.
2:00pm	Stop for gas and snacks.
3:30pm	Arrive at Taconic State Park and set up camp.
5:00pm	Hike up to Taconic Falls
6:00pm	Community meal
8:30pm	Campfire
11:30pm	Cabin check.

Saturday, April 14, 2018

9:00am	Breakfast.
9:30am	Depart for MASS MoCA
10:30	Arrive and check in at MASS MoCA
12:00pm-1:00pm	Lunch
1:00pm-4:00pm	Visit MASS MoCA.
4:00pm	Return to camp.
6:00pm	Community dinner.
8:30pm	Campfire
11:30pm	Cabin check.

Sunday, April 15, 2018

7:30-9:00am	Breakfast and break down camp.
9:00am	Head for home.
11:30-12:30pm	Stop for gas and lunch.
1:30pm	Arrive back at Dover High School.

10/23/2017

Dear Art Club Parent/Guardian:

Every year the art club offers a travel experience to it's members. This year we will be camping at the Taconic State Park in Copake Falls, New York. This puts us within an hour's drive of the true destination: MASS MoCA. (Massachusetts Museum of Contemporary Art) in North Adams, MA. I go back and forth from trips to Europe to camping trips to insure that all of my art club members have an opportunity to travel with the group. I have enjoyed these unique opportunities to bond with my students and to expose them to the world beyond Dover, NH.

This trip in April 2018 will focus mainly on a visit to MASS MoCA (Massachusetts Museum of Contemporary Art), with a short stop at the Cirlce Museum. MASS MoCA is the largest center for Contemporary Art in the United States. It is housed on a 13-acre campus of renovated 19th century factory buildings in North Adams, MA. By combining the versatility and sheer size of it's spaces with the new media technologies, MASS MoCA is able to present works that can't be seen anywhere else in the world. One of its most unique resources is a gallery space as big as a football field. Artists come from all over the world to exhibit installation art in this space. This type of exhibit is something my students won't experience anywhere else.

Of course, being a camping trip, it also includes campfires, cooking together and a hike up to breathtaking Bash Bish Falls. We will be leaving on Friday, April 13, 2018, at 12:00 noon. The students will be required to miss one half-day of school. That would get us to the cabins before dark and give us plenty of time to settle in. There will be one adult for every four students traveling. The cost being charged the students will be \$150.00 plus food. The cost includes transportation, entrance fees and lodging.

I hope you will consider sending your student on this unique trip and then maybe on to a European destination next year. Please contact me if you have any questions. You can call me at 516-6965 or email me at francine.kontos@dover.k12.nh.us.

Sincerely,



Francine Kontos
Art Teacher
World Arts Club Advisor
Dover High School

Payment Schedule:

ASAP:

1. Permission Slip
2. \$50.00 to hold your spot

Friday, December 15, 2017

1. Health Form and Contract
2. \$50.00

Friday, February 9, 2017

1. Balance due \$50.00

**Donation Request List for Approval
November 13 School Board Meeting**

School	Group Donating	Value	Items/Service	Purpose
Garrison School	PTA	\$563.72	Jump ropes, hula hoops, kick balls, volleyballs, jump rope rack and ball card	To replenish playground toys for the year. The rack and cart will better utilize space in the shed.
DHS Career Tech Center	NH Automotive Education Foundation (NHAEF)	\$900.00	Check	To finalize the National Automotive Technician Education Foundation(NATEP) certification for the program Auto Collision Program.

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

PAYROLL PROCEDURES

First Reading

All salaries and supplements paid regular staff members, substitute or part-time personnel, and student workers will be paid through the business office at regular intervals not to exceed 14 days, unless the Commissioner of the Department of Labor has authorized a different interval in accordance with RSA 275:43, IV-a (a).

Proper payroll procedures are dependent on staff attendance accounting and on the signing-in and signing-out of part-time and hourly workers. The necessary procedures for this will be established by the Superintendent and carried out by the administrative personnel.

Compensation records kept by the business office will reflect an accurate history of the compensation and related benefits paid to each employee.

Pay Day Schedule

The School District pays salaries on a regular schedule throughout the school year. There shall be no salary advances.

Salary Deductions

There will be no advance salary for any staff member.

Salary deductions are allowed. They are subject to the limitation of the accounting equipment. Authorized payroll deductions include:

- 1. Credit Union**
- 2. Tax-Sheltered Annuities**
- 3. Union Dues**
- 4. Insurance Premium Contributions**

All salary deductions, other than those regulated by federal or state laws, will be deducted only upon written approval of the employee.

Legal Reference:

RSA 194-C:4 (II) (a), Superintendent Services

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

RSA 275:43. Payment of Wages; Hourly School District Employees

DOVER SCHOOL DISTRICT	POLICY CODE: JICD
DATE OF ADOPTION: APRIL 10, 2017	Page 1 of 4

STUDENT CONDUCT, DISCIPLINE, AND DUE PROCESS

First Reading

Safe School Zone

Inappropriate student conduct that causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of others will not be tolerated. Students are expected to exhibit appropriate classroom behavior that allows teachers to communicate and educate effectively.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Further, the Dover School Board recognizes that out-of-school conduct of students attending school within the district is not normally a concern of the School Board. However, the School Board believes that disciplinary action for conduct occurring off school property and not involving a school activity is proper if the conduct has an adverse effect upon the school.

Therefore, it is the policy of the Dover School Board that any student attending school within this district will be subject to disciplinary action including, but not limited to, suspension from school for any conduct that, in the opinion of the school administrators, has an adverse impact upon the school.

Out-of-School and off-campus student conduct that may subject a student to discipline includes, but is not limited to:

1. Damaging school property;
2. Violence at or near the school's bus stop, either before or after the school day;
3. Drinking alcohol, using tobacco products, or using illegal drugs at or near the school bus stop, either before or after the school day;
4. Damaging the private property of school staff or employees;
5. Any other activity the Board or administration determines impedes the general welfare of scholastic activities.

Cyber-Bullying and Internet Threats

The Board also recognizes that there are growing occurrences of "cyber-bullying" and threatening language being used by students on the internet when out-of-

school and off-campus. Cyber-bullying will be addressed in accordance with Policy JICK-(Bullying Policy)

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

Suspension means an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten days. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

Expulsion means an action by the board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the board.

Due process in accordance with all applicable laws will be afforded to any student involved in a proceeding that may result in suspension, exclusion, or expulsion. Due process will be administered by the superintendent, the superintendent's designee, and/or the Discipline Committee of the Dover School Board. The School Board Discipline Committee is comprised of three fixed members of the School Board. The Discipline Committee shall hear and adjudicate all discipline hearings in the Dover School District involving suspension of students for more than ten days or expulsion. The School Board authorizes the superintendent to impose suspensions of longer than ten days, provided that the superintendent was not the person who imposed the original ten day-suspension and provided that the suspension in excess of ten days is not imposed until after the student has been given a hearing before the superintendent. The Discipline Committee does not review appeals of student disciplinary decisions unless a right to appeal is explicitly conferred by policy or by law.

Students who receive short term suspensions (less than ten days), long-term suspensions, or expulsions are entitled to the following due process:

Short-term suspension (ten school days or less),

1. the student shall meet with the superintendent or a district official designated by the superintendent to discuss the charges and the evidence against the student. The superintendent or district official shall inform the student of the possibility of a short-term suspension.
2. The student shall be given an opportunity to present his or her side of the story at this meeting.
3. The student shall also receive a written statement directed to at least one of the student's parents/guardians explaining the disciplinary action taken against the student.

Suspensions are cumulative and will be kept on record throughout the student's career at Dover High School. Smoking, Fighting, Threatening, Hazing, Harassing, Bullying and Drug and Alcohol referral records will be kept on file during the student's entire career at Dover High School. All cases will be referred to the proper authorities.

As required by RSA 193:13 (a), educational assignments shall be made available to the suspended pupil during the period of suspension.

Long-term suspensions (in excess of ten days):

1. Upon issuance of a long-term suspension, there shall be a written communication to the student and at least one of the student's parents or guardians, delivered in person or by mail to the pupil's last known address, prior to the hearing, for the charges and explanation of the evidence against the pupil.
2. The student is entitled to a hearing in which school officials shall present evidence in support of the charges and the student or the student's parent/guardian shall have an opportunity to present any defense or reply. The student or parent/guardian shall have the right to examine any witnesses presented by school officials. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges made by the superintendent.
3. Following the hearing, the Discipline Committee shall issue a written decision which includes the legal and factual basis for the conclusion that the student should be suspended.
4. The Discipline Committee will provide notice to the student with notice that the decision of the School Board may be appealed to the State Board of Education, or, if the hearing is held before the superintendent, an appeal may be made to the School Board within ten days of the superintendent's decision.

Expulsion

1. The Discipline Committee, acting on behalf of the Dover School Board, may expel a student after there has been a formal hearing with the superintendent prior to expulsion.
2. The hearing may be held either before or after the short-term suspension

has expired and, pending the disciplinary hearing, may result in expulsion by the Dover School Board.

3. The Discipline Committee will provide written notice to the student and at least one of the student's parents/ guardians, delivered in person or by mail to the student's last known address, of the date, time and place for the hearing. The notice shall contain a statement of the charges and the nature of the evidence against the student and the superintendent's recommendation for school board action and a description of the process used by the superintendent to reach his or her recommendation. The notice shall be delivered to the student and at least one of the student's parents/guardians at least five days prior to the hearing.
4. The Discipline Committee shall conduct the hearing in accordance with New Hampshire Administrative Rule Ed. 317.04(g).
5. The Discipline Committee shall issue a written decision stating whether the student is expelled and, if so, the length of the expulsion. If the decision is to expel, the decision must include the legal and factual basis for the decision including the specific statutory reference prohibiting the act for which the student is expelled. The expulsion shall run until the school board later reviews it and restores the student's permission to attend school, and the written decision shall state any action that the student may take to be restored by the Board. The decision shall also state that the student has the right to appeal the decision to the state board of education within twenty calendar days of receipt of the decision from the Board.

Students expelled from school may be reinstated by the Board under the provisions of RSA 193:13.

The Superintendent may modify expulsion requirements as provided in RSA 193:13, IV.

Discipline of students with identified or suspected disabilities will be in accordance with the Individuals with Disabilities Education Act 2004, New Hampshire Rules for the Education of Children with Disabilities, and Section 504 of the Rehabilitation Act of 1973.

Students and parents will be notified annually of this policy.

Legal References:

RSA 193:13, Suspension & Expulsion of Pupils
NH Code of Administrative Rules, Section Ed. 317.04, Disciplinary
Procedures

NH Code of Administrative Rules, Section Ed. 306.06, Culture & Climate

See Appendix: JICD-R

JICD - STUDENT DISCIPLINE AND DUE PROCESS

(Download policy)

Sample Policy

Category: Priority/Required by Law

See also JI, JIA, JIC, JICC, JICD, JICK

Definitions

1. Disciplinary measures include, but are not limited to, removal from the classroom, detention, in-school suspension, out-of-school suspension, restriction from activities, probation, and expulsion.
2. Removal from the classroom means a student is sent to the building Principal's office. It is within the discretion of the person in charge of the classroom to remove the student.
3. Detention means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class. The building Principal is authorized to establish guidelines or protocol for when detention shall be served (either before school or after school). Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee disciplining the student or the building Principal.
4. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days.
5. An out-of-school suspension means the temporary denial of a student's attendance at school for a specific period of time for gross misconduct, for neglect, or refusal to conform to school rules or policies.
6. A restriction from school activities means a student will attend school, classes, and practice but will not participate in school extra-curricular activities.
7. Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.
8. Expulsion means the permanent denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and III.

Standards for Removal from Classroom and Detention

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school rules or policies, or otherwise impedes the educational purpose of the class.

Likewise, classroom teachers may assign students to detention for similar conduct.

The building Principal may assign students to detention under the same standard.

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Standards for In-School Suspension, Restriction of Activities, and Probation

The building Principal is authorized to issue in-school suspensions, restrictions of activities, or place a student on probation for any conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, violates other board Policies, is otherwise inappropriate, or prohibited by law.

Process for Out-of-School Suspension:

The power of suspension is authorized as follows:

1. The building Principal is authorized to suspend a student for ten (10) school days or less for gross misconduct, for neglect, or refusal to conform to school district policies and rules. The Principal shall consult with the Superintendent prior to issuing any suspension.
 - A. Pursuant to Ed 317.04(a)(1), a suspension of ten (10) school days or less shall be considered a "short-term suspension" and may be issued for gross misconduct, for neglect, or refusal to conform to the reasonable policies and rules of the school under RSA 193:13, I.
 - B. As required by RSA 193:13(a), educational assignments shall be made available to the suspended pupil during the period of suspension.
2. The Superintendent is authorized to continue the suspension of a pupil for a period in excess of ten (10) school days. Prior to this extended suspension, the Superintendent will provide an informal hearing on the matter. The informal hearing need not rise to the level and protocol of an official hearing before the School Board, but must comply with the requirements of Department of Education Administrative Rule 317.04, Disciplinary Procedures, subsection (f)(3)g.
 - A. Pursuant to Ed 317.04(a)(2), a suspension in excess of ten (10) school days shall be considered a "long-term suspension."
 - B. A long-term suspension may be issued for an act of theft, destruction, or violence as defined in RSA Chapter 193-D, for possession of a pellet paint ball gun or BB gun or rifle as provided by RSA 193:13, II, or for any violation of any rule established using the authority granted by RSA 189:15, provided the rule includes notice that a student may receive a long-term suspension and/or may be expelled for violation of the rule and the rule has been recorded in the official records of the School Board.
3. Any suspension in excess of ten (10) school days, as described in Paragraph 2 of this Section, is appealable to the School Board, provided the Superintendent receives the appeal in writing within ten (10) days after the issuance of the Superintendent's decision described in Paragraph 2. Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending.
4. Due process standards for short-term suspensions (ten (10) days or less) will adhere to the requirements of Ed 317.04(f)(1).
5. Due process standards for long-term suspensions (more than ten (10) days) will adhere to the requirements of Ed 317.04(f)(2).

Process for Expulsion

1. Any pupil may be expelled by the School Board for an act of theft, destruction, or violence as defined in RSA Chapter 193-D, for possession of a pellet paint ball gun or BB gun or rifle as provided by RSA 193:13, II, or for any violation of any rule established using the authority granted by RSA 189:15, provided the rule includes notice that a student may receive a long-term suspension and/or may be expelled for violation of the rule and the rule has been recorded in the official records of the School Board.
2. Additionally, any pupil may be expelled by the School Board for bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 in a safe school zone, as defined in RSA 193-D:1, unless such pupil has written authorization from the Superintendent. Any expulsion under this provision shall be for a period of not less than twelve (12) months.
3. The District will ensure that the due process standards set forth in Ed 317.04(f)(3) are followed.
4. An expulsion will run until the School Board restores the student's permission to attend school. A student seeking restoration of permission to attend school shall file a written request with the Superintendent which details the basis for the request.

Notice

This policy and school rules which inform the student body of the content of RSA 193:13 shall be printed in the student handbook and made available on the District's website to students, parents, and guardians. The Principal or designated building administrator shall also inform the student body concerning this policy and school rules which address the content of RSA 193:13 through appropriate means, which may include posting and announcements. See: Ed. 317.04(d).

Legal References:

RSA 189:15, Regulations

RSA 193:13, Suspension & Expulsion of Pupils

RSA Chapter 193-D

NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline

NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline Policy

NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of Pupils Assuring Due Process Disciplinary Procedures

In re Keelin B., 162 N.H. 38, 27 A.3d 689 (2011)

See Appendix: JICD-R

Revised: September 2017

Revised: April 2011

Revised: November 1999, October 2005, November 2007, May 2008

NHSBA note, September 2017: Revised to include the requirement that educational assignments shall be made available to the suspended student when suspended up to ten (10) days, enacted by House Bill 216, Laws of 2017, Chapter 12, effective June 16, 2017, and to conform to other changes to law and administrative rules. In light of the Supreme Court's decision in *In re Keelin B.*, language is added reflecting the School Board's authority under that statute to adopt policies defining misconduct beyond that explicitly addressed in RSA Chapter

193-D and RSA 193:13. RSA 189:15 was last amended in 1969 and it uses the term "regulation." More recent law and NHSBA practice uses the term "policy" for rules set by the School Board. "Regulation" is the term used for rules and procedure set by the Superintendent or Administrators using authority delegated by the School Board or established by statute. We recommend that School Boards continue to classify their rule making as policy, but it may be beneficial when setting a policy using the authority granted by RSA 189:15, to include in the text of the policy reference to that statute.

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DOVER SCHOOL DISTRICT	POLICY CODE: EBCA
DATE OF ADOPTION: 3/13/17	PAGE 1 OF 1

EMERGENCY PLANS

First Reading

The Superintendent is responsible for ensuring the district's Emergency Response Plan addresses hazards such as: acts of violence, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the School Board or local emergency authorities. The emergency response plans will be based on and conform to the Incident Command System and the National Incident Management System.

The School Board directs the Superintendent to develop site-specific emergency response plans for each school building, **to have each plan reviewed annually prior to September 1, and to submit the emergency response plans or if the annual review does not change the plan, notice that the review has been completed to the Department of Education no later than September 1st each year.** and further directs the Superintendent to submit the emergency response plans **The Superintendent is authorized to provide a current building schematic floor plan in digital format** to the Division of Homeland Security And Emergency Management, Department Of Safety.

The Superintendent is responsible for ensuring that at least two times per year, the district conducts emergency response drills. The **Superintendent** ~~Board or its designee~~ will establish relations with local and state emergency and law enforcement authorities. The Superintendent or his/her designee will serve as a coordinator/liaison with these authorities.

Legal References:

RSA [189](#):64, Emergency Response Plans

Appendix: [EBCA-R](#)

Revised: September 2017, 2014

Revised: July 1998, August 2007

DOVER SCHOOL DISTRICT	POLICY CODE: JLF
DATE OF ADOPTION: JUNE 14, 2010	PAGE 1 OF 1

REPORTING SUSPECTED CHILD ABUSE OR NEGLECT

First Reading

If a staff member suspects that a child is being abused or neglected, a report will be made immediately to DCYF and second notification to the school principal that a report has been made.

The Principal will notify the Superintendent and will report to the office as required by law.

All school employees having reason to suspect that a child has been abused or neglected shall report to DCYF the same as required by law.

An oral report shall be made immediately by telephone and followed within 48 hours by a report in writing, if so requested, by DCYF Central Intake. Such report shall, if known, contain the name and address of the child suspected of being neglected or abused and the person responsible for the child's welfare, the specific information indicating neglect or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse, and any other information that might be helpful in establishing neglect or abuse, and any other information that might be helpful in establishing neglect or abuse or that may be required by the Division of Children Youth and Family Services.

Staff training is recommended at the building level on an annual basis.

Statutory/Regulatory/Policy Cross References

RSA 169-C:29, Persons Required to Report

RSA 169-C:30, Nature and Content of Report

RSA 169-C:31, Immunity from Liability

RSA 169-C:34, III, Duties of the Department of Health and Human Services

ED 510:01(b), Duty to Report

Guidelines for New Hampshire School Employees: Recognizing and Reporting Suspected Child Abuse and Neglect, 2002 (Accessible on the NHDOE Website)

Any school employee having reason to suspect that a child is being or has been abused or neglected shall immediately report his/her suspicions to the building Principal. The Principal shall then immediately notify the appropriate state officials at the New Hampshire Department of Health and Human Services. The Principal will then notify the Superintendent that such a report to Health and Human Services has been made.

A written report shall be made by the Principal within twenty-four (24) hours. The report should contain the name and address of the child suspected of being abused or neglected, the person responsible for the child's welfare, the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse, and any other information that might be helpful in establishing neglect or abuse or that may be required by the Department of Health and Human Services.

The Board recommends all School District employees receive routine training or information on how to identify child abuse and neglect.

The Principal or Administrator of each school shall post a sign in a public area within the school that is readily accessible to students, in the form provided by the New Hampshire Department of Health and Human Services, Division for Children, Youth, and Families, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division's website.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect

RSA 169-C:29, Persons Required to Report

RSA 169-C:30, Nature and Content of Report

RSA 169-C:31, Immunity from Liability

RSA 169-C:34, III, Duties of the Department of Health and Human Services

RSA 189:72, Child Abuse or Neglect Information

Revised: September 2017

Revised: May 2008

Reviewed: October 2004

Revised: July 1998, November 1999, October 2004

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

AGENDA PREPARATION AND DISSEMINATION

FIRST READING

The Superintendent and School Board Chair shall prepare all agendas for meetings of the Board.

Items to be placed in the agenda should be **received by** ~~in the hands of~~ the Superintendent on or before the Tuesday preceding the meeting. Every Board member has the right to place items on the agenda. Items not included in the agenda may be brought before the meeting provided it is agreed to by the Board. However, the Board may choose not to deal with every agenda item.

Consistent with RSA 91-A:3 and the laws pertaining to student and family privacy rights, the Board will not place any matter on the public meeting agenda that is to be properly discussed in a non-public session. This shall not preclude the Board from giving notice of its intent to hold or enter into non-public session and the statutory reason for doing such.

Items of business may be suggested by any Board member, staff member, student, or citizen of the District. The inclusion of items suggested by staff members, students, or citizens shall be at the discretion of the Superintendent and Chairperson. The agenda, however, shall always allow suitable time for the remarks of the members of the public who wish to speak briefly before the Board. Additionally, the Board reserves the right to limit public discussion at Board meetings to agenda items only.

The Board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider them. The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled, or unless there is an emergency.

The agenda, together with supporting materials, shall be distributed to Board members at least five days prior to the Board meeting, to permit them to give items of business careful consideration. Board Members shall be expected to read the information provided them and to contact the Superintendent to request additional information that may be deemed necessary to assist them in their decision-making responsibilities. The agenda shall also be made available to the press and others upon request.

Supporting materials sent with the agenda are subject to disclosure by the Right-to-Know law. Therefore, both the agenda and the supporting materials may be reviewed by the public prior to the meeting. Any supporting materials that contain confidential information, which is exempt from disclosure and where the Board has a legal duty to maintain the confidentiality of the information, shall be clearly marked as confidential. Board members shall not disclose any materials marked as confidential or otherwise exempt from disclosure under the Right-to-Know law.

Notices of meeting shall be consistently posted on the District's web site in a reasonably accessible location.

Legal References

RSA 91-A:5, IX

Revised: September 2017

DOVER SCHOOL DISTRICT	POLICY CODE: EC
DATE OF ADOPTION: November 14, 2016	PAGE 1 OF 1

BUILDINGS AND GROUNDS MANAGEMENT/INTEGRATED PEST MANAGEMENT PROGRAM

School 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 Director, who reports to the 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, and weed control will be made with the best interest of the student's health and well-being, and keeping the health of our ~~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. The City and Schools will regularly review pest management techniques in keeping with best practices in the turf management industry. In fulfilling their obligation to ensure safe and useable public green spaces around the city and schools, the City and School Department will continue to seek the safest and most cost effective means for turf treatments, ensuring at all times, the means and materials used are safe and applied in conformance with proven acceptable practices and regulatory standards.

The Integrated Pest Management (IPM) program will provide for the safest and lowest risk approach to controlling pest problems while protecting people, the environment and property. The IPM program focuses on long-term prevention and ensures that non-chemical methods will be considered first when selecting appropriate pest and weed control techniques. The District will strive to eliminate the use of all chemical controls. Pests will be controlled to protect the health and safety of students and staff, maintain a productive learning environment and maintain the integrity of school buildings and grounds.

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.

The following turf care procedures will be implemented:

- **Each field will be Soil tested on an annual basis**

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DATE OF ADOPTION: November 14, 2016	PAGE 2 OF 1

- Fields will be top-dressed with compost as needed
- Each field will receive a plug aeration, a slice aeration, and a deep tine aeration
- Each field will be slice seeded using native and common type grass seed
- Strategic turf replacement with pre-cut sod will be placed in wear areas as needed (goal mouths). Lime will be applied to all fields to maintain proper PH balance
- Appropriate Fertilizer applications 4 times per year to encourage deep and healthy root growth.

The appropriate weed and pest control will be used only “as needed”. There will be no automatic application of weed control or pest control. Irrigation control to maintain the appropriate saturation of the soil and all fields will be maintained between at a height of 2 1/2” to 3” except Fiske field in the fall that is required to be not more than 1” in height for Field Hockey.

In those instances where pesticide products fall outside of these specific guidelines, the District’s decisions on pest management methods or product selection will conform to the spirit and intent of this policy and these guidelines

The District will use only those pest management products that can be applied in a manner at a time where no person will inhale or come into direct contact with them, or be exposed to volatile agents.

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

Legal References

RSA 198:15-b Amount of Grant

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HOMEWORK First Reading

Purpose/Rational:

The purpose of homework is to improve the learning process, to aid in the mastery of skills, and to create and stimulate interest on the part of the student to insure progression through the curricula. Homework also develops subject area knowledge and skills, promotes self-discipline, task commitment, time management and responsibility.

Definition:

Homework is defined as work that is assigned one night and is due the next day or assigned on Friday and due the next day back.

Homework refers to a curriculum related assignment, which is prepared and/or completed outside of the classroom. It is a meaningful learning activity which increases in complexity and independence with the maturity of the student.

Homework is reading, studying for tests and quizzes, practicing skills and concepts, developing independent study skills and work habits, memorization, observations, listening skills, skill mastery, and creative assignments that encourage investigation.

Homework should only require the use of reference materials when they are readily available in most homes, school libraries, or public library; and students have had ample instruction in their use.

Homework is not signed parent permission slips, signed tests, signed agenda books, having notebooks and/or texts in class. Homework is not to be used as a form of punishment under any circumstances.

Homework Consistency:

Homework is consistent across grade levels and teams in terms of the amount of time given daily. Homework is assigned on a regular basis. This consistency develops solid study habits and encourages students to investigate for themselves and to work independently as well as collaboratively.

Relationship Between Homework and the School's Grading System:

At the beginning of the school year teachers shall provide students and parents with a clear explanation of their homework expectations and the relationship between homework and students grades.

All teachers will establish a value for the symbols they use in grading homework, and these symbols will be clearly understood by both student and parents. The total grading scale for homework during any grading period shall range from 10 to 20%.

Frequency and/or Time Guidelines:

Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment so that a pattern of educationally meaningful homework can be established by the teacher and/or the student.

Homework is kept to a minimum over weekend. Homework assignments generally are not given to students when going on additional vacations with their family. Yet, students/parents have the option to request missed assignments.

Teacher's Role:

• The teacher must provide a clear explanation of homework expectations along with a description of the relationship of homework to the grading system. These expectations should be shared with students and parents.

• Teachers should plan purposeful and relevant homework assignments which coincide with the classroom curriculum and students' academic needs.

• When assigning homework, the teacher should assure that the students comprehend the assignment and possess the necessary skills to complete it.

• Teachers at specific grade levels and/or teams need to collaborate on homework practices and coordinate the scheduling of homework.

• Teachers are expected to review all homework submitted and to return it to students in a timely manner, normally not to exceed one week.

• If a student develops a pattern of late, incorrect or incomplete assignments, it is the responsibility of the teacher to contact the student's parents.

• A plan for improvement in the completion of homework should be developed between the teacher, the student, and the parents.

Student's Role:

• It is the student's responsibility to understand the purpose and value of homework to his or her overall learning and to be aware of homework expectations, policies, and guidelines.

• Students are expected to record their assignments in the school's agenda book.

• Students need to take the responsibility to understand, complete and submit homework assignments on time.

• Students need to have materials at home to complete their assignments successfully.

• Students need to schedule appropriate time for their homework and to complete it to the best of their abilities with neatness and quality.

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~~Students are expected to obtain and complete missed assignments promptly.~~

~~Parent's Role:~~

~~It is the role of the parent to encourage a positive attitude about the value of homework and to provide a quiet time and place for their children to successfully complete homework assignments.~~

~~Specifically parents need to be aware of the homework policy, expectations, and their child's agenda book.~~

~~Parents need to contact teachers to communicate any questions and/or concerns regarding their child's homework.~~

~~If a child begins to develop poor homework habits, parents need to contribute to and support plans for improvement regarding their child's successful completion of their homework.~~

Homework can be a constructive tool in the teaching/learning process when geared to the needs, abilities, and age of students. Purposeful assignments not only enhance student achievement, but may also develop self-discipline and associated good working habits.

Teachers may give purposeful and meaningful homework to students to aid in the student's educational development. If homework is to be assigned by teachers as part of a student's grade, the teacher will explain to students how such homework assignments relate to the teacher's grading system. Homework should be an extension of a classroom experience, and will not be assigned for disciplinary purposes.

Legal References:

NH Code of Administrative Rules, Section Ed 306.14(b), Policy on Homework

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Second Reading

RELATIONS WITH EDUCATION RESEARCH AGENCIES

The potential contribution of appropriate educational research to teaching and school administration is recognized by the School Board, and it will cooperate, to the extent feasible, with colleges, universities, and other recognized agencies to promote research that will:

1. Increase professional knowledge of teaching and learning processes and the social setting in which they operate.
2. Sharpen perception of instructional and administrative problems.
3. Establish instructional and management objectives.
4. Assess progress toward accomplishment of school system objectives.

The appropriateness of all requests involving research projects to be conducted in the public schools will be judged by the School Board after they have been reviewed by the Superintendent and, as appropriate, by school administrators, department heads, and/or program directors.

The decision to involve students, teachers, or other employees in any research project will be based on the following:

1. The objectives of the research should be clearly stated and the design should produce valid and reliable results which will then be made available to the public schools.
2. The research should be expected to contribute to the improvement of education or the general welfare of children.
3. The privacy of those involved in any research project must be protected. The confidentiality of records will be maintained at all times. Further, data derived from school records, interviews, or questionnaires which have a potential for invasion of privacy of students or their families or staff members may not be used unless advance written authorization has been given by the staff member or student (or his/her parent or guardian as appropriate) even though the information will be collected and reported under conditions of anonymity.
4. Research proposals should be of sufficient scope and depth to justify the time and effort of students and staff members. Using the time of teachers and students in any research activity is an investment by the school system which should increase the effectiveness of the educational effort.

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5. In general, instructional activities must not be interrupted unless there is a clear significance for the educational program of our schools.
6. Projects involving student researchers must have prior written approval by a faculty member of the institution in which the student is enrolled. The faculty member must have direct responsibility for the student's research.

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SECOND READING

NON-EDUCATIONAL SURVEYS AND QUESTIONNAIRES

Separate federal and state laws require that written consent be obtained from a parent or guardian before a student participates in a non-educational survey or questionnaire that asks about information not directly related to a student's academics.

Federal law, the Protection of Pupil Rights Amendment, imposes the prior written consent requirement only if the survey, analysis, or evaluation or its administration is paid for or in any way uses federal funds from the federal Department of Education and reveals information concerning the following:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or the family;
3. Sexual behavior and attitudes;
4. Illegal, anti-social, self-incriminating, and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

State law, RSA 186:11, IX-d, imposes the prior written consent requirement on questionnaires, or other documents designed to elicit information about:

1. A student's social behavior;
2. family life;
3. religion;
4. politics;
5. sexual orientation;
6. sexual activity;
7. drug use;
8. or any other information not related to a student's academics.

School District Approval

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For the purpose of this policy, "non-academic survey" shall include a survey, analysis, or evaluation which seeks any information in the categories listed above. All non-academic surveys must have the prior approval of the Superintendent or his/her designee.

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent and the approval of the School Board as to content and purpose. The results of such approved surveys must be shared with the School Board. No questionnaire or survey requesting sexual information will be administered to any student in kindergarten through grade six unless required by federal or state law or regulation. School personnel administering any such questionnaire or survey will not disclose personally identifiable information.

Parental Notification

Prior written consent from a parent or legal guardian is required to administer a non-academic survey to a student, unless the student is an adult or an emancipated minor who consents. Parents/Guardians will be notified at least ten (10) days prior to administration when a school intends to administer a non-academic survey. Included in the notice will be information regarding the purpose of the non-academic survey, how the survey will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey. Parents or guardians wishing to inspect a non-academic survey will be able to do so in the administrative office. Parents may refuse to give consent for their student to participate, with or without first reviewing the non-academic survey. The school will not penalize students whose parents/guardians decline to provide written consent. The school will take reasonable precautions to protect student privacy during their participation in any non-academic survey.

Youth Risk Behavior Survey Developed by the Centers for Disease Control and Prevention
State law does not require prior written consent from a parent or guardian for administration of the Youth Risk Behavior Survey developed by the Centers for Disease Control and Prevention. Guidance issued by the Center for Disease Control, United States Department of Health and Human Services, concludes that federal law, including the Protection of Pupil Rights Amendment, also does not require prior written consent from parents or guardians because students are not required to participate and the survey is not paid for by the United States Department of Education. As required by both New Hampshire and federal law, the District shall provide parents and guardians with notice at least ten (10) days before the Youth Risk Behavior Survey is administered. Parents may inspect the Youth Risk Behavior Survey at the school's administrative office. Parents or guardians may opt their student out of participating in the Youth Risk Behavior Survey by providing the Principal with written notice. District staff administering the Youth Risk Behavior Survey shall insure students understand that participation is voluntary and that students who opt-out will not be penalized.

Miscellaneous Provisions

This policy does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- College or post-secondary education recruitment, or military recruitment;

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- Book clubs, magazines, and programs providing access to low-cost literary products;
- Curriculum and instructional materials used by schools;
- Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistical data for educational purposes;
- The sale of products or services to raise funds for school-related or education-related activities; and
- Student recognition programs.

Legal References:

20 U.S.C. § 1232h; 34 CFR Part 98, Protection of Pupil Rights Amendment
RSA 186:11, IX-d
2017 CDC YRBS Guidance Manual

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HIGH SCHOOL GRADUATION COMPETENCIES

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

- (1) "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include district competencies and graduation competencies.
- (2) "District competencies" mean specific types of competencies that are common across the district and organized in developmental progressions that lead to achievement of graduation competencies.
- (3) "Graduation competencies" means specific types of competencies that are common across the district and define learning expectations for each student for graduation from high school.
- (4) "Mastery" means a high level of demonstrated proficiency with regard to a competency.

Course credit will be awarded through the demonstration of a student's mastery of the competencies of the course. Course credit granted through demonstration of mastery will be counted through traditional methods. Grades and credit granted through demonstration of mastery will be included in the student's grade point average. Students must be enrolled in the particular course in order to receive course credit.

Students who are involved in an approved extended learning opportunity to satisfy course requirements in whole or in part shall demonstrate mastery through a method or methods as approved by the course instructor, as specified in Policy [IHBH](#).

Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit.

The Superintendent shall establish rules for implementing this policy in cooperation with the high school Principal and shall be responsible for ensuring that all high school courses include appropriate competency assessments. Competency Assessments will be selected, conducted, and reviewed in conjunction with the provisions of Policy [ILBA](#).

Assessments shall be aligned with clearly defined educational standards that specify what students should know and be able to do. The assessment items and tasks shall be valid and appropriate representations of the standards students are expected to achieve. Assessment standards, tasks, procedures, and uses shall be fair to all students.

Legal References:

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Ed 306.02(d), Competencies

Ed 306.02(g), District competencies

Ed 306.02(j), Graduation competencies

Ed 306.02(l), Mastery

Ed 306.04(a)(16), Tracking Achievement of Graduation Competencies

Ed 306.04(a)(25), (26), Graduation competencies

Ed 306.141(a)(6), Achievement of District and Graduation Competencies

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WRITTEN CODE OF CONDUCT-FOOD SERVICES

Regulations: 2 CFR Part 200.318, formerly 7 CFR Part 3016.36(b)(3), State Procurement Code and Regulations, and SAU #11, Dover School District Purchasing Department.

Procedures: SAU #11, Dover School District seeks to conduct all procurement procedures:

- in compliance with stated regulations; and
- to prohibit conflicts of interest and actions of employees engaged in the selection, award and administration of contracts.

No employee, officer, or agent of SAU #11 will participate in the selection, award, or administration of a contract supported by a Federal, State or local award if he or she has a real or apparent conflict of interest.

Conflicts of interest arise when one of the following has a financial or other interest in the firm selected for the award:

- a) The employee, officer or agent;
- b) Any member of their immediate family;
- c) His or her partner; or
- d) An organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in, or a tangible personal benefit from, a firm considered for a contract.

Officers, employees and agents of SAU #11, a non-Federal entity, may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

Disciplinary actions will be applied for violations of such standards by officers, employees, or agents of the non-Federal entity. Based on the severity of the infraction, the penalties could include a written reprimand to their personnel file, a suspension with or without pay, termination or any necessary legal action.

For questions and concerns regarding procurement solicitations, contract evaluations and award, contact:

Purchasing Contacts:

School Business Administrator

Telephone # 603-516-6482

Food Services Management Company, Food Services Director Telephone # 603-516-6962

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Second Reading

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

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

RECOGNITION:

The Dover School Board recognizes the administrative personnel as including the principals, deans, (this includes elementary deans, middle school deans, high school deans, dean of the alternative school, and the assistant director of student services), career technical center director, and athletics and physical education director, who will be referred to throughout this document as administrative personnel. The administrative group is professionally responsible for the operation of the school system and is considered an integral part of the system in its relationship with the Dover School Board.

EVALUATIONS:

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

ABSENCE REPORTING:

A record of leave will be submitted via Aesop (or other software as dictated by the District) for days not worked to include non-contract, sick, vacation, and professional leave for all administrative personnel recognized by this policy.

BENEFITS:

Administrative personnel will receive any and all benefits pertaining to other groups of personnel in the Dover school system. Administrators hired after July 1 will receive these benefits on a prorated basis. These benefits include, but are not limited to, the following:

1. Professional Incentive Compensation

Administrative personnel in degree-granting programs will be reimbursed up to the in-state UNH degree credit tuition costs with a limit of sixteen (16) credits per calendar year, while

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

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

2. Sick Leave

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

Up to five (5) sick days per school year may be used by an administrator for the purpose of caring for a sick child, or upon approval of the Superintendent, for a different member of the employee's family who is sick.

3. Personal/Emergency Leave

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

4. Funeral Leave

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

5. Military Leave

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

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

6. Jury Leave

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

7. Parental Leave

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

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

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

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

8. Extended Leave

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

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

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

9. Health Insurance

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

One hundred percent (100%) of the premiums of the School Care Consumer Driven Health Plan (CDHP).

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

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

10. Life Insurance

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

11. Dental Insurance

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

12. Disability Insurance

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

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13. Longevity

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

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

14. Severance Pay

Upon retirement or death of an administrator, as well as those leaving who have at least ten (10) years of service in the Dover School District, the administrator or beneficiary shall receive severance pay in the amount of forty percent (40%) of their accumulated sick leave at their current per diem rate.

15. Tax-deferred Annuity

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

16. Layoffs/Recalls

In the event of a layoff of personnel, the unit member laid off shall be notified in writing on or before April 15th prior to the contract year in which the layoff becomes effective. The personnel file of an administrator shall indicate the reason for the layoff (budget cuts, declining enrollment, need for a different position, etc.).

Layoffs will be determined based on certifications, other relevant qualifications, performance evaluations and total experience as an administrator. In the event that two (2) or more administrators are equal in these areas, seniority will be the determining factor. Seniority is defined as the length of continuous service within the DAA. DTU service will not contribute to DAA seniority unless it is the result of a previous DAA layoff in which a DAA recall was not available. An administrator may not bump another administrator.

Administrator(s) affected by a staff reduction will be assigned to a teaching position should a vacancy for which the administrator is qualified and certified or certifiable by the New Hampshire Department of Education be available. An administrator may not bump an employee already in a teaching position in order to obtain that position. The administrator will be given credit for relevant teaching and administrative experience for purposes of placement on the teacher salary schedule unless that is in conflict with the terms of the DTU collective bargaining agreement. This provision is available to all administrators in the DAA, regardless of prior teaching experience in the Dover School District.

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The administrator(s) so affected will be recalled to an administrative vacancy which may subsequently occur within a period of two (2) years following the layoff or reassignment and for which the administrator is qualified and certified or certifiable by the New Hampshire Department of Education. If more than one administrator was laid off, recall will occur in the opposite order of the layoffs, provided that the administrator is qualified and certified or certifiable by the New Hampshire Department of Education for the position. The administrator will have ten (10) calendar days to accept or decline a recall offer. Acceptance of the position will return the administrator to the DAA and experience will be calculated based on years of administrative experience only for purposes of placement on the salary schedule, not to include any teaching experience resulting from a layoff. Refusal to accept the position will terminate the District's obligation to recall.

17. Grievance Procedure

1. Level One (Informal)

A grievant will first discuss the grievance with the immediate superior, either directly or through the DAA President, with the objective of resolving the matter informally. Failure to reach a mutually satisfactory resolution may be cause for the administrator to refer the grievance to Level Two.

2. Level Two – Superintendent (Formal Written)

A grievant wishing to process a grievance at Level Two will do so in writing to the Superintendent within eight (8) school days from the conclusion of the discussion of Level One. The grievance shall be specific in nature and shall state the remedy requested. The Superintendent shall establish a formal conference on the matter and shall notify the DAA President. The aggrieved administrator shall be given at least two (2) school days' notice of said conference and shall have the right to representation at said conference. The Superintendent shall respond in writing eight (8) school days from the date the formal grievance is filed unless both parties agree to an extension in writing. The Superintendent's decision shall be presented in writing to both the administrator and the DAA President.

3. Level Three – School Board

If a grievance remains unsettled after having processed through Level Two, the grievant may, within eight (8) school days from the date the decision is rendered at the previous level, submit the grievance to the School Board Chair, in which case, the grievance is to be submitted in writing and shall specify the nature of the complaint and the remedy requested. Copies of the previous decision are to be included with the grievance. Within eight (8) school days from the date the grievance is filed at Level Three, the School Board will establish a mutually convenient date and time for a meeting to discuss the matter. Both parties reserve the right to include consultants in any such meeting. The School Board shall render its decision in writing together with supporting reasons to the administrator, DAA President, and Superintendent within twenty (20) school days from the date the grievance is received unless both parties agree to an extension in writing.

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4. Arbitration

- a. Any grievance which remains unsettled after having been fully processed pursuant to the provision of the grievance procedure as stated herein may be submitted to arbitration by the DAA by filing with the School Board and the American Arbitration Association a request for arbitration within twenty (20) school days after the final decision of the School Board has been given to the administrator and DAA President unless both parties agree to an extension in writing.
- b. A request for arbitration shall state in reasonable detail the specific nature of the dispute and the remedy requested. The dispute as stated in the request for arbitration shall constitute the sole and entire subject matter to be heard by the arbitrator, unless the parties mutually agree to modify the scope of the hearing. Only one request shall be scheduled for the same arbitration hearing except by mutual agreement of the parties
- c. In the conduct of an arbitration hearing, the applicable provisions of the Voluntary Labor Arbitration Rules of the American Arbitration Association shall apply.
- d. The arbitrator shall issue a decision no later than thirty (30) business days from the date of the close of the hearings or, if oral hearings have been waived, then from the date of transmitting the final statements and proofs to the arbitrator. The decision shall be in writing and shall set forth the arbitrator's opinion and conclusion on the issue submitted. The decision of the arbitrator shall be final and binding except that any decision of the arbitrator which requires the School Board to expend more than one thousand five hundred dollars (\$1,500) shall be advisory to the School Board which shall, in such cases, make a final decision within twenty (20) school days after receiving the arbitrator's decision.
- e. Both parties agree the arbitrator shall be prohibited from modifying or adding to this Agreement.
- f. Each party will bear the total cost incurred by themselves. The cost of the arbitrator shall be shared equally by the parties to the dispute.

18. Holidays

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

New Year's Day
Martin Luther King, Jr., Day
Presidents' Day
Monday of Spring Vacation (Fast Day)
Memorial Day
Fourth of July
Labor Day
Columbus Day
Veterans' Day
Day before Thanksgiving
Thanksgiving Day
Friday following Thanksgiving

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Christmas Eve (1/2 Day)
 Christmas Day
 The Day after Christmas
 New Year's Eve (1/2 Day)
 Work day following Christmas, should school be in session on one of the
 holidays listed above

Holidays will be prorated for administrators who work fewer than 200 days.

19. Work Year Schedule/Leave Days

Administrators' contracts start on July 1st of each year and end on June 30th of the following year. Vacation days will be given on July 1st of each year.

~~A. Full Time Administrators~~

All ~~full time~~ administrative personnel will receive vacation days based on the following schedule:

From zero (0) to five (5) years of service in the district	20 days
At the beginning of six (6) years of service or more	25 days

~~B. Part Time Administrators~~

~~1) 216 day Administrators~~

~~All 216 day administrative personnel will receive 20 vacation days.~~

~~All 216 day administrative personnel, including but not limited to Deans of Students, will be provided the same paid holidays as Full time administrators (See Section 18). These administrators are required to work on all school days, per the approved calendar, except as allowed in Section 19:C. In addition, nine (9) days will be taken outside the approved school year calendar. These days must be approved by the building administrator or Superintendent. Exceptions for work flow needs may be approved by the Superintendent.~~

~~2) 200 day Administrators~~

~~All 200 day administrative personnel will receive 15 vacation days.~~

~~All 200 day administrative personnel will have same paid holidays as Full time administrators (See Section 18). These administrators are required to work on all school days, per the approved calendar. In addition, thirty (30) days will be taken outside the approved school year calendar. These days must be approved by the building administrator or Superintendent. A maximum of five (5) non contract days may be used~~

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~~when school is in session. Exceptions for work flow needs may be approved by the Superintendent.~~

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

It is permissible and suggested (so that all administrators will not be out at the same time during the summer months) that some of the administrators' vacation time be taken during the school year, at a time convenient for both the administrator and the school system.

The Superintendent's approval is required for the scheduling and taking of any vacation days during the school year.

20. Mileage Allowance

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

21. SALARIES:

All current administrative salaries will be grandfathered into this salary matrix. Administrator salaries will remain the same or increase based on the matrix. ~~The salary of an administrator who works less than full time will be prorated.~~ In Year 1 of this policy the following terms will apply: (1) 0% increase on base salary; and (2) administrators will be awarded salary adjustments based on steps and changes in educational attainment.

~~The School Board and DAA will reconvene no later than November of 2017 for the purpose of revising the salary matrix for Year 2 and Year 3 of this policy. It is the intent of all parties to consider the following amendments to the policy: (1) Adjust the base salary; (2) Add steps to the Experience category; (3) Adjust the multipliers in order to balance the weight of Experience and Education, with the higher weighted items decreasing in value and the lower weighted items increasing in value; and (4) Bring all administrators to full time.~~

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SALARY MATRIX FOR ALL EMPLOYEES UNDER THIS POLICY

Base Salary					
<u>2017-2018</u>	\$76,500.00				
<u>2018-2019</u>	<u>\$78,030.00</u>				
<u>2019-2020</u>	<u>\$79,590.00</u>				
	Multiplier				
Years of Administrative Experience					
0	0.000				
1-2	0.020 <u>.018</u>				
3-5	0.050 <u>.033</u>				
6-8	0.085 <u>.048</u>				
9-11	0.115 <u>.063</u>				
12+ <u>14</u>	0.145 <u>.078</u>				
<u>15-17</u>	<u>0.103</u>				
<u>18-21</u>	<u>0.128</u>				
Educational Attainment					
BA	0.000				
MA	0.010 <u>.018</u>				
MA + 15	0.012 <u>.033</u>				
MA + 30	0.014 <u>.048</u>				
MA + 45	0.016 <u>.063</u>				
MA + 60	0.018 <u>.078</u>				
CAGS	0.020 <u>.103</u>				
Doctorate	0.022 <u>.128</u>				
Responsibility Factor					
High School Principal	0.380				
Middle School Principal	0.200				
Elementary School Principal	0.180				
High School Deans	0.045				
Middle School Deans	0.025				
Elementary School Deans	0.000				
Alternative School Dean	0.000				

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CTC Director	0.125				
Athletic Director	0.085				
Assistant Director of Student Services	0.080				

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

22. Definitions:

Contract Days – Days based upon the approved school year calendar

Years of Administrative Experience – Years of supervisory/administrative experience in any school district or other field relevant to the position.

Year 1 – 2017-2018 school year (FY 2018)

Year 2 – 2018-2019 school year (FY 2019)

Year 3 – 2019-2020 school year (FY2020)

~~Full Time Administrator – See Paragraph 19 A~~

~~Part Time Administrator – See Paragraph 19 B (1) and (2)~~

DAA Fact Sheet on Compensation

Administrative Salary Increases:

SY 2010-2011	0%
SY 2011-2012	0%
SY 2012-2013	0%
SY 2013-2014	0%
SY 2014-2015	5%
SY 2015-2016	4%
SY 2016-2017	4% or more based on new salary matrix
SY 2017-2018	0%

(Year 1 of Policy GCBD approved 6/12/2017; DAA requested 0% in light of ongoing negotiations with DTU and budget situation)

SY 2018-2019 Proposal is for an average of 3.82% increase by increasing the base 1% and equalizing education and experience. This will result in larger increases for those with advanced degrees, and 5 of 17 members receiving 0% for the second year in a row. We are willing to propose these low increases in order to move everyone to full time.

SY 2019-2020 Proposal is for a 1% increase on the base salary, which is an average of 2% for most people, 1 person at 0% increase, 2 people at 3% because of increase of year's experience band

DTU Salary increases have been at least 3.2% per year for each step plus % increases through negotiations and an additional 2.8% for increase in educational attainment

Other city positions are based on percentage increase per year (i.e. patrol officer receive 2.5%-5.0% per year)

Dover Administrators are on 200, 216, 220/225 (dependent on years of service in the district) day contracts.

Only 220/225 administrators work year round.

No Administrator receives overtime pay for hours worked beyond 40 hours a week, although all work considerably more hours.

Dover Principals have turned back 56 vacation days since the 2013/14 school year.

Last GCBD policy approved 6/12/017 with the following caveat:

“The School Board and DAA will reconvene no later than November of 2017 for the purpose of revising the salary matrix for Year 2 and Year 3 of this policy. It is the intent of all parties to consider the following amendments to the policy: (1) Adjust the base salary; (2) Add steps to the Experience category; (3) Adjust the multipliers in order to balance the weight of Experience and Education, with the higher weighted items decreasing in value and the lower weighted items increasing in value; and (4) Bring all administrators to full time.”

Goal of the DAA negotiating team when they reconvened in August of 2017 was to complete the policy update prior to the budget season, so changes could be incorporated.

Administrator Pay Range Comparisons to Similar Sized Districts FY 18

Summary:

- Lowest of all 12 districts with our top salary amount
- Only one district (Rochester) is lower on the bottom range of salaries for districts with like positions

District Name	Salary Ranges	Comments	Administrator raises in place for FY19
Dover	\$74,174 - \$110,160		
Rochester	\$68,000 - \$114,000		
Londonderry	\$70,000-\$125,000	Includes Director of Guidance	
Keene	\$75,000 - \$120,000		
Derry	\$76,401-\$105,040	Only K-8 data	
Goffstown	\$78,227-\$114,391		
Hudson	\$79,395-\$104,067	Only K-8 data	
Merrimack	\$80,000 - \$129,000		
Portsmouth	\$82,000 - \$115,000		COLA, approximately 2-3%
Salem	\$85,467 -\$94,900	Only K-8 data	
Timberlane	\$90,000-\$109,000	Only K-8 data	
Concord	\$104,051.00-\$130,441	no elementary deans	

A Day in the Life of an Administrator

The position of a school administrator is truly a twenty-four hour a day job. As leaders we must be the exemplar for professional standards, and constantly provide oversight to the faculty, staff and most importantly the students. We are held accountable by our supervisors, faculty, students, families, and the public, as most of our business is conducted with full transparency. Sleepless nights are a direct result of the immense responsibilities that our position entails, as there is always a problem to solve, tasks to complete, deadlines to meet, people to direct, events to plan, budgets to prepare, policies to comply with, all while presenting with a calm, competent and poised demeanor whether we are “on the clock” or not.

So what does a typical day look like? Well, it starts early in the morning after waking up, showering, and eating breakfast. These few moments of personal time are savored before heading into school for a full day of business and productivity.

We arrive at school early to prepare for the adventure that awaits us. On our way in, we greet people in a friendly fashion and are usually confronted by at least one person who needs to discuss an urgent situation that requires immediate attention. We smile, calmly listen to the situation, and provide some direction to remediate the issue before arriving at our office to take off our coat and map out the day. Inevitably the red voicemail light is on indicating phone messages to be checked, and we have already amassed 25 emails from the evening before. As we begin to read e-mails, the line starts to form at the door of people seeking to present situations requiring guidance and resolution. Some of these can be delegated to other professionals, and some are added to our ever-growing “to-do” list.

As more people arrive to the building, I grab my radio and head outside to the parking lot. I walk around ensuring a safe flow of traffic, and supervise students between the busses and building. Other administrators supervise strategic areas of the building, and the occasional communication is heard over the walkies for situations that require our attention.

The first bell rings and right away I get a call on my radio stating I have a parent waiting for me in my office. I spend the next hour listening to a parent concern regarding their student and help to find a solution that will work for all parties. The impromptu meeting ends and I look at what I had initially planned on my to-do list, and readjust to prioritize my time. I quickly walk to teacher classrooms to conduct observations. Five minutes into an observation, I receive another call on my radio stating I am needed to assist with a student issue somewhere in the building. This situation leads to another parent meeting requiring conflict resolution skills. I use a few minutes back in my office to return phone calls and respond to a couple of important emails.

As mid-day comes around, I grab my lunch and head to the cafeteria to supervise the students. I use this time as efficiently as possible by multi-tasking: I eat my own lunch while walking around, follow-up with teachers for supervision purposes, and check in with students in a casual manner to hear about their day. I draft my notes from the earlier teacher observation so that I can add them into T-Eval later.

After lunch we have a student medical issue and I accompany the student to the hospital, while my staff contacts the parent/guardian. The issue isn't critical however it warrants a trip to the hospital just to be safe. When I return from the hospital it is already the end of the school day. I once again head to the parking lot to direct traffic, serve as a crossing guard, and make sure the parents and students exit the parking lot safely.

Returning to my office, I have more calls to return, a weekly parent/guardian message to write, and emails to respond to. I go through these tasks one by one, balancing the time spent for each issue to give them the attention they deserve, while also knowing I must be efficient with my time to get everything done. I learn that there is a student issue that may present as a bullying situation, and I plan out immediate interventions to ensure the safety and wellbeing of both students, and then map out a timeline to investigate the following day.

I quickly wrap-up in my office, and look out the window to see a dark and mostly empty parking lot. There is a Science Fair happening in the gym, so I walk down to see the student exhibits. I speak with some parents and inevitably have conversations that are a mix of pleasantries and answering questions/concerns.

It's finally around 8:00 pm and I head home to see the family. We enjoy some conversation about how our day went, and have a quick dinner. I reach into my pocket and see the slightly crumpled to-do list I created earlier that morning with only a handful of items checked off. Sighing, I go to my home office to wrap up as many loose ends before the end of the day, trying to put my mind at ease. Tomorrow will be here shortly and I must get some rest so I will be energized for yet another full day tomorrow.

Ah yes, tomorrow I must remember to finish the budget, plan our upcoming faculty meeting, finish our state reports, check in on the new math curriculum, execute an evacuation drill, attend the strategic planning committee meeting, investigate a bullying report, plan out the teacher workshop day, and attend the school board meeting that evening.

Every day is unique for an administrator. We are leaders in our buildings whom people look to for guidance, direction, understanding, vision, consistency, and reliability. It's an exciting, rewarding, and exhausting job. We must plan our work carefully, but be able to adjust on the fly; we must have strong communication and interpersonal skills; we must strike a balance of authority and empathy; we must lead by example and inspire others; we must be able to make difficult decisions based on the wellbeing of our students; we must have the ability to multi-task and problem-solve; we must maintain tradition while also pushing for innovation; we must model what we expect from others at all times; we must have the energy to meet the expectations set for us every single day on the job. It may sound crazy, but we truly love this job.

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Second Reading

BACKGROUND INVESTIGATION AND CRIMINAL RECORDS CHECK

BACKGROUND INVESTIGATION

The Superintendent or his/her designee shall conduct a thorough investigation into the past employment history, and other applicable background, of any person considered for employment with the district. This investigation shall be completed prior to making an offer of employment, approving the contract with an individual contracting directly with the District, or approving the assignment of an employee of a contractor, a student teacher, or designated volunteer to work within the District.

The Superintendent shall develop a background investigation protocol for use in completing a background investigation and shall keep a written record of all background investigations which have been done.

For the purposes of this policy the term "applicant" shall include an applicant for employment by the District, an individual with whom the District may contract to provide services directly to students, any person identified by a contractor with the District whom the contractor proposes to assign to provide services directly to students, student teachers who are proposed to be placed in a District school, and designated volunteers. All applicants will be subject to a criminal records history check meeting the minimum requirements of law, however, the Superintendent's protocol may specify additional background check steps for specific groups of employees, such as verifying the educational achievements and employment history of an applicant for a teaching position. The Superintendent's protocol shall include a list of felonies and misdemeanors, in addition to those specified in RSA 189:13-a, V, convictions of which shall be disqualifying. The protocol shall require that an analysis be conducted of any pending charges or convictions for crimes not on the statutory list of disqualifying offenses to determine whether the applicant should be disqualified. The protocol shall take into consideration the time which has passed since the conviction, the facts and circumstances of the charge or conviction, evidence of successful rehabilitation and an extended period of lawful behavior. For charges pending disposition for offenses not on the statutory list of disqualifying offenses, which the applicant discloses or which come to light during the background check, the presumption of innocence shall apply, however, the Superintendent shall consider all reliable information in assessing the applicant's suitability. The Superintendent shall assess whether, in light of the totality of the circumstances, the pending charges or convictions raise reasonable cause to doubt the applicant's suitability for the position.

As part of the application process each applicant for a position shall be asked whether he/she has ever been convicted of any crime and whether there are any criminal charges pending against him/her at the time of application. The falsification or omission of any information on a job application or in a job interview, including, but not limited to, information concerning criminal

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convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or immediate discharge from employment.

Any applicant for whom the Board requires a criminal history records check or their employer in the case of an employee of a contractor shall pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the criminal history records check, unless otherwise determined by the Board.

CRIMINAL RECORDS CHECK

Each person considered for employment by the School Board whose duties require regular contact with pupils and volunteers as listed in policy IJOC must submit to a fingerprinting for a state and FBI criminal records check. **Refusal to provide the required criminal history records release form and any other required releases to authorize a background check will result in immediate disqualification and no further consideration for the position.**

Persons regularly in contact with students means a person or persons who, in the performance of his/her duties, (1) comes in direct contact with pupils on a daily basis for any period of time, (2) meets regularly, e.g., once or twice a week, with students, including, but not limited to, an art, music, or physical education teacher, (3) a substitute teacher who comes in direct contact with pupils on a limited basis, or (4) any other persons who, the Superintendent believes, by virtue of their duties and contact with students, should appropriately undergo a Criminal Records Check.

The Superintendent is responsible to establish all necessary internal procedures relative to the initiation and completion of the state and FBI Criminal Records Check.

VOLUNTEERS

The volunteer, excluding interns, shall pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the Criminal Records Check for any person who is required by the Board to have a Criminal Records Check, unless otherwise determined by the Board.

CONDITIONAL EMPLOYMENT

Persons who have been selected for employment may be hired on a conditional basis, pending a successful completion of the state and FBI Criminal Records Check **and a determination that there are no disqualifying pending charges or convictions.**

No selected applicant for employment shall be extended a conditional offer of employment until the Superintendent or his/her designee has initiated the formal state and FBI Criminal Records Check process and has completed a background investigation.

Any person who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that his/her contract and continuation of employment is entirely contingent upon the completion of a Criminal Records Check which is satisfactory to the district.

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All persons employed under a conditional offer of employment may be covered under the district's health insurance program, at the sole discretion of the Board, and in accordance with Board policies and/or collective bargaining agreements, if applicable. However, any such coverage will immediately cease and will not be subject to extension under COBRA, if the Board does not tender the person a final offer of employment by reason of application of this policy.

FINAL OFFER OF EMPLOYMENT

A person who has been extended a conditional offer of employment may be extended a final offer of employment upon the completion of a Criminal Records Check which is satisfactory to the Board.

No person with a conditional offer of employment shall be extended a final offer of employment if such person has charges pending or has been convicted of the following offenses, as referenced in RSA 189:13-a, V: (1) murder or (2) child pornography or (3) aggravated felonious sexual assault, (4) felonious sexual assault, (5) kidnapping, (6) manufacturing, selling, administering, dispensing, or distributing any controlled substance(s) on school property, or (7) sexual misconduct within an education setting in this state; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States, or where such person has been convicted of the same conduct in a foreign country.

In addition to the felonies listed above, a person may be denied a final offer of employment if he/she has **charges pending or has been convicted of any crime, either a misdemeanor or felony, provided the basis for disqualifying the candidate is job related for the position in question and is consistent with business necessity.** ~~been convicted of ANY felony. Such determination will be made by the Board on a case-by-case basis~~ **Superintendent in accordance with the established protocol and on a case-by-case basis. If the Superintendent chooses to nominate an applicant who has a history of a conviction of a crime or with pending charges for a position that must be approved by the School Board, the School Board shall be informed of that history in non-public session.**

~~The Superintendent, or designee, will transmit this policy to the state police, who will then screen the criminal records check for any selected applicant for employment, or designated volunteer, and will notify the district whether the record of said selected applicant or volunteer contains any felony convictions.~~

The Superintendent, or designee, will transmit each applicant's Criminal Record Release Authorization Form and, where inked cards are used, the applicant's fingerprint cards to the State Police. The State Police will then conduct the criminal history records check and will provide the Superintendent with the applicant's criminal history record or confirmation that the individual does not have a record of being charged with or convicted of a crime. In accordance with RSA 189:13-a, III, only the Superintendent will review the criminal history record received from the State Police and shall destroy that document as required by law.

~~When the district receives a notification of a felony conviction from the state police on a particular person which it finds unsatisfactory, the Superintendent shall dismiss said person~~

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~~within twenty four (24) hours of the receipt of such report, excluding Saturdays, Sundays, or legally recognized holidays.~~

When the District receives a notification of an employee, contractor, contractor's employee, or volunteer being charged with or convicted of a disqualifying offense under RSA 189:13-a, the Superintendent's protocol, or other crime which is evidence of the individual's unsuitability to continue in their role, the Superintendent shall take immediate appropriate action to remove the individual from contact with students. Employees shall be placed on paid administrative leave, if not subject to and immediately discharged. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment agreement or contract to address the individual's ongoing relationship with the District.

Additionally, a person may be denied a final offer of employment if the Superintendent becomes aware of other conduct which he/she determines would render the person unsuitable to perform the responsibilities of the position involved. Such determinations shall be made on a case-by-case basis.

ADDITIONAL CRIMINAL RECORDS CHECKS

~~The Board may require a Criminal Records Check of any employee at any time.~~

The Board may require a criminal history records check of any employee, an individual with whom the District has contracted to provide services directly to students, any person identified by a contractor with the District who has been assigned to provide services directly to students, student teachers who are placed in a District school, and designated volunteers at any time.

~~**Effective January 1, 2009: Dover School District staff employed as teachers, paraprofessionals, substitutes, coaches and secretaries, will be required to pay in advance the sum equivalent of what the State of New Hampshire charges.**~~

Legal References:

RSA 189:13-a

Appendix GBCD-R

~~Technical Assistance Advisory from the New Hampshire State Department of Education, dated 11/27/2000~~

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Second Reading

PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL

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

Parents and legal guardians shall be notified by e-mail, other written means, website/social media posting, or phone call not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction of human sexuality or human sexual education, that the material is available for inspection at the school. The notice will identify and provide contact information for the member of staff or faculty a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

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

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

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

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

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

Legal References:

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

RESOLUTION
RE: DOVER SCHOOLS LED LIGHTING UPGRADE
AND AUTHORIZATION FOR FINANCING

WHEREAS: The City of Dover solicited and awarded a bid to Affinity LED Lighting, a Dover based business, via City Council Resolution R-2015:03:11, to install LED lighting on any City property; and

WHEREAS: Affinity LED Lighting submitted a proposal to the School District for LED lighting upgrades to the Dover Alternative School, Dover Middle School, Garrison Elementary School, Horne Street Elementary School, and Woodman Park Elementary School in the amount of \$552,004.07 and is eligible for net rebates totaling \$115,354.80. This will result in the amount of \$436,649.27 being financed to fund the conversion to LED lighting. The proposal was sent to PSNH d/b/a Eversource Energy and funding is available through their Smart Start Revolving Fund Program; and

WHEREAS: It is anticipated that the conversion to LED lighting will save the School District a significant amount of money on its electric utility bills over time.

NOW, THEREFORE, BE IT RESOLVED:

That the Superintendent, or designee, are authorized on behalf of the Dover School Board, to file for participation in the Smart Start Revolving Fund Program and upon approval from the City of Dover obtain a loan through the program for the School's LED Lighting Upgrades. The Superintendent, or designee, is hereby authorized to finalize the necessary contract language with PSNH d/b/a Eversource Energy.

AND BE IT FURTHER RESOLVED:

That the Dover School Board requests the Dover City Council accept and approve the authorization to fund the School's LED Lighting Upgrades.

SUBMITTED BY:

Amanda L. Russell, Chairperson

Betsey Andrews Parker, Vice Chairperson

Kathleen Morrison, Secretary

Keith Holt

Matthew Lahr

Carolyn Mebert

Michelle Muffett-Lipinski

November 13, 2017



DOVER SCHOOL DISTRICT DRAFT STRATEGIC PLAN

2018-2023

Dover School District SAU 11 is on a journey of continual improvement. Our students are the reason the District exists, and everything we do must be focused on the things that are in their best interest. From this perspective, the District will continue to be committed to collaborating with students, parents, employees, and community partners to better prepare our students for a brighter future. We believe that our ability to work as a team will make all the difference in helping us realize our mission and core values. The Dover School District Strategic Plan establishes the District's five-year course.



DOVER

School District: SAU #11
Dover, New Hampshire



First Board Reading Draft – November 7, 2017

INTRODUCTION

Dover School District SAU 11 is on a journey of continual improvement. Our students are the reason the District exists, and everything we do must be focused on the things that are in their best interest. From this perspective, the District will continue to be committed to collaborating with students, parents, employees, and community partners to better prepare our students for a brighter future. We believe that our ability to work as a team will make all the difference in helping us realize our mission and core values.

The Dover School District's 2018–2023 Strategic Plan articulates the district's focus on four essential goals:

- **Goal 1:** The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.
- **Goal 2:** The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
- **Goal 3:** The Dover School District is committed to continued investments in infrastructure to support student learning inclusive of facilities, technology, safety, and security.
- **Goal 4:** The Dover School District will recruit, hire, develop and retain effective and caring educators and support them in their growth as strong school community.

A mutual understanding of the work that we are doing each day to better serve our students will promote accountability, and better position our school district for continual improvement and future success for all students.

The strategic plan is designed to guide the District's work for the next five years. The development of the strategic plan has been an eighteen-month process involving community members, parents, students, educators, administrators, and board members. It is with great pride and optimism that we present the 2018–2023 Strategic Plan. The plan serves as a guiding document with a focus on a future that keeps empowering all learners at the center of everything that we do. The Dover Strategic Plan will further be define and reinforced with annual implementation and accountability plan.

As lesson are learned during the implementation of the Strategic Plan, those lessons will require the plan to be modified in order that the plan is constantly focused on the continual improvement of the Dover School District for the benefit of all students.



DOVER

School District: SAU #11
Dover, New Hampshire



First Board Reading Draft – November 7, 2017

A customer service attitude, a rigorous learning environment, a high-performing workforce, robust academic/extracurricular offerings, quality school facilities, and a solid financial base are essential to Dover School District being the “choice” school district for internal and external stakeholders. The District is established on the values of diversity, opportunity, voice, engagement, and rigor.

Thank you for your willingness to take this journey with us. Along the way, there will be challenges to overcome and accomplishments to celebrate. Working together, we can and will achieve success for all students by empowering them to be learners and preparing them to be a dynamic global citizen.

MISSION

Working collaboratively to empower all learners to become dynamic global citizens.

SLOGAN

Empowering all learners.

CORE VALUES

- **Diversity**
- **Opportunity**
- **Voice**
- **Engagement**
- **Rigor**



DOVER

School District: SAU #11
Dover, New Hampshire



First Board Reading Draft – November 7, 2017

Focus: School-Community Engagement

GOAL 1

The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.

Objective 1.1 - Student Voice

We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.

District School Strategies	District Measures of Success
- Identify model classrooms where students have voice and choice in designing and demonstrating their learning. - Provide professional development to support faculty and administration in developing an understanding of student-centered learning and meaningful and purposeful student choice. - Develop a network of teacher coaches to support teachers in the development of student-centered learning and meaningful and purposeful student choice.	- Within five years, the number of educators implementing student-centered environment where students have voice and choice in designing and demonstrating their learning will increase. - Within five years, the number and effectiveness of professional development in initiating student-centered classrooms will increase.
Elementary School Strategies	Elementary School Measures of Success
- Design units that incorporate student voice and choice in learning and assessment. - Research and create schedule concepts that allow time for student voice and choice opportunities. - Identify and expand upon opportunities for students to engage in opportunities to solve problems and take on leadership roles within the school and local community.	- Educator's unit plans will promote choice and voice in learning, content and assessment. - Schedules reflect a student-centered approach that empowers students as learners. - Students have ownership and leadership roles within the school and community via clubs, school decisions, and community projects.



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Middle School Strategies	Middle School Measurer of Success
• Create a school-wide advisory program to provide a platform for student input and choice. • Design units that incorporate student voice and choice in learning and assessment. • Identify and expand upon opportunities for students to engage in opportunities to solve problems and take on leadership roles within the school and local community. • Research and create schedule concepts that allow time for student voice and choice opportunities.	• Students indicate a stronger connection to school, resulting in a school-wide improvement in attendance and behaviors. • Educator's unit plans will promote choice and voice in learning, content and assessment. • Students have ownership and leadership roles within the school and community via clubs, school decisions, and community projects. • Schedules reflect a student-centered approach that empowers students as learners.
High School Strategies	High School Measures of Success
• Increase in the quantity and quality of student generated initiatives. • Design units that incorporate student voice and choice in learning and assessment.	• Develop a system to gather, catalogue, measure and share student initiatives. • Increased participation rates in elective courses and Extended Learning Opportunities (ELO's). • Educator's unit plans will promote choice and voice in learning, content and assessment.

Objective 1.2 – Student Support and Wellness

We will enhance support and wellness for all students through purposeful engagement in school and community based activities.

District Strategies	District Measures of Success
• Develop a balance of physical, emotional, academic and social well-being for students. • Establish community partnerships to enhance support and wellness of students.	• Annually schools will provide evidence of establishing a balance of physical, emotional, academic, and social well-being of students. • Annually the District will identify and assess the number of beneficial and productive partnerships.



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Elementary Schools Strategies	Elementary Schools Measures of Success
- Engage with community agencies to offer community based wellness activities to students. - Communicate and collaborate with partners in the community, and participate in local events.	- Increased opportunities to participate in school and community wellness events as evidenced in school activity calendars and newsletters. - Schools will invite or participate in multiple events in the community each year.
Middle School Strategies	Middle School Measures of Success
- Increase accessibility for students to participate in the after-school activities that are supported by the broader community. - Explore and develop opportunities to increase the number and diversity of after school programs offered by community entities.	- Increased participation rates in after-school programs. - Increased number of community partnerships providing programs for students. - Increased diversity of program offerings.
High School Strategies	High School Measures of Success
Develop and expand communication tools to inform students and families about activities and events occurring in both the school and community related to mental and physical wellness.	Increased participation in extracurricular and co-curricular activities.

Objective 1.3 – College and Career Partnerships

For students to freely explore all post-graduation options, we will improve and expand our college and career network by strengthen existing partnerships and develop new partnership with businesses, non-profit organizations, and educational institutions.

District Strategies	District Measures of Success
- Support and strengthen existing partnerships the District has with organizations in and out of the community. - Develop new partnerships with organizations that will enhance student exploration of post-graduation. - Identify and remove policy and procedure barriers to collaboration and extended learning opportunities.	- Increased number of Initiatives and programs developed because of partnerships. - Increased number of new and successful partnerships.



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Elementary Schools Strategies	Elementary Schools Measures of Success
- Increase student awareness of college and other post-graduate opportunities. - Strengthen CTE partnerships with elementary schools.	Students can articulate future goals.
Middle School Strategies	Middle School Measures of Success
Increase student awareness of college and other post-graduate opportunities.	Students can articulate future goals.
High School Strategies	High School Measures of Success
- Increase student awareness of college and other post-graduate opportunities. - Develop a sustainable system of two-way communication between the school and community partners that supports post-graduate opportunities.	- Increased graduation rates for all students and each subgroup. - Increased percentage of students participating in post-secondary opportunities. - Increased percentage of students participating in career pathways and earning industry certifications. - Increased number of new partnerships with local businesses that enhance Dover High School programs.

Objective 1.4 – Family Understanding and Participation

We will provide opportunities for all families to engage with the Dover schools using sustainable strategies to foster consistent and authentic two-way communication.

District Strategies	District Measures of Success
Develop a communication and engagement plan inclusive of media, digital, and face-to-face communication.	- Develop and implement a short-range and long-range communication plan for one-way and two-way communication and community engagement. - District is perceived as having highly effective communication systems in place.
Elementary Schools Strategies	Elementary Schools Measures of Success
Expand opportunities to invite community members to participate in school-sponsored events.	- Increased family and community participation at school-sponsored events. - Use of varied methods of communication between families and schools, reaching families



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Identify families' preferred methods of communication.	- on platforms they are comfortable with and can access easily. - Families feel welcomed, empowered, and valued as partners and are actively engaged in their students' school success.
Middle School Strategies	Middle School Measures of Success
- Expand opportunities to invite community members to participate in school-sponsored events. - Identify families' preferred methods of communication.	- Increased family and community participation at school-sponsored events. - Use of varied methods of communication between families and schools, reaching families on platforms they are comfortable with and can access easily. - Families feel welcomed, empowered, and valued as partners and are actively engaged in their students' school success.
High School Strategies	High School Measures of Success
- Expand opportunities to invite community members to participate in school-sponsored events. - Identify families' preferred methods of communication.	- Increased family/community involvement measured by participation. - Increased number of volunteer hours by individuals at Dover High School. - Increased participation in booster and support groups. - Families feel welcomed, empowered, and valued as partners and are actively engaged in their students' school success.

Objective 1.5 – Community Understanding and Participation

We will provide opportunities for diverse community stakeholders to engage with the Dover schools in shared problem solving and decision making.

District Strategies	District Measures of Success
- Recruit community members to participate on District Committees to increase the voice of the community. - Develop systems of communication between the school district and community on programs and services.	- District demonstrates evidence of diverse community members on the District Committees. - Communication systems are established to connect the school district and community. - Community is involved and informed about the District's evolution towards competency based education.



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Develop community conversations with all stakeholder groups to discuss evolution towards competency based education system.	Increase in the involvement of private and nonprofit partners commit to supporting Dover Schools as a community and economic development strategy.
Elementary Schools Strategies	Elementary Schools Measures of Success
Improve two-way communication with all stakeholder groups.	Increased number of opportunities designed to engage in shared problem solving and decision making.
Middle School Strategies	Middle School Measures of Success
Improve two-way communication with all stakeholder groups.	Increased number of opportunities designed to engage in shared problem solving and decision making.
High School Strategies	High School Measures of Success
Develop community conversations with all stakeholder groups to discuss evolution towards competency based education system.	- New England Association of Schools and Colleges (NEASC) parent survey results. - Increased number of opportunities designed to engage in shared problem solving and decision making.

Focus: Meeting the Needs of All Learners

Goal 2

The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

Objective 2.1 – Social, Emotional, Physical

We will promote and support the overall health and well-being of all students and staff.

District School Strategies	District Measures of Success
Develop district wide student social competencies.	Social competencies can be articulated by staff and students.



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• Create a district climate and culture that supports instructional risk taking and growth for all. • Collaborate with area health and wellness agencies to expand school and community supports and offerings. • Develop core beliefs and values around student behavior. • Provide increased opportunity for student/staff physical activity and movement throughout the school day. • Increase opportunities for physical movement and social interactions.	• System of reporting social competency acquisition is established. • Students and staff are confident in taking risks and show evidence of trying new practices in their academic work and classrooms. • Increase in the number of partnerships with area agencies. • Consistency across schools on student behavioral expectations (as developmentally appropriate). • Increased staff participation rates in health insurance incentives. • Increased attendance for staff and students.
Elementary Schools Strategies	Elementary School Measures of Success
• Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. • Identify and use additional resources for mental health support for students. • Increase opportunities for physical movement and social interactions.	• Increased attendance for staff and students. • Increased prosocial student behaviors. • All students receive support services in a consistent, meaningful way to meet their needs.
Middle School Strategies	Middle School Measures of Success
• Identify and use additional resources for mental health support for students. • Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. • Increase opportunities for physical movement and social interactions.	• Increased number of students accessing support leading to increased prosocial behaviors. • All students receive support services in a consistent, meaningful way to meet their needs. • Increased opportunities for physical activity. • Increased attendance for staff and students.
High School Strategies	High School Measures of Success
• Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. • Increase opportunities for physical movement and social interactions.	• Increased prosocial student behavior. • All students receive support services in a consistent, meaningful way to meet their needs. • Increased participation rates in extracurricular and co-curricular activities. • Increase in healthy behavior choices as evidence by Youth Risk Behavior Survey (YRBS) Data. • Increase in positive responses from student, staff and family on climate survey data. • Increased attendance for staff and students.



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Objective 2.2 – Student Engagement in Learning

We will maximize each student's engagement in learning.

District Strategies	District Measures of Success
• Increase student engagement by implementing a system of planning and instruction, inclusive of Universal Design for Learning and Project Based Learning. • Increase student ability to problem-solve using pro-social skills by implementing the Collaborative Problem-Solving model. • Research and implement a digital system that enables students to capture evidence of their growth in all aspects of learning.	• Lesson and unit planning shows evidence of UDL and PBL and consideration of all ability levels when planning for instruction. • Educator evaluation rubrics speak directly to planning for all ability levels in instruction. • Collaborative Problem-Solving strategies are used in classrooms and behavior support spaces to support students in problem solving. • Increased rates of student attendance and achievement as evidenced by available data reports. • Educators will assume the role of facilitator and students will demonstrate increased ownership of their learning. • Students will have digital portfolios.
Elementary Schools Strategies	Elementary School Measures of Success
• Provide opportunities for students to share their learning progress. • Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options.	• Increased on-task student behavior. • Unit and lesson plans reflect increased use of best practices in project based learning and other high engagement strategies.
Middle School Strategies	Middle School Measures of Success
• Provide opportunities for students to drive their learning by providing choice in projects, assessment and enrichment options.	• Unit and lesson plans reflect increased opportunities for student choice in projects, assessment and enrichment options.
High School Strategies	High School Measures of Success
• Examine, align and develop procedures for extended learning opportunities using input from impacted stakeholders. • Create clarity for students, families, staff, and community around extended learning opportunities. • Provide opportunities for students to drive their learning by providing choice in projects, assessment and enrichment options. • Use student and community feedback to enhance student programming.	• Improved engagement as evidence by attendance rates and achievement data. • Unit and lesson plans reflect increased opportunities for student choice in projects, assessment and enrichment options. • Participation in extended learning opportunities.



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Objective 2.3 – Student Achievement

We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

District Strategies	District Measures of Success
- Create equitable, caring, and respectful classrooms where all students can thrive. - Develop a robust RTI (response to intervention) model across the district inclusive of culturally responsive academic and social-emotional interventions. - Develop extended opportunities for students who have exceeded academic expectations. - Research and develop alternative models of education that will enhance the District's capacity to serve all students.	- Teachers will be trained in culturally responsive and equitable learning environment practices. - Identification rates for educational disabilities will be proportionate among all sub-groups. - Suspension rates among students will be proportionate for all sub-groups. - Existence of robust RTI (response to intervention) model across grade levels and district schools. - Existence of extended opportunity programming for students who have exceeded academic expectations. - Establish research based alternative models of education that will increase the District's capacity to successfully serve all students. - Educator evaluation data specific to planning and preparation domain reflects culturally and developmentally responsive instruction. - Closing the achievement gap between sub-groups.
Elementary Schools Strategies	Elementary Schools Measures of Success
- Research, use, and refine consistent use of evidence based strategies that support competency based learning. - Provide equitable access across the curriculum and instructional framework. - Emphasize developmentally appropriate practices within the curriculum and instructional framework.	- Competency based learning environment that supports all students. - Growth in awareness of and capacity to serve all students, which will lead to a decrease in the achievement gap between subgroups. - Increased number of students receiving instruction matched to their needs.



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Middle School Strategies	Middle School Measures of Success
- Research, use, and refine consistent use of evidence based strategies that support competency based learning. - Provide equitable access across the curriculum and instructional framework. - Emphasize developmentally appropriate practices within the curriculum and instructional framework.	- Competency based learning environment that supports all students. - Growth in awareness of and capacity to serve all students, which will lead to a decrease in the achievement gap between subgroups. - Increased number of students receiving instruction matched to their needs.
High School Strategies	High School Measures of Success
- Research and implement models that emphasize models that enhance and personalize academic support. - Provide equitable access across the curriculum and instructional framework. - Research, use, and refine consistent use of evidence based strategies and structures that support competency based learning. - Emphasize developmentally appropriate practices within the curriculum and instructional framework.	- Increased diversity of offerings in the Program of Studies. - Culturally and developmentally responsive unit and lesson plans. - An advisory program that focuses on meeting the academic and social needs of all students. - Increased flexibility in scheduling. - Competency based learning environment that supports all students. - Growth in awareness of and capacity to serve all students, which will lead to a decrease in the achievement gap between subgroups. - Increased number of students receiving instruction matched to their needs.

Objective 2.4 – Competency Based Education

We will optimize student learning and achievement by developing and implementing a competency based education model.

District Strategies	District Measures of Success
- Develop a competency based education system of curriculum and instruction that focuses on student mastery of skills and knowledge (both academic and social); one that provides for authentic problem-solving, and a student-driven learning environment which provides students choice and voice in their learning. - Develop a system of formative and summative assessments that provide students choice in	- Each core subject area is mapped vertically and within each grade level to define the essential skills, benchmarks, and competencies for each grade level and content area. - Educators have participated in relevant professional development and demonstrated evidence of understanding what instruction looks like in a competency based learning system.



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assessment and uses Depth of Knowledge 3 or 4 to assess competency. • Create a competency based grading and report card system. • Create a system to address students mastering competencies at different rates and times.	• Assessments are in place to support a competency based education system. • Systems/protocols in place to address students mastering competencies at different rates/times. • Reporting system that is synchronized with competency based learning is in place and student achievement is reported through this system. • Students can articulate competency based learning as it applies to them including where they are in mastering competencies.
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Objective 2.5 – Technology Instruction

We will facilitate the effective use of technology for all learning community members.

District Strategies	District Measures of Success
• Develop educator technology competencies related to the integration of technology to support all aspects of teaching and learning. • Develop and implement a district-wide scope and sequence of student technology competencies aligned with ISTE (International Society for Technology Education) standards.	• Development and implementation of educator technology competencies. • Development and implementation of student technology competencies • Through training, staff will gain confidence and competence in their ability to assist students in the development of their technology competencies. • Staff will demonstrate competence with technology.

Objective 2.6 – Technology Curriculum Integration

We will establish and sustain effective integration of technology into all aspects of the curriculum, teaching, and learning.

District Strategies	District Measures of Success
• Technology will be used effectively and efficiently to enhance instruction and learning.	• Utilization rates of resources, support and professional development. • Degree to which educators are utilizing technology to support instructional practices. • Degree to which students are technologically competent.



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Objective 2.7 – Extracurricular and Co-Curricular

We will establish and sustain opportunities for all students to engage in a variety of healthy and productive extracurricular and co-curricular activities.

District Strategies	District Measures of Success
• Increase extracurricular and co-curricular opportunities at the elementary and middle school levels. • Develop communication strategies to provide information to families about community based athletic, recreational and fitness opportunities. • Develop a system to review athletic and co-curricular policies to support extended learning opportunities.	• Increased participation in extracurricular and co-curricular activities. • Increased prosocial behaviors as evidenced by Youth Risk Behavior Survey data. • Increased number of opportunities provided. • Expansion of communication tools to inform students and families about activities and events. • Policies are created that support extended learning opportunities.

Focus: Investing in Facilities and Technology

Goal 3

The Dover School District is committed to continued investments in infrastructure to support student learning inclusive of facilities, technology, safety, and security.

Objective 3.1 – Facilities Maintenance and Development

We will provide, manage, and maintain clean, safe, and adequate facilities to support student learning, effective instruction, and community engagement.

District School Strategies	District Measures of Success
• Contract with a provider to conduct a comprehensive facilities study to address the District's future facility needs to align with future community growth. • Develop a District master plan based on the facilities study.	• A comprehensive facilities study to address future facility needs will be completed. • A master plan based on the facilities study addressing future facility needs will be implemented.



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• Develop and implement a comprehensive six-year capital improvement plan for repair and maintenance of District facilities. • Collaborate with the facilities/maintenance services provider to maintain clean, healthy and safe learning environments. • Work with community-based groups to use school facilities for community activities and events. • Collaborate with community facility resources and programs such Children's Museum, Woodman Museum, etc. for expand student educational opportunities.	• A comprehensive six-year capital improvement plan for repair and maintenance of District facilities will be developed. • All school buildings will be maintained at the highest level of cleanliness to maintain a healthy and safe learning environment. • Schools will be used by community-based groups. • Evidence will be provided by schools on the use of community facilities and resources for expanding educational opportunities for students.
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Objective 3.2 – Informational Technology Maintenance and Development

We will provide robust technology infrastructure, support, and training to facilitate a technology rich, collaborative 21st century learning environment.

District Strategies	District Measures of Success
• Develop and implement policies, programs and funding to support the technology-infused vision and strategic plan. • Develop and maintain a robust technology infrastructure (i.e., networks, systems, software and devices) that adequately supports and fully meets the needs of educators and students. • Develop and implement a comprehensive long-range technology plan. • Develop and implement a budget cycle to support the long-range technology plan. • Develop and implement a technology professional development plan.	• The district has a reliable, efficient, and effective technology infrastructure that fully serves the needs of all users. • The district provides the necessary support to maintain a reliable infrastructure. • Five-year technology plan is developed and implemented. • Five-year budget cycle is developed and implemented to support the five-year technology plan.



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Objective 3.3 – Safety and Security

We will commit to investing and supporting the safety and security for the well-being of all students and staff.

District Strategies	District Measures of Success
- Maintain school safety, emergency and security plans that are continually updated, improved, expanded, and consistent across all District facilities. - Maintain a security budget to support the district's safety and security plans.	- The District maintains updated emergency plan for all schools. - All schools in the District are in compliance with state emergency laws and protocols. - District effectively coordinates all safety plans with the City of Dover's Safety Departments – Fire and Police.

Focus: Staff

Goal 4

The Dover School District will recruit, hire, develop and retain effective and caring educators and support them in their growth as strong school community.

Objective 4.1 – Recruiting and Retaining

We will plan for and manage staff hiring, placement, turnover and succession.

District School Strategies	District Measures of Success
- Provide excellent support and services to the schools' programs, and services. - Execute a comprehensive hiring process to address placement, turnover and succession. - Work to understand what educators value in their work environment. - Improve work conditions based on the data gathered from exit interviews.	- The District's organization is assessed and adequately staffed to provide comprehensive support to the District schools' programs and services. - The District has a long term comprehensive staffing plan to address current and future needs. - The District has a well-defined hiring process.



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	• Data collected indicates less staff turnover. • The District has systematic exit plan to gather data.
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Objective 4.2 – Professional Development

We will cultivate continuous improvement of instructional and leadership capacities to increase student growth and achievement through individual and collective professional development.

District Strategies	District Measures of Success
• Provide high quality, differentiated, research-based, job-embedded professional learning that expands the repertoire of assessment strategies, responsive instructional skills, and content knowledge to increase student academic and professional learning. • Deliver actionable feedback about instruction and other professional practice through a valid, research-anchored system of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice. • Explore and implement options to increase professional development time. • Research and implement a variety of modalities of professional development. • Seek to increase diverse representation of educators on district committees. • Research and develop PLCs (Professional Learning Communities) that use student data to continually improve student learning and achievement.	• A refined inquiry process that utilizes data to continually increase student achievement and learning. • Educators have the knowledge and understanding that enables them to implement competency based education. • Data from the evaluation system is used to inform professional development needs. • Creative district and school scheduling that allows for additional time for professional development. • District offers multiple pathways for educators to pursue professional development. • Increased amount of time available for teachers to work and learn professionally together. • Increased amount of professional development offered by educators to their peers. • More diverse representation on district committees to guide district decisions on professional development. • Establishment of professional learning communities that operate at the performance stage of team development.

DOVER SCHOOL DISTRICT CALENDAR (DRAFT)

2018-2019

	M	T	W	TH	F		M	T	W	TH	F
AUG/SEPT	TR	TW	29	30	X	FEBRUARY					1
21 S & 23 T	X	4	5	6	7	16 S & 16 T	4	5	6	7	8
	10	11	12	13	14		11	12	13	14	15
	17	18	19	20	21		18	19	20	21	22
	24	25	26	27	28		X	X	X	X	
OCTOBER						MARCH					X
21 S & 22 T	1	2	3	4	TW	19 S & 20 T	4	5	6	7	8
	X	9	10	11	12		11	12	13	14	15
	15	16	17	18	19		18	19	20	21	TW
	22	23	24	25	26		25	26	27	28	29
	29	30	31								
NOVEMBER						APRIL					
17 S & 18 T				1	2	17 S & 17 T	1	2	3	4	5
	5	6	7	8	TW		8	9	10	11	12
	X	13	14	15	16		15	16	17	18	19
	19	20	X	X	X		X	X	X	X	X
	26	27	28	29	30		29	30			
DECEMBER						MAY			1	2	3
15 S & 15 T	3	4	5	6	7	21 S & 22 T	6	7	8	9	10
	10	11	12	13	14		13	14	15	16	17
	17	18	19	20	21		20	21	22	23	TW
	X	X	X	X	X		X	28	29	30	31
	X										
JANUARY		X	2	3	4	JUNE					
20 S & 21 T	7	8	9	10	11	10 S & 10 T	3	4	5	6	7
	14	15	16	17	18		10	11	12	13	14
	X	22	23	24	25		(*17	*18	*19	*20	*21
	TW	29	30	31			*24	*25	*26	*27	*28)

S=Students (177 - Total) T=Teachers (184 - Total)

* = Snow Days

DAYS OUT

August 27	Teacher Return/Teacher Workshop
August 28	Teacher Workshop
August 31- Sept 3	Labor Day Recess
October 5	Teacher Workshop
October 8	Columbus Day
November 9	Teacher Workshop/ Parent-Teacher Conferences
November 12	Veterans Day (Observed)
November 21-23	Thanksgiving Recess
December 24-January 1	Holiday Recess
January 21	Martin Luther King Day
January 28	Teacher Workshop
February 25-Mar 1	Winter Recess (Includes Presidents' Day holiday)
March 22	Teacher Workshop
April 22-26	Spring Recess
May 24	Teacher Workshop
May 27	Memorial Day

177 days required attendance for instructional purposes, or the equivalent number of hours and an additional 10 days for time lost due to inclement weather.

Schools close on June 14, 2019 (half-day), or upon **completion of the 177th day**.

Teachers report on August 27, 2018. **Students return** on August 29, 2018.

Teacher workshops will be held on **August 28, Oct. 5, Nov. 9, 2018; January 28, March 22, May 24, 2019**

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THE DOVER SCHOOL DISTRICT
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TO: Members Dover School Board
Dr. William R. Harbron, Superintendent of Schools
FROM: Libby M. Simmons, Business Administrator
DATE: November 13, 2017
RE: Dover Schools LED Lighting Upgrade Approval

In 2015, the City of Dover solicited and awarded a bid to Affinity LED Lighting, a Dover based business, to install LED lighting on any City property. To date, the ice arena, indoor pool, McConnell Center, Mast Road public works facilities have been completed, and the city's street lighting and outdoor decorative lighting is in the process of installation.

Five Dover schools were identified for assessment and include the Alternative School, Garrison Elementary School, Horne Street Elementary School, Dover Middle School, and Woodman Park Elementary School. Complete walk-throughs were performed on all properties and the data was submitted to Eversource for review and screening for these projects to qualify for the Municipal Smart Start Program. All five projects qualify for the program for a total Smart Start project cost in the amount of \$436,649.27 to be paid with savings on monthly electric bills. Estimated monthly savings are \$9,363, annual \$112,356.

Upon School Board approval, the resolution will be provided to City Council for review and approval. Once the City Council approves the project, Affinity LED will oversee the full turnkey project on installation and disposal of waste. The five schools will benefit from improved lighting quality, lower operating cost, elimination of nearly all maintenance costs, as well as a reduced carbon footprint.

I am requesting that the School Board approve this project. Thank you for your consideration.

Dover School District Mission Statement

Strengthening our community by educating every child, every day!

Dover Schools LED Lighting Upgrade
Project Financing Summary

	Dover Middle School	Horne Street School	Alternative School	Woodman Park School	Garrison School	TOTAL
Upgrade Project Cost	\$ 253,339.00	\$ 60,012.50	\$ 8,424.97	\$ 167,950.32	\$ 41,484.45	\$ 531,211.24
Smart Start Program Charge	\$ 10,416.95	\$ 2,323.60	\$ 341.15	\$ 6,147.52	\$ 1,563.61	\$ 20,792.83
Eversource Rebate	\$ (45,000.00)	\$ (13,540.50)	\$ (1,602.00)	\$ (45,000.00)	\$ (10,212.30)	\$ (115,354.80)
Amount to be Financed	\$ 218,755.95	\$ 48,795.60	\$ 7,164.12	\$ 129,097.84	\$ 32,835.76	\$ 436,649.27
*Estimated Monthly Payment based on 34-51 month period						
Estimated Monthly Savings	\$ 4,557.42	\$ 1,038.20	\$ 210.71	\$ 2,806.47	\$ 643.84	\$ 9,256.64
Estimated Monthly Cash Flow	\$ 4,621.82	\$ 1,039.36	\$ 211.63	\$ 2,838.60	\$ 651.50	\$ 9,362.91
	\$ 64.40	\$ 1.16	\$ 0.92	\$ 32.13	\$ 7.66	\$ 106.27

*Using 100% of savings for shorter term repayment. (DMS 48-mo.; HSS 47-mo.; ALT 34-mo.; WPS 46-mo.; GES 51-mo.)

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THE DOVER SCHOOL DISTRICT

SCHOOL ADMINISTRATIVE UNIT #11
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DOVER, NEW HAMPSHIRE 03820-4132
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TO: Members Dover School Board
Dr. William R. Harbron, Superintendent of Schools
FROM: Libby M. Simmons, Business Administrator
DATE: November 13, 2017
RE: Award for *Cafeteria Tables* for Dover Middle School

On September 13, 2017, the District solicited a public bid requesting pricing information on the purchase of cafeteria tables to replace aged, unrepairable tables at Dover Middle School. Eleven vendors responded on September 28, 2017 and their results are as follows:

Pricing – Rectangular Tables with Benches

Bidder	Price/Each	S&H/Each	Total/15 Units
Nelson Adams Naco	\$920.00	\$430.00	\$20,250.00
Hertz Furniture Systems, LLC (Particle) Add: Chrome Finish	\$924.51 \$88.10	Included	\$15,189.15
Douglas Food Stores, Inc. (Particle)	\$996.45	\$200.00	\$17,946.75
Commercial Concepts (Particle/Chrome)	\$1,034.27	Included	\$15,514.05
Commercial Concepts (Plywood/Chrome)	\$1,171.90	Included	\$17,578.50
Commercial Concepts (Plywood/Chrome)	\$1,194.48	Included	\$17,917.20
School Specialty, Inc. (MDF/Black)	\$1,041.77	Included	\$15,626.55
School Specialty, Inc. (Plywood/Chrome)	\$1,204.24	Included	\$18,063.60
Virco, Inc. (Particle)	\$1,068.88	Included	\$16,033.20
Staples Contract & Commercial	\$1,129.55	Included	\$16,943.25
School Outfitters (MDF/Chrome)	\$1,188.00	\$93.33	\$19,219.95
School Outfitters (Particle/Chrome)	\$1,059.00	\$93.33	\$17,284.95
WB Mason (Particle)	\$1,199.00	Included	\$17,985.00
Robert H. Lord, Co. (MDF)	\$1,325.00	Included	\$19,875.00
School Furnishings (Particle/Black)	\$1,333.80	Included	\$20,007.00
School Furnishings (Particle/Chrome)	\$1,387.80	Included	\$20,817.00

We request that the School Board proceed with an award to **Hertz Furniture Systems, LLC** for fifteen tables in the amount of **\$15,189.15**. The purchase will be made through the Cafeteria Special Revenue Fund.

Dover School District Mission Statement

Strengthening our community by educating every child, every day!

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TO: Members Dover School Board
Dr. William R. Harbron, Superintendent of Schools
FROM: Libby M. Simmons, Business Administrator
DATE: November 13, 2017
RE: Award for *Grounds Maintenance Building Roof*

On October 5, 2017, the District solicited a public bid requesting proposals for the roof replacement of the existing grounds maintenance building. Seven vendors were present for the mandatory onsite assessment held on October 16th and six vendors submitted a proposal on November 3rd. The bid results are as follows:

Name of Vendor	Base Bid Amount
Skyline Roofing, Inc.	\$ 28,760
Kevin W. Smith & Son, Inc.	\$ 29,800
Academy Roofing Corp.	\$ 37,500
Viking Roofing, Inc.	\$ 38,500
Tecta America New England	\$ 38,970
A&M Roofing Services, LLC	\$ 45,900

Facilities Director, Jeffrey White, has assisted in the review of the bid results. We request that the School Board proceed with an award to Skyline Roofing, Inc. in the amount of **\$28,760**. The purchase will be made through the School Facilities Fund in the amount of \$15,486 and through the General Fund in the amount of \$13,274.

Dover School District Mission Statement

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TO: Members Dover School Board
Dr. William R. Harbron, Superintendent of Schools

FROM: Libby M. Simmons, Business Administrator

DATE: November 13, 2017

RE: Condition of *School* Accounts, October 31, 2017

The monthly General Fund-FY2018 Condition of Accounts as of October 31, 2017 is attached for review.

As of October 31, 2017, the General Fund estimated fund balance is \$1,684,034.20. Highlights of the report are as follows:

- The estimated revenue deficit of \$275,689 will be offset with savings from wage and benefit accounts on the expense side of the budget.
- Dover has enrolled 1 out-of-district student, 184 Barrington students, 64 Nottingham students, and 5 out-of-district Alternative Education students. These numbers are subject to change.
- Based on a conservative projection, Medicaid reimbursement revenue continues to include a reduction in budget projections and will be adjusted accordingly throughout the fiscal year.
- Internal budget adjustments from wage and benefit savings were processed to cover unanticipated special education expenses for out-of-district placement and transportation, as well as a required 7th bus for in-district special education transportation.

As of October 31, 2017, the Special Revenue estimated fund balances are as follows:

Fund 2800 School Cafeteria Fund

\$ 294,236

- Upcoming projects utilizing funds will include the replacement of cafeteria tables at Dover Middle School, the replacement of the reach-in refrigerator at Garrison Elementary School, and the replacement of cafeteria computers at all schools. I recently applied for a small NSLP grant to fund the reach-in refrigerator at Garrison Elementary School.

Fund 3830 School Facilities Fund

\$ 197,326

- An upcoming project utilizing funds will include the replacement roof on the maintenance shed that was damaged beyond repair last fall and is beyond its useful life. Funds remaining from the insurance claim for this project are \$15,486.

Dover School District Mission Statement

Strengthening our community by educating every child, every day!

GENERAL FUND - FY2017 CONDITION OF ACCOUNTS

REVENUE - ESTIMATED OCTOBER 31, 2017

Account Description	FY2018 Budget (Adjusted)	Received To Date 10/31/2017	Add'l Anticipated Estimated Revenue	Total Estimated Revenue	Over/ (Under) Budget
Tuition - Regular From Parents	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition - Other NH Districts	\$ 55,254.00	\$ 3,013.52	\$ 10,547.48	\$ 13,561.00	\$ (41,693.00)
Tuition - Barrington	\$ 2,563,029.00	\$ 636,733.61	\$ 1,899,820.39	\$ 2,536,554.00	\$ (26,475.00)
Tuition - Nottingham	\$ 901,079.00	\$ 171,319.31	\$ 674,234.69	\$ 845,554.00	\$ (55,525.00)
Tuition - SPED Aides	\$ 307,397.00	\$ 61,175.46	\$ 213,400.54	\$ 274,576.00	\$ (32,821.00)
Tuition - Voc - NH Districts	\$ 72,198.00	\$ -	\$ 84,703.00	\$ 84,703.00	\$ 12,505.00
Tuition - Voc - Out of State	\$ 76,287.00	\$ -	\$ 64,737.00	\$ 64,737.00	\$ (11,550.00)
Tuition - Alternative School	\$ 192,500.00	\$ 46,765.76	\$ 140,297.24	\$ 187,063.00	\$ (5,437.00)
Other Local Revenue - Districtwide	\$ 25,000.00	\$ 3,358.74	\$ 21,641.26	\$ 25,000.00	\$ -
State Adequate Education Grant	\$ 9,168,512.00	\$ 1,813,758.00	\$ 7,354,754.00	\$ 9,168,512.00	\$ -
School Building Aid	\$ 616,673.00	\$ 308,336.56	\$ 308,336.44	\$ 616,673.00	\$ -
Catastrophic Aid	\$ 301,890.00	\$ -	\$ 301,890.00	\$ 301,890.00	\$ -
Voc Tuition Aid	\$ 215,003.00	\$ -	\$ 206,715.00	\$ 206,715.00	\$ (8,288.00)
Voc Transportation Aid	\$ 3,000.00	\$ -	\$ 3,000.00	\$ 3,000.00	\$ -
Indirect Cost Allocation	\$ 85,000.00	\$ 2,255.93	\$ 82,744.07	\$ 85,000.00	\$ -
ABE Allocation	\$ 39,011.00	\$ -	\$ 39,011.00	\$ 39,011.00	\$ -
Impact Aid	\$ 5,500.00	\$ 2,051.34	\$ 3,448.66	\$ 5,500.00	\$ -
Medicaid Distribution	\$ 650,000.00	\$ 148,058.44	\$ 401,941.56	\$ 550,000.00	\$ (100,000.00)
School - Transfer from Special Revenue	\$ 120,000.00	\$ -	\$ 120,000.00	\$ 120,000.00	\$ -
School - Transfer from Capital Reserves	\$ 1,347,797.00	\$ -	\$ 1,347,797.00	\$ 1,347,797.00	\$ -
Tuition - Preschool Program	\$ 12,000.00	\$ 3,375.00	\$ 7,800.00	\$ 11,175.00	\$ (825.00)
Tuition - Summer School, WPS	\$ 6,000.00	\$ 3,980.00	\$ -	\$ 3,980.00	\$ (2,020.00)
Athletic Transportation, DMS	\$ 15,000.00	\$ 6,547.90	\$ 8,452.10	\$ 15,000.00	\$ -
Tuition - Summer School, DHS	\$ 5,000.00	\$ 1,440.00	\$ -	\$ 1,440.00	\$ (3,560.00)
Athletic Transportation, DHS	\$ 60,000.00	\$ 18,936.36	\$ 41,063.64	\$ 60,000.00	\$ -
Total Non Tax Revenue	\$ 16,843,130.00	\$ 3,231,105.93	\$ 13,336,335.07	\$ 16,567,441.00	\$ (275,689.00)
State Wide Property Tax	\$ 6,894,236.00	\$ -	\$ 6,894,236.00	\$ 6,894,236.00	\$ -
Local Property Tax	\$ 34,354,636.00	\$ -	\$ 34,354,636.00	\$ 34,354,636.00	\$ -
Total Tax Revenue	\$ 41,248,872.00	\$ -	\$ 41,248,872.00	\$ 41,248,872.00	\$ -
Total Operating Revenue	\$ 58,092,002.00			\$ 57,816,313.00	\$ (275,689.00)

EXPENSES & ENCUMBRANCES - ESTIMATED OCTOBER 31, 2017

Account Description	FY2018 Budget (Adjusted)	Expenses to Date 10/31/2017	Encumbrances/ Antic. Exp 10/31/2017	Total Estimated Exp/Enc to Date	Over/ (Under) Budget
(1100) Regular Education Programs	\$ 21,358,942.70	\$ 3,328,506.67	\$ 17,383,093.65	\$ 20,711,600.32	\$ (647,342.38)
(1200) Special Education Programs	\$ 10,940,794.40	\$ 2,147,427.15	\$ 8,563,950.85	\$ 10,711,378.00	\$ (229,416.40)
(1300) Career and Technical Education Programs	\$ 1,897,487.47	\$ 327,026.63	\$ 1,404,551.82	\$ 1,731,578.45	\$ (165,909.02)
(1400) Co-Curricular Activities and Athletics	\$ 657,180.25	\$ 215,265.72	\$ 337,156.99	\$ 552,422.71	\$ (104,757.54)
(1600) Adult/Continuing Education Programs	\$ 246,471.70	\$ 65,029.51	\$ 174,391.89	\$ 239,421.40	\$ (7,050.30)
(2100) Support Services - Students	\$ 3,719,435.04	\$ 617,799.16	\$ 3,020,053.28	\$ 3,637,852.44	\$ (81,582.60)
(2200) Support Services - Instructional Staff	\$ 1,039,919.16	\$ 200,433.53	\$ 712,520.91	\$ 912,954.44	\$ (126,964.72)
(2300) Support Services - General Admin.	\$ 1,390,830.54	\$ 463,854.15	\$ 804,556.72	\$ 1,268,410.87	\$ (122,419.67)
(2400) Support Services - School Admin.	\$ 2,686,991.28	\$ 741,032.07	\$ 1,847,021.70	\$ 2,588,053.77	\$ (98,937.51)
(2600) Support Services - Operation Maint/Plant	\$ 4,159,334.70	\$ 961,068.78	\$ 3,063,193.88	\$ 4,024,262.66	\$ (135,072.04)
(2700) Support Services - Student Transportation	\$ 2,661,147.22	\$ 293,531.55	\$ 2,349,318.43	\$ 2,642,849.98	\$ (18,297.24)
(2800) Support Services - Centralized Services	\$ 1,175,377.54	\$ 478,962.77	\$ 478,920.66	\$ 957,883.43	\$ (217,494.11)
(2900) Support Services - Other	\$ 9,830.00	\$ 5,350.33	\$ -	\$ 5,350.33	\$ (4,479.67)
Fund Transfer to Special Revenue Funds	\$ 14,573.00	\$ 14,573.00	\$ -	\$ 14,573.00	\$ -
Fund Transfer to Capital Reserves	\$ 155,000.00	\$ -	\$ 155,000.00	\$ 155,000.00	\$ -
Total Operating Expenses	\$ 52,113,315.00	\$ 9,859,861.02	\$ 40,293,730.78	\$ 50,153,591.80	\$ (1,959,723.20)
School Debt - Principal Payments	\$ 2,007,771.00	\$ -	\$ 2,007,771.00	\$ 2,007,771.00	\$ -
School Debt - Interest Payments	\$ 3,970,916.00	\$ -	\$ 3,970,916.00	\$ 3,970,916.00	\$ -
Total Debt Service	\$ 5,978,687.00	\$ -	\$ 5,978,687.00	\$ 5,978,687.00	\$ -
Total Expenses, Encumbrances and Anticipated Expenses	\$ 58,092,002.00	\$ 9,859,861.02	\$ 46,272,417.78	\$ 56,132,278.80	\$ (1,959,723.20)
Estimated Operating Revenue over/(under) budget					\$ (275,689.00)
Estimated Net revenue/expenses, unexpended funds/(deficit)					\$ 1,684,034.20

As of October 31, 2017, estimated unexpended funds for FY2018 is \$1,684,034.20



**Superintendent's Board Report
Monday, November 13, 2017**

SUPERINTENDENT REPORT

Moving forward, I will be using the Superintendent's Board Report to: (1) inform the Board on my position and recommendations pertaining to Board meeting agenda items; (2) inform the Board of significant issues as they relate to the Board; and (3) inform Board of informational items pertaining to the Dover School District.

FALL SPORTS REPORT

At the close of the three sports seasons, I have requested Peter Wotton to provide a report to the Board. The following is the Fall 2017 Sports Season:

The Dover High School and Middle School Athletic programs have completed a busy fall sports season. Some teams extended far into their tournaments and finished near the top of their respective sports, other teams qualified for their tournaments and exited early, and other programs missed the playoff experience. Some teams had undefeated seasons while others worked hard to earn a few wins. The athletic department also had the honor of one of our coaches being named the Division 1 Coach of the year in her respective sport and have had numerous student-athletes named to All Scholastic and All State Teams in their respective sports. With the triumphs and challenges that encapsulate the various sports seasons, I would ask we all keep in mind that learning experiences are garnered through both struggles and successes.

I am most proud of the behavior of our student-athletes, coaches and fans during the fall sports season. Often, I met with team officials leaving the field of play after a game. In many of those meetings officials commented about the pleasure they had working the event. I repeatedly heard of the sportsmanship demonstrated on the field by our athletes, and the positive actions and mindset displayed by our coaches and fans. The following quote by one of our soccer game officials in a recent email to me and the N.H.I.A.A about one of our players illustrates the play of many of our student-athletes:

"I would like to submit a Sportsmanship Nomination for a Dover Girls Varsity player (name stricken). She is a captain and is a great leader for her team. She always displays sportsmanship, and she plays hard until the end of each game. I have observed her, as an official, 7 or 8 times over the course of the past 2 seasons, and feel that she deserves recognition from the NHIAA."

The continuing challenge in many sports is that of multi-sport athletes and participation levels. With so many things (out of school teams, sports specialization, work, etc.) pulling our student-athletes away from the high school sports experience, it is sometimes difficult to field numerous teams in some sports. We are seeing fewer and fewer multi-sport athletes. I would ask everyone to remember that the goal of high school athletics should not be an athletic scholarship, although a nice bonus, but to learn hard-work,



Superintendent's Board Report Monday, November 13, 2017

perseverance, dedication and commitment to oneself and others. Many student-athletes leave high school sports programs to pursue other opportunities (get scholarships, play year-round, specialization, etc.). Many of those students do this by joining "elite" teams (AAU, Junior Hockey, etc.). There is no arena for a student-athlete that matches the high school athletic experience.

WINTER SPORTS COACHES

The following are the coaches for the winter sports season:

- Matt Fennessy Boys Varsity Basketball Coach
- Jon Jones Boys JV Basketball Coach
- Tyler Donlon Boys Freshmen Basketball Coach
- Peter Wons Boys Middle School Basketballs Head Coach
- Brenda Dimon Boys Middle School Basketball Assistant Coach

- Dan Casey Girls Varsity Basketball Coach
- Jim Crawford Girls JV Basketball Coach
- Open Girls Freshmen Basketball Coach
- Curran Leighton Girls Middle School Basketball Head Coach
- Jamie Boyatsis Girls Middle School Basketball Assistant Coach

- Mike Young Head Ice Hockey Coach
- Chris Hitchcock Assistant/JV Ice Hockey Coach

- Linda Young Head Swim/Dive Coach

- Kristen Heagarty Head Coach Winter Cheerleading
- Samantha Freni JV Coach Winter Cheerleading
- Kelsey Leighton Middle School Coach Cheerleading

- Nick Patti Boys Head Winter Track Coach
- Mike Shanahan Boys/Girls Assistant Winter Track Coach
- Christen Wilhelm Boys/Girls Assistant Winter Track Coach
- Jeff Morretti Boys/Girls Assistant Winter Track Coach

COOPERATIVE FOOTBALL

With the decline in the number of students choosing to play football, we are requesting permission to enter into discussions with the Oyster River Cooperative School District relative to the formation of a cooperative agreement, in the sport of football.



**Superintendent's Board Report
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Over the past six years, Dover has seen the number of individuals playing football fluctuate between 51 and 92 participants. In 2012, the year after we went to the State Championship Game, Dover High School had 51 players registered for the sport. In 2015, the high school had 92 students playing and in the 2017, school year 52 players were rostered for the first game of the season. Of that number, 16 players are seniors, 18 are Juniors, 8 are sophomores and 10 are freshman. Typically, each class will see attrition as each class progresses through high school. The current roster is made up of forty Dover students, six Barrington students, and six Nottingham students.

The Dover Little Green program has 22 eighth grade students and 21 seventh grade students who participate in their program. This number comes out of classes with an enrollment of 306 in the eighth grade and 318 in the seventh grade. Our current enrollment in the fifth grade is 282 students and 303 in sixth grade.

These numbers do not indicate the likelihood of more students playing football for Dover Little Green at the high school level. It is important to keep in mind that those playing at the seventh and eighth grade levels sometimes select other options for their secondary education including Philips Exeter Academy, St. Thomas Aquinas High School, Oyster River High School, Coe-Brown Northwood Academy, Portsmouth Christian Academy, and Berwick Academy. Others may choose to not continue playing which would leave Dover High School with small freshman classes for the next two years. We are not sure how many children, if any, who are playing in the newly formed Flag Football Program will elect to play football at the high school level.

Entering into discussion will not ensure that either party will agree to a cooperative arrangement, but we want to consider all options to maintain numbers that would support a Division I football program.

NOTE: The Oyster River School Board has had an initial conversation. The Board has a variety of opinions pertaining to offering a football program to their students and will continue to review this option.

RESEARCH PROPOSAL

Margo Martin, Dover High School Biology Teacher, is on academic sabbatical and has requested permission to conduct a research study. She is enrolled in the Doctor of Education program at Northcentral University and is in the process on writing her Doctoral Dissertation – *Teacher Perceptions of Audio Feedback on Student Achievement and Self-Regulation*. The study will involve 12-15 teachers from Dover High School. Participants will complete individual interviews and a focus group based on teacher perception of audio feedback on student achievement and self-regulation. Participants will provide audio feedback for a formative assessment using Kaizena with one class and one class assignment. Students will be given time to use the teachers' comments when completing their final product. Following completion of the assignment, teachers will participate in an individual interview and a focus group. The



**Superintendent's Board Report
Monday, November 13, 2017**

interview and focus group transcripts will be thematically analyzed for the dissertation project and the school and participants will remain confidential and anonymous.

Following review of the proposal, Peter Driscoll, Dover High School Principal and I recommend the Board approve the proposal conditioned on Margo Martin receiving approval from the IRB. The complete proposal can be found in the Board Agenda materials.

DOVER ALTERNATIVE SCHOOL

Dover Alternative School Dean Dr. Joan Breault, has established a project of rebranding the alternative program to alter public perception of who the school serves and the aim of the school. The first step in the process identified by Dr. Breault is to change the name. She has worked a process with students and faculty in the renaming and after the final selection was made by the students and the faculty, she presented the new name to the Leadership Team who endorsed it. Dr. Breault is recommending to the Board to rename the Alternative School – Bellamy Academy and will present the recommendation to the Board at a future School Board meeting.

ADMINISTRATOR PERSONNEL POLICY - Rules and Regulations In the Application of Administrators Personnel Policies & Salary Schedule

The Board agenda for October 2, 2017 included the first reading of the Administrator (DAA) Policy. The Board tabled the policy indicating no further action could be taken due to the development of the Fiscal Year 2019 budget. The policy contains the following four changes: (1) Adjust the base salary; (2) Add steps to the Experience category; (3) Adjust the multipliers in order to balance the weight of Experience and Education, with the higher weighted items decreasing in value and the lower weighted items increasing in value; and (4) Bring all administrators to full time.

The cost associated with the adjustments with the current employees are:

- FY18 cost - \$1,508,617 wages/\$1,885,771 with associated benefits
- FY19 with 1-4 – \$1,600,621 wages/\$2,000,776 with associated benefits

The complexity of the work and time requirement for administrators has increased over the years. Because the Deans do not work full year, use of vacation days by principals has been restricted. The principals have surrendered 56 vacation days since July 1, 2013.

The representatives for the administrators met with Dr. Mebert, Dr. Harbron, and Ms. Simmons to review the Board's October 2nd decision and to discuss how to move forward. It was decided to present the policy to the Board for further deliberation. Mr. Holt was unable to attend the meeting due to a schedule conflict.



**Superintendent's Board Report
Monday, November 13, 2017**

CALENDAR

The proposed 2018-2019 Academic Calendar is being presented for adoption by the Board. The Board made several recommendations. The calendar was also reviewed in conjunction with alignment to area schools with whom we provide services and the original calendar presented in September allowed for the most common alignment.

POLICY WORK

During the next three months, the Board will revise and create new policies of which the majority are the result of changes in state law. The Leadership Team requested to review Homework Policy IKB to align with appropriate practices. The following calendar has been developed to keep the policy work on track:

Policy Name	Code	First Reading	Second Reading	Status
Relationship with Education Research Agencies	LAA	10/2	11/13	Revised
Non-Educational Surveys & Questionnaires	ILD	10/2	11/13	New
High School Graduation Competencies	ILBAA	10/2	11/13	New
Written Code of Conduct – Conflict of Interest	DJA	10/2	11/13	New
Rules and Regulations In the Application of Administrators Personnel Policies & Salary Schedule	G CBD	10/2	11/13	Revised
Background Investigation and Criminal Records	GBCD	10/2	11/13	Revised
Parental Objections to Specific Course Materials	IGEA	10/2	11/13	Revised
Policy Name	Code	First Reading	Second Reading	Status
District Strategic Plan		11/13	12/11	New
Payroll Procedure	DKA	11/13	12/11	New
Student Discipline and Due Process	JICD	11/13	12/11	Revised
Emergency Plans	EBCA	11/13	12/11	Revised
Reporting Child Abuse or Neglect	JLF	11/13	12/11	Revised
Agendas Preparation & Dissemination	BEDB	11/13	12/11	Revised
Building & Grounds Management	EC	11/13	12/11	Revised
Homework	IKB	11/13	12/11	Revised



**Superintendent's Board Report
Monday, November 13, 2017**

The following is a summary of the policies being presented for second reading:

- **Relationships with Education Research Agencies:** There is no change in this policy unless the Board would like changes. This policy is identical to the NHSBA sample policy.
- **Non-Educational Surveys and Questionnaires:** The adoption of Senate Bill 43 by the Legislature in 2017 added a requirement for prior written consent from a parent or guardian before a non-academic survey can be administered. As a result, state law, RSA 186:11, IX-d, requirements are nearly identical to the requirements of the federal Protection of Pupil Rights Amendment. This update, therefore, combines sample policy ILD, Educational Questionnaires, Surveys, and Research with sample policy ILDA, Non-Educational Questionnaires, Surveys, and Research.
- **High School Graduation Competencies:** Required by law.
- **Written Code of Conduct – Conflict of Interest:** New required policy for food service relating to conflict of interest.
- **Rules and Regulations in the Application of Administrators Personnel Policies & Salary Schedule:** Change in salary matrix and work year for Dean's.
- **Background Investigation and Criminal Records:** This policy is revised to conform with the changes to RSA 189:13-a enacted by House Bill 556, Laws of 2017, Chapter 245. These changes require the District to assess whether convictions for felonies or misdemeanors, which are not on the list of disqualifying crimes in state law, are nonetheless disqualifying and to perform the background and criminal history record checks on contractors, employees of contractors, and student teachers, who will be providing services directly to students.
- **Parent Objections to Specific Course Materials:** The 2017 update adds new second paragraph requiring notice to parents and guardians in response to 2017 House Bill 103, Laws of 2017 Chapter 9 which added a requirement that notice of no less than two (2) weeks be given of curriculum course material to be used for instruction of human sexuality or human sexual education. The last paragraph applies only for School Districts that receive federal funds administered by the federal Department of Education. It addresses a requirement in the Protection of Pupil Rights Amendment (PPRA), that Local Education Agencies adopt a policy that permits parents to inspect instructional material.

The following is a summary of policies being presented for first reading:

- **Payroll Procedure:** New recommended policy regarding requirements that was missing from our policy list.
- **Student Discipline and Due Process:** Revised to include requirement that educational assignments shall be made available to the suspended student when suspended up to ten days. The NHSBA sample policy is also included in agenda materials if the Board would like to make additional changes in the policy.
- **Emergency Plans:** Revised to require annual submission of emergency plan to the DOE. Previously they were submitted to the Division of Homeland Security and Emergency Planning.



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The two groups worked closely, and Homeland Security has confirmed that they will have access to the plans.

- **Reporting Child Abuse and Neglect:** Revised to show procedure for reporting abuse. Change from 48 to 24 hours to provide a written report to appropriate state officials at health and human services.
- **Agendas Preparation and Dissemination:** Revised to include posting requirements on District website in a reasonably accessible location or maintain a notice on the website advertising where notices are posted. Also clarified are agenda materials that are subject to Right to Know law. Any supporting confidential materials must be clearly marked as such and that School Board members must avoid disclosing those materials.
- **Building and Grounds Management:** The amended policy provides more specific language on the use of pesticides by the District.
- **Homework:** A committee facilitated by Beth Dunton has been reviewing and revising the Homework Policy. The purpose of the discussion was to start alignment for competency based policy. The policy has taken a general direction as a transition. Administrative practices will need to be developed for the policy.

DISTRICT STRATEGIC PLAN

The draft of the Dover School District Five-Year Strategic Plan is being presented to the Board for first reading and feedback. Since July, the Leadership Team has continued to work on the development of the strategic plan. The Steering Committee for the Strategic Plan has had held two meetings to review and provide feedback. Five administrators composed the team charged with the responsibility to edit and align the strategic plan.

A draft of the Strategic Plan was sent to the Board on Wednesday, November 8 for review in advance of the Board meeting. It is important the Board provide feedback in order that further refinement may occur before the second reading scheduled for the December board meeting.

The mission as presented is: **Working collaboratively to empower all learners to become dynamic global citizens.**

The slogan as presented is: **Empowering Learners.**

The core values as presented are: **Diversity, Opportunity, Voice, Engagement, and Rigor.**

The goals as presented are:



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- **Goal 1:** The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.
- **Goal 2:** The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
- **Goal 3:** The Dover School District is committed to continued investments infrastructure to support student learning inclusive of facilities, technology, and safety-security.
- **Goal 4:** The Dover School District will recruit, hire, develop and retain effective and caring educators and support them in their growth as strong school community.

SUPERINTENDENT ENTRY PLAN

The major work of the Entry Plan has been completed. I continue to learn and develop a deeper understanding of the Dover School District and the Dover Community. It is evident there is a strong tradition of pride in the City and the School District. It is also evident that the community is dedicated to the well-being and the future of the children and youth of Dover. The District is further enhanced by a Board, leadership team, educators, and support staff that want to District to succeed in helping all students develop physically, emotionally, academically, and socially.

I do not find the District is resting on past accomplishments, but is committed to the continual improvement and refinement of the District with the aim of empowering learners. The Five-Year Strategic Plan demonstrates the work to be completed over the next five-years to have all students engaged in a vibrant, forward thinking, and healthy school community.

As I work through the interview notes and continue to refine the major concepts, the following big ideas surface to the top:

- **Communication** – The big idea of communication is captured in Goal 1 of the Strategic Plan. Communication needs to engage the boarder community, but in addition inform the boarder community of what is occurring the Dover School District.
- **Relationships** – Relationships are key to the success of the Dover School District. Examples include:
 - ✓ Relationship of the City Council and Board in working collaboratively to provide the essential resources to support the District's strategic plan and highly effective schools.
 - ✓ Relationship of the Leadership Team and Board working collaboratively to achieve common district goals.



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- ✓ Relationship of the Leadership Team and educators in supporting their work and investment on student development and learning.
 - ✓ Relationship of educators to students that will guide and support students in achieving the competencies and preparing them to achieve their post-secondary goals.
 - ✓ Relationship with parents and community members to realizing and supporting quality and effective education for all students.
-
- **Professional Development** – A commitment to continual learning and development by all the District's educators is essential to the continual improvement of instruction and learning. The District providing ongoing and highly effective professional development. This is also reflected in the strategic plan. Professional development dominates the conversation. It is essential District provide professional development for the initiatives in the Strategic Plan as well as those required to properly maintain the current programs and services.
 - **Philosophy** – The District having a common philosophy of education as established in the mission, slogan and core values and further detailed in the significant educational work established in the Dover School District Strategic Plan.

COMMUNICATION

As indicated above, communication is critical to the success of the District. The Nellie Mae Foundation is working with the District on the engagement process. This work is also captured in the strategic plan. I have initiated the process to determine how the District can improve in getting information out. Two items are currently underway.

- Researching a new vendor to redesign a more effective website for the Dover School District. The goal is to develop a website that is easy to navigate, informative, and inviting. Three vendors are being researched. The work in this area has been provided in the weekly Board Update.
- Starting in November the District will pilot a Facebook account for three-month managed by Josh Brennick. Mr. Brennick will also work to keep the current website updated.

SAU RESTRUCTURING

I have initiated conversations with the SAU Leadership Team on the staffing and restructuring of the SAU. The most significant work in the strategic plan is the work on competencies and providing effective professional development with emphasis on the continual improvement of student learning. I believe it is essential that Curriculum, Instruction, and Assessment Department be restructured to lead and support the work as outlined in the strategic plan.



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In addition, further conversations are needed focusing on the district staffing. How can the District best utilize the current staffing to effectively delivery the District's programs and services?

PROGRAM DIVERSITY

A strategy in the District's Strategic Plan states, "District will research and develop alternative models of education that will enhance the District's capacity to serve all students." Not all students learn the same way. I believe the District must continue to explore different delivery models to help all students to learn.

In *Foster's Daily Democrat* of Sunday, October 29, there was article sharing the story of the establishment and operation of *Big Fish Educational Program*. This is an alternative program that may be attractive to many and may affect the Dover School enrollment. I believe it is important as a school district to think of alternative pathways for students to learn. Using school-within-the-school concept with themes such as STEM Academy or Fine Arts Academy. These serve as examples only. It is important the District recognize that students learn differently.

SUPERINTENDENT FIRST QUARTER FEEDBACK

At the end of my first quarter with the Dover School District, I requested the members of the Leadership Team to submit plus/delta on my performance to date. All participants were requested not to include their names and to submit their feedback directly to Robin who summarized the information and provided me and the Leadership Team with copies of the feedback. A copy has been provided to the Board in the November 9 update.

PROJECTS FOR 2017-2018

As the Strategic plan is being developed, principals and directors were requested to identify significant project work for the 2017-2018 school year. The following are the projects identified by schools and departments:

Dover High School

- NEASC Accreditation – Prepare for NEASC visit March 24, 2019 through March 27, 2019.
- Transition Plans for the New School – Prepare and occupy new building for opening of the 2018-2019 school year.

Dover CTC

- CTE Position Descriptions – Create a position description for each program within the CTE.



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- Update Tri-City Regional Agreement – Utilize information gathered in the spring (2017) with Superintendents and CTE Directors to update the Tri-City Agreement based on current RSAs.

Alternative School

- School/Program Identity – Rebranding our program to change public perception of who we service and what we do.
- Counseling Program – Develop a streamlined counseling program/curriculum to coincide with the monthly social/emotional themes.

Dover Middle School

- Advisory – Small groups of students meet regularly with a school advisor. Strong relationships and a greater sense of belonging will develop and contribute to overall success.
- Project Based Learning – As teachers shift to competency based education, professional development will be offered on project based learning.
- Enrichment Option During ENCORE – Enrichment options will be made available to students.

Garrison Elementary School

- Renovation – Shepherd Garrison Elementary School through the renovation-through June 20189. Includes logistics of building, safety, as well as the wellbeing of staff and students through the project.
- RTI/Data use implementation – Begin systemic school-wide implementation of data use to support instruction.

Horne Street Elementary School

- 2018-2019 Schedule – To create a schedule and class structure that is reflective of Horner Street School and District vision and mission.

Woodman Park Elementary School

- Inclusion Professional Development opportunities will occur for the Staff – Professional development delivered, and changes witnessed on Woodman Park School's educational setting.
- Technology Professional Development opportunities will occur for the Staff – Professional development delivered, and changes witnessed in Woodman Park School educational setting.

District Curriculum, Instruction and Assessment:

- Social Competencies – All Dover staff will support each student in development of the social competencies at his/her own pace. Staff will collect evidence with analytics to track student's progress over time.
- Academic Competencies – The Dover Educator will: (a) Focus on the learner as an individual. The teacher supports each student develop skills at his/her own pace, collaborates with others, collect evidence of learning, and become a successful lifelong learner. (b) Establish well-defined learning outcomes. The teacher creates, manages and aligns sets of competencies to standards, learning resources, assessments, and rubrics, with analytics to track performance. (c) Differentiate – Teacher



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recognizes and adjusts to meet the needs of individual learners. Student choice, 21st century instructional skills and instructional practices, and performance assessments are critical components of differentiation. Differentiation is multi-faceted and applies to learner support, communications, and interventions, as well as learning procedures.

- Parent Communication – Parents will be informed of understand, support and participate in competency based education in the Dover School District.

District Pupil and Personnel Services:

- Culturally Responsive and Equitable Education – Comprehensive program to support staff and students will be developed and designed to implement in the fall of 2018.
- Pupil Services Delivery Model – Challenges and strength of current model will be identified.

District Technology:

- Laptop refresh – Equipment upgrade of teachers who still do not have school district issued laptops. Elementary to be completed before winter break.
- DHS/CTC Building Project – parent project for all technology projects related to the new high school construction project including Network Architecture Design & Equipment Selection, Internet Fiber, and A/V Design & Equipment Selection.
- Student Information System – Management of the upgrade of the school district Student Information System.
- Data Protection Manager – As part of a robust and redundant backup solution, DPM is an enterprise backup system focused on ensuring business continuity in the event of hardware failure, accidental deletion, or malicious attacks.
- Microsoft Office 2016 Desktop Client Upgrades – Upgrade all school district computers from Microsoft Office 2010 to Microsoft Office 2016.

District Athletics:

- Help interested students begin a Fellowship for Christian Athletes Club.
- Begin a Bowling Team at Dover High School.
- Athletic Leadership Council – Numerous community service, sportsmanship and leadership endeavors.



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INITIAL STATE ASSESSMENT REPORT

ELA

Students At or Above Proficiency

Grade	State 15/16	Dover 15/16	State 16/17	Dover 16/17
Grade 3 SBAC	57%	56%	54%	50%
Grade 4 SBAC	58%	57%	56%	53%
Grade 5 SBAC	63%	62%	61%	64%
Grade 6 SBAC	61%	63%	57%	59%
Grade 7 SBAC	64%	76%	63%	71%
Grade 8 SBAC	62%	79%	58%	73%
Grade 11 SAT	66%		66%	

MATH

Students At or Above Proficiency

Grade	State 15/16	Dover 15/16	State 16/17	Dover 16/17
Grade 3 SBAC	58%	51%	55%	43%
Grade 4 SBAC	52%	43%	51%	41%
Grade 5 SBAC	48%	42%	45%	47%
Grade 6 SBAC	47%	43%	46%	39%
Grade 7 SBAC	53%	64%	50%	54%
Grade 8 SBAC	47%	63%	45%	64%
Grade 11 SAT	41%		44%	



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(FY19) BUDGET PREPARATION ADOPTION SCHEDULE (9/11/17)

DATE	DESCRIPTION
2017 –	Instructions provided to Administrators
September 11 / October 2	School Board to approve the FY18 Budget Preparation Adoption Schedule/Budget Priorities, Assumptions and Process
October 20	Deadline for administrators to submit proposed budget data in IVEE to Business Office
October 23-27	SAU staff to work on remaining budget documents
November 8	Business Administrator to provide budget to Superintendent
November 8-13	Review budget documents with Business Administrator
November 13-28	Superintendent to review budget(s) with Administration
December 11	Superintendent to present Proposed Budget to School Board
2018–January 2 (Tuesday)	School Board Special Session (Organizational Meeting)
January 4 (Thursday)	School Board Budget Workshop (1/2 of presentations)
January 8	School Board Meeting-remaining presentations
January 16 (Tuesday)	Budget workshop--CPI to be released based upon a 12-month average
January 22	Budget Workshop
January 29	Budget Workshop
February 5	School Board Meeting to Adopt Budget
February 12	School Board Meeting to Adopt Budget – Backup Date
February 14	School Budget due to City Manager – Tentative Date
April 4	Supt to present Proposed Budget to City Council – Tentative Date
April 18	School Budget Public Hearing – Tentative Date
May - TBD	City Budget (including School Budget) Adoption