



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #2
Meeting Location:	Media Ctr. (Rm. 306) McConnell Center
Meeting Date:	Monday, February 12, 2018
Meeting Time:	7:00 pm

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. CITIZENS' FORUM**
- E. AGENDA APPROVAL**
- F. APPROVAL OF MINUTES**
 - 1. Organizational Meeting, January 2, 2018
 - 2. Discipline Hearing #2, January 8, 2018
 - 3. Regular Meeting #1, January 8, 2018
 - 4. Budget Workshop #2, January 16, 2018
 - 5. Budget Workshop #3, January 23, 2018
- G. CONSENT AGENDA**
 - 1. **Correspondence:** none
 - 2. **Resignations/Retirements:**
 - a. James Sodaitis, DHS Math Teacher
 - b. Hannah Wells, DHS CTC Animal Science Teacher
 - 3. **Leaves of Absence:** none
 - 4. **Job Shares:**
 - a. Johnson-Breen Job Share Proposal
 - 5. **Nominations:** none
 - 6. **Extended Travel (Student Trips):**
 - a. DHS Athletic Leadership Conference to Bretton Woods-March 15-Final Approval
 - b. NJROTC trip to Maine Maritime Academy-March 23rd-Preliminary Approval
 - 7. **Donations:** February 12 Donations
- H. STUDENT REPRESENTATIVE REPORT:**
- I. POLICY – CHANGES – PROPOSALS:**
 - a. IHCD—Advanced Course Work
- J. POLICY ADOPTION:** none
- K. RESOLUTIONS:** none
- L. OLD BUSINESS:**
 - a. Budget Approval



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Meeting Date:	Monday, February 12, 2018
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M. NEW BUSINESS:

- a. Café Services
- b. Youth Risk Behavior Study
- c. Career and Technical Center Culinary Arts Job Description
- d. Job Title Change Approval
- e. Planning Board School Board Representative
- f. January 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.

James W. Sodaitis
5 Sean Dr.
Kingston, NH 03848
February 4, 2018

William Harbron
Superintendent Dover School District
61 Locust St., Suite 409
Dover, NH 03820

Dear Mr. Harbron:

After more than ten years of teaching as a mathematics teacher at Dover High School, I have decided to retire. I plan to complete the current school year before officially retiring after the final day of classes of the 2017-2018 school year.

During my time at Dover High School I have been fortunate to accomplish many career goals, including becoming an adjunct professor at both Southern New Hampshire University and Great Bay Community College, thereby enabling students to earn college credits while taking classes at the high school. My greatest achievement however, has been my students, who have consistently performed well. I have instructed so many young people who have gone on to benefit our society in big ways. This truly makes me feel accomplished as a teacher. This is the reason that teaching is one of the most rewarding careers in the world.

I would like to take this opportunity to express my gratitude for all the generous support, understanding, and cooperation I received throughout my time spent here. It has been my honor to serve this community, and I will miss being part of the faculty at the high school. I leave my position at DHS feeling very fulfilled and confident that the school will continue to succeed and excel at all it does. Thank you for everything you do for the children of this community.

If I can be of any assistance after my departure, please let me know. I would be glad to help provide a smooth transition.

Sincerely,

A handwritten signature in cursive script that reads "W Sodaitis".

James W. Sodaitis

Teacher Secondary Mathematics

cc: Mr. Peter Driscoll, DHS Principal

Dr. Hannah Wells

10 Overlook Drive

Newfields, NH 03856

January 31, 2018

Dear Dr. Harbron:

Please accept my resignation as Animal Science teacher at Dover High School CTC effective 2/24/18.

Thank you for your consideration.

Sincerely,

Dr. Hannah Wells

A handwritten signature in black ink, appearing to be 'H Wells', with a long horizontal flourish extending to the right.

HORNE STREET ELEMENTARY SCHOOL

Patricia Driscoll, Principal
patty.driscoll@dover.k12.nh.us

Katherine Moaratty, Dean of Students
k.moaratty@dover.k12.nh.us



Dover, New Hampshire 03820-4365
Tel. (603) 516-6756 Fax (603) 516-6766

Visit our website at;
<http://www.hss.dover.k12.nh.us/>

January 22, 2018

Dear Dr. Harbron,

I would like to move forward with the grade two job share (2018-2019) proposal submitted by Mrs. Leighann Johnson and Mrs. Betsy Breen. The proposal was thoughtful, well-articulated and most importantly, put student learning and achievement first.

As you know, Mrs. Johnson and Mrs. Breen have been working very closely together for the past eight years. They currently share students (across their grade two team), have similar philosophies around teaching and learning, structure their classrooms in a meaningful way, put student needs first and have excellent communication skills. I highly recommend moving forward with their proposal.

Sincerely yours,

Patty Driscoll
Principal, Horne Street School
78 Horne Street
Dover, NH 03820
(603) 516-6756

Job Sharing Proposal- Leighann Johnson and Betsy Breen

We wish to propose a job share elementary teaching position with a 50/50 split at Horne Street Elementary School for the 2018-2019 school year. Mrs. Betsy Breen and Mrs. Leighann Johnson are both currently teaching second grade at Horne Street. If we are accepted for a job sharing situation, Mrs. Breen will teach Monday afternoon, Tuesday, and Wednesday while Mrs. Johnson will teach on Monday morning, Thursday and Friday. On Mondays, we will both be there to set the tone and main ideas for the week. Our goal is to keep consistency in the classroom routines. Mrs. Johnson will be responsible for planning and teaching new concepts in mathematics and reading. Mrs. Breen will be responsible for planning and teaching new concepts in writing, science, and social studies. A daily communication log will be used as well as regularly scheduled telephone calls, emails, and personal contact to ensure smooth transitions for the students. We truly believe that we are strong candidates for a job share position as we have not only been colleagues for the past eight years, but close friends as well. It is difficult to convey how often we already plan together, and how similar our teaching philosophies and management techniques are. Many of our established classroom routines, procedures and units of study are a direct result of our collaboration and work together. As a second grade team at Horne Street School we have always planned together and co-taught our students in the areas of mathematics and reading. To say that we are able to finish each other's sentences is not an exaggeration of our like mindedness.

Throughout the proposal we have outlined main ideas of the benefits for the students, the school, and teachers involved as determined by our extensive research on job sharing. We have also broken down how we will run our classroom together and keep consistency. We are dedicated teachers, eager to work together. We feel our strengths will complement each other and are confident we can use our past eight years of working closely together to continue to maintain a stable and consistent partnership and classroom community that will provide a beneficial situation for all involved. Our main focus will continue to be supporting student growth and achievement in all areas. Thank you for your consideration of this proposal.

Yours truly,
Leighann Johnson & Betsy Breen

Schedule:

Monday morning, Thursday, Friday- Leighann Johnson
Monday afternoon, Tuesday, Wednesday - Betsy Breen

In addition to our initial proposal outlined above, we offer three other alternative options in order of preference.

- 1) Mrs. Breen will work Monday, Tuesday, and the morning on Wednesday. Mrs. Johnson will work Wednesday afternoon, Thursday, and Friday. This would reflect the same idea as stated in the above proposal, where each of us would plan our certain academic area and teach the new concept for that area.
- 2) Mrs. Johnson will work Monday mornings, Wednesdays, and Fridays. Mrs. Breen will work Monday afternoons, Tuesdays, and Thursdays.
- 3) Mrs. Johnson will work Monday- Friday mornings and Mrs. Breen will work Monday- Friday afternoons. In this scenario, we would solely teach in our concentrated academic areas.

Advantages for Students

- Energy and enthusiasm level of teachers is much higher.
- Wealth of ideas provides an enriched classroom.
- Teachers have their own individual areas of strength (children benefit from both).
- Children are exposed to two points of view and two different styles.
- Similar philosophies concerning classroom expectations and standards of behavior.
- Complementary teaching styles and management systems.
- A “fresh face” stimulates pupils.
- Enhanced student assessment – able to compare with another professional.
- Students that need extra adult support each day, have two more adults they can depend on.

Advantages for the School

- Two sources for ideas and opinions with regard to staff and school matters.
- More time can be used outside of the school day to help come up with fresh ideas.
- Two professional opinions on a child’s progress are available to parents and staff.
- Combined teaching experience of two professionals.
- Make it possible to incorporate a broader range of expertise within a single position.
- Reduced tendency toward burnout.
- Less need for substitutes- we will act as each other’s sub, providing consistency to students

Advantages for Teachers

- A new challenge
- A happier and more positive outlook towards the job.
- An opportunity for professional and personal growth.
- A better balance between professional and personal lives with young children at home.
- Necessary appointments can be scheduled for days off.
- Keeping up-to-date with current trends in teaching.
- Collegial support.
- Professional Development opportunities to learn from another colleague.

Advantages for Parents

- Two teachers to bounce ideas off of.
- Two people monitoring to make sure a student does not fall through the cracks.
- More flexibility in times to meet when two schedules can be consulted.

Job Share Proposal Nuts and Bolts

Communication:

We will be communicating with each other on a frequent basis to discuss all aspects of teaching including planning, student needs and progress, parent communication, and school events. Staff meetings and professional days will be attended by both partners. We will be keeping a professional journal and contacting each other by phone and in person regularly. Once a week, we plan to have an overlapping lunch to plan in person.

Curriculum Planning:

We will plan the year's curriculum together. Consistent educational goals for the students will be kept through cooperative planning. Daily planning will be the individual responsibility of each teacher and will be available in case of illness. We will each be responsible to plan for certain areas. Leighann Johnson will plan for mathematics and reading each week. Betsy Breen will plan for Writing and Science/Social studies. The daily schedule will be made together.

Parent Meetings/Communication and Report Cards:

We will keep records of student progress. Report cards will be written in consultation with each other. Both teachers will hold formal and informal meetings with parents as necessary, but will both be in attendance of conferences. Parents will have an opportunity to meet both teachers at the beginning of the school year. We will divide the class in half for report cards to fill out behavior areas, and swap to check to make sure we are in agreement. Each teacher will fill out their academic area of expertise on the report card. All email correspondence to parents and other staff will be sent to and from both teachers.

Classroom Management:

We have already worked closely together in the past to develop common management techniques as a grade level. Horne Street School also follows a Responsive Classroom approach and has adopted a school wide system to support common expectations for all students. We will have common signals and routines in the classroom. Consistent behavioral expectations for the children will be established. We will confer on strategies used to develop appropriate behavior plans and strategies for individual students. As we have worked closely together in the past, we believe our classroom procedures, routines and expectations are already closely aligned.

Special School Events/Meetings/Snow Days:

Both teachers will attend staff meetings and special events. We will work out amongst each other how to evenly distribute any additional days that may be attended by either partner. We understand that we will only be paid for 92 days of the year each. We will keep a journal that will mark when each of us works an extra day, or misses a day, to see where we need to cover each other. If there is a snow day, the person that missed the snow day, will make it up at the end of the year even if it is not on their specific work day. We will both attend the first two days of school in order to develop routines and expectations together, and so that students see us as equals. We will both attend Open House, conferences, and special school events such as Fall Festival and Olympic Day.

Insurance:

Only one teacher would need to school insurance- Leighann Johnson.

Checklist for Final Approval of Extended Travel (Per Policy IJOAA)

This document is due to the Superintendent's office on the Wednesday prior to the Monday School Board meeting that is one month before travel. Please call 516-6804 for the specific date or with questions.

Group Requesting Final Approval: Athletic Leadership Council

Destination: Omni Mt. Washington Resort, Bretton Woods, NH

Contact Person (s): Christina George

Dates of Travel: March 15-March 16

Number of Students Traveling: 6

Number of Chaperones: 2

Adult/Student

Ratio: 1:3

Please circle appropriate response:

Permission Forms submitted to Principal: **yes/no**

Student Code of Conduct Contracts, inc. Standards for Behavior submitted to Principal: **yes/no**

Telephone Contact Notification submitted to Principal: **yes/no**

List of all students and chaperones submitted to the school and Supt's Office: **yes/no**

All Chaperones completed criminal background check: **yes/no**



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



PETER DRISCOLL
Principal
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THOMAS WALDRON
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January 16, 2018

Dear Dover School Board Members,

This letter is being written in support of the NJROTC's proposed trip to the Maine Maritime Academy, in Castine, ME from March 23rd – 25th. Enclosed please find the information related to the trip itinerary. We appreciate your support of this wonderful opportunity for our students made possible by the efforts of CDR Tom Gamble.

Sincerely,

Louise Paradis
Director, Dover Regional Career & Technical Education Center

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

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

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

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

1. What is the educational purpose of the field trip? The trip will have the following components:
 - a. Campus visit showing life in the Cadet Corps, Educational opportunities and career opportunities as a maritime officer.
 - b. Leadership development
2. No travel agency is being used.
3. Dates of the trip – 23-25 Mar, 2018
4. Itinerary – Leave DHS at 11:00 AM Friday, 23 Mar. Arrive Maine Maritime Academy 3:00 PM, Lunch, Campus tour and load gear into Academy Gym, Dinner, Team Building exercises, Movie, 10:00PM lights out. Sat, 1 Apr. Drill competitions, STEM activities, Team Building at campus gym facility. Sun, 2 Apr. Clean, breakfast, load bus and depart MMA, arrive at DHS 4-5:00 PM.
5. Cost per student will be \$20.00
6. Only those cadets that are in good standing academically (60%) will be allowed to attend.
7. Please see attached reference (c) IJOA, Permission Slip.
8. Insurance coverage will be the same as with any regular school field trip.
9. Awaiting approval from CTC Director, Principal, and Superintendent
10. ASEOP request was entered on 1/9/18.
11. There is no financial benefit for this trip.
12. There is no cost to the district for this trip.

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

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

School: DHS

DOVER SCHOOL DISTRICT
FIELD TRIP NOTIFICATION AND PERMISSION FORM

Dear Parents & Guardians,

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

Please sign and return to your child's teacher by: Fri, 9 Mar 2018.

Description of Activity: Maine Maritime Academy is an overnight Leadership Challenge Weekend.

Space is limited, Cadets will be selected based on past performance

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

Destination: ME Maritime ACD Transportation Provided By Bus

Date: 23 Mar Departure Time: 11:00 AM Return Time 25 Mar, 5PM

Cost: \$20.00 (upon selection) Please make check payable to: Dover HS NJROTC

We Need Chaperones for this Trip: YES ☐ NO ☒

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

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

Recommended clothing, equipment, supplies, etc.:

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

School/Field Trip Permission Form

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

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

Student Name: _____ Teacher Name: _____ Grade: _____

Trip Date & Destination: _____

Parent/Guardian Signature: _____ Date: _____

Home # _____ Work # _____ Cell # _____

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

Name: _____ Home # _____ Work # _____ Cell # _____

**Donation Request List for Approval
February 12 School Board Meeting**

School	Group Donating	Value	Items/Service	Purpose
Woodman Park School	Anonymous Donor	\$516.35	Check	Payment of WPS Café Service's debt for 3 families
Dover High School/Career Tech Center Fundraising Campaign	Anonymous Donor	\$2,000.00	Check	Donation to the Building it Brighter Campaign

DOVER SCHOOL DISTRICT	POLICY CODE: IHCD
DATE OF ADOPTION: JANUARY 12, 2009	PAGE OF 2

First Reading

ADVANCED COLLEGE PLACEMENT

~~Any student who wishes to take advanced course work or Advanced Placement classes may do so at Dover High School. Administrators or guidance counselor shall assist students in identifying alternative means of taking such classes if they are not available at the high school. These alternative means may include taking courses at a different public school or a private school, through distance education courses, or at a college/university. Credit may be given provided the course comports with applicable district policies, state standards and course competencies. The student is responsible for any tuition, transportation, fees or other costs incurred for enrollment in such courses.~~

A. Advanced Course Work/Advanced Placement Courses

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and guidance counselors will provide assistance to students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the School District, administrators or guidance counselors are instructed to assist students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, or a private school, through distance education courses, or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

B. STEM Dual and Concurrent Enrollment Program

High School and Career Technical Education Center qualified students in grades 11 and 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in STEM (science technology, engineering, and mathematics) and STEM-related courses designated by the Community College System of New Hampshire ("CCSNH").

The Superintendent shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The Superintendent shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which, among other things, will:

DOVER SCHOOL DISTRICT	POLICY CODE: IHCD
DATE OF ADOPTION: JANUARY 12, 2009	PAGE OF 2

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;
3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;
6. Establish standards for faculty approval;
7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities.

Legal References:

RSA 188-E:25 through RSA 188-E:28
Ed 306.141(a)(6), Advanced Course Work

Revised: July 1998, November 1999, October 2005, May 2008, May 2014, September 2017, and December 2017

Statutory References:

New Hampshire Code of Administrative Rules, Section Ed. 306:14(g) Advanced Course Work

	Description	Admin Proposed Additions	Board Proposed Additions	Admin Proposed Reductions/Cuts	Board Proposed Reductions/Cuts
1	Garrison Debt Service, Budget only half-year Interest in FY19			\$546,750	
2	Suggested reduction to Capital Reserves (level fund to FY2018)			\$80,000	
3	Suggested reduction to Comprehensive Facilities Study			\$50,000	
4	Wage/Benefit adjustments to reflect current staff			\$164,548	
5	Duplication of software item			\$2,800	
6	FY19 CTC Transportation Final Agreement			\$14,400	
7	Add'l funding for FY19 Internet services, pending bid award	\$15,000			
8	Eliminate new capital furniture account in FY19 (2.5.2018)				\$25,000
9	10% reduction to supplies districtwide (2.5.2018)				\$50,000
10	50% reduction to instructional equipment (2.5.2018)				\$15,000
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
		\$15,000	\$0	\$858,498	\$90,000

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Job Title: Career and Technical Education (CTE) Culinary Arts Teacher
Department: Career and Technical Center (CTC)
Reports To: CTE Director
Prepared Date: December 20, 2017
Approved By:
Approved Date:

Summary: Demonstrate and teach Culinary Arts in a classroom setting with professional kitchen equipment, food, beverage, and professional cookery, sanitation and professional Food Service Management. In addition, the teacher will be expected to be involved in career & technical student organization, fund raising, continuous school improvement activities, advisory committee meetings, and pro-active professional development workshops and seminars.

Essential Duties and Responsibilities:

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

CURRICULUM AND INSTRUCTION:

- Know and be guided by the curriculum guides of the NH CTE Department of Education (DOE), district and the school
- Keep current on the latest educational technology methods
- Typed lesson plans in prescribed template and submitted at appropriate deadlines
- Maintain a plan book of daily instruction based on district curriculum guides and emergency plans, in the event of illness
- Establish and communicate to students well defined objectives for each lesson, including related projects and activities
- Adhere to or exceed guidelines for lectures, demonstrations, and class projects, as outlined in published course outlines and syllabi. Follow the course syllabi consistently
- Be responsible for an instructional program and the utilization of teaching methods which consider the individual needs, interests, abilities and maturity levels of the student
- Plan for and utilize all required class time in a productive and professional manner
- Ensure that all necessary instructional supplies, handouts, quizzes, tests, test keys, textbooks, course outlines, etc., are acquired before the first day of each class segment
- Provide annual documentation of continuing professional growth
- Using the vehicle of Skills USA or other Career Technical Student Organization (CTSO), assist students to develop those attitudes and skills in citizenship, leadership, and human relations which will contribute to their personal and occupational success

STAFF/PERSONNEL

- Attend regularly scheduled CTC meetings, in-service workshops and faculty meetings.
- Seek evaluation from students, employers, graduates, and teachers of post-secondary programs in culinary education.
- Be responsible for discharging instructional and non-instructional school related activities as assigned.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

- Knowledge of the Microsoft Office Professional Software Suite
- Ability to effectively communicate, both verbally and in writing, with students, faculty, advisory committee members and administration.
- Be responsible for own involvement as a contributing member involving group decision making and the development of a positive, cooperative building environment.
- Keep CTE Director informed of the overall aspects of the course; i.e., course and work of involved faculty, planned placement of students for college and lab activities.

STUDENT/PERSONNEL

- Evaluate and provide individual student progress on a regular basis and keep requisite records. Justify promotions, retentions and special program recommendations.
- Identify and refer unusual student behavior to appropriate specialists.
- Be responsible for enforcing building approved discipline plan.
- Be responsible for the supervision of students at all times.
- Keep records of pupil attendance.
- Market the Culinary Arts program to prospective students within and outside of the school
- Responsible for reviewing all student applicants for the Culinary Arts program in accordance with the established CTE application rubric process, including review student transcript, attendance, behavior records and conducting a one-on-one interview with student. Final scores will be updated in the online enrollment application (EnrollTrack)
- Provide career planning in Culinary for all students to include guest speakers, industry and post-secondary visits
- Maintain state reporting of CTE program competencies on a quarterly basis in compliance with NH CTE DOE requirements

OPERATIONS

- Food ordering and accountability; preparation; food delivery and cleanliness in accordance with appropriate health department regulations.
- Complete CTE forms and information as required.
- Report to the nurse any injury or illness to a student or self.
- Account for school and district property, as required.
- Advise administration immediately of needed repairs, replacements and/or unsafe building/equipment conditions.
- Remain in school after dismissal of students, as necessary to complete daily duties, attend meetings, hold parent conferences, etc.
- Follow school regulations regarding emergency procedures.

FINANCE/BUSINESS MANAGEMENT

- Prepares annual budgets; orders supplies, instructional materials and equipment according to district procedures; maintains inventory records as required, in accordance with Dover School District policies
- Manage and forecast program budget.
- Participate in submitting yearly requirements for Carl D. Perkins funding
- Keep accounts of all expenditures, requisitions and travel.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

- Submits invoices to CTC main office within two days of product/supplies receipt

SCHOOL/COMMUNITY RELATIONS

- Maintain and grow a program advisory committee relative to Culinary Arts to review curriculum, industry standards, industry equipment and required post-secondary connections
- Meet with parents as required concerning student needs and progress.
- Effectively communicate and involve parents and community in the culinary arts program.
- Utilizes the community as a learning resource and as an extension of the classroom for students.
- Expand cooperative relationships with community organizations, individuals, and/or activities related to the culinary program.
- Promote student recruitment, attendance and retention.
- Integrate academic and career/technical skills of the culinary arts program curriculum

OTHER

- Perform such other tasks and job-related duties and responsibilities as may be assigned by the building principal.
- Terms of employment are subject to the Dover Teachers Union Collective Bargaining Agreement (CBA) from the Dover School District

Supervisory Responsibilities:

There are no supervisory duties with this position.

Competencies:

To perform the job successfully, an individual should demonstrate the following competencies:

- Applicant must be able to specify, select, inventory, install, operate, and maintain all equipment specified in Pro Start areas being taught.
- Must be fully computer literate.
- Knowledge of CTE programming essential.
- Repetitive motion and eye strain through extensive utilization of computer hardware and software. May require lifting materials and supplies.

Qualifications:

Demonstrates ability to work well with peers, administrators, and community. Good leadership and communication skills. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

Education and/or Experience:

A Bachelor's degree or a similar background within Industry preferred. Candidates must be a certified Career and Technology Education (CTE) Culinary Arts teacher (endorsement 0903) or eligible to become a certified CTE Culinary Arts teacher. American Culinary Federation Certified Executive Chef preferred.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Technology Skills:

To perform this job successfully, an individual should have knowledge of recommended Microsoft Office Application software, Culinary Arts related online curriculum and tools, Point of Sales systems operation and basic understanding of technology integration in the classroom.

Certificates, Licenses, Registrations:

- Valid New Hampshire (NH) Teaching Certificate with Career & Technical (CTE) Culinary endorsement (endorsement 0903) preferred.
- Experience as a chef is strongly preferred.
- Two year college certificate or equivalent.
- Must have or qualify to obtain Food Service Manager Certificate
- ServSafe Certified

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand and walk. The employee must occasionally lift and/or move up to 50 pounds.

Repetitive motion and eye strain through extensive utilization of computer hardware and software. Will require lifting materials and supplies

Work Environment:

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

The noise level in the work environment is usually quiet to moderate.



Snapshot of 2017 YRBS

High school 9-12

*The Youth Risk Behavior Survey monitors six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults.
(Sexual behaviors, alcohol and drug use, tobacco, unhealthy dietary behaviors, inadequate physical activity.)*

Substance abuse ...

Challenges:

- 33.7% of high school students report using e-cigs in their lifetime.
- Students surveyed reported an increase in parent perception that it is okay to use marijuana with a 5% decrease in the number of students reporting they talked with a parent about the dangers of drugs in the last year.
- Students reporting a low perception of harm of marijuana use continues to rise. Nearly 2 in 3 students reported no or slight risk for using marijuana once or twice a week.
- Students surveyed, 30-day use of marijuana hovers around 23%.
- Over 65% of students reported they think marijuana is easy or very easy to get; 37% of students reported getting RX meds is easy or very easy; over 70% of students report that alcohol is easy or very easy to get.
- Heroin usage declined significant (50 students to 20 students), but NH is still 2-3x higher than the national average.

Good News:

- There is a 10% drop in 30-day usage of e-cigarette usage (26% to 15%) with students who tried marijuana before age 13 decreasing.
- Prescription drug usage shows a slower decline. Students surveyed reported lifetime misuse of Rx dropped by 6 percentage points; 30-day misuse of Rx also continues to slowly decline.
- Despite the increase in the number of students reporting low perception of risk from daily tobacco smoking, they also report a drop in 30-day use of cigarettes with an all-time low of 6.5% at the high school.
- Students surveyed reported, 30-day use of e-cigs dropped over 10% points.

Bullying, electronic bullying, and fighting ...

Challenges:

- In 2017 students in grades 9-12 reported 201 respondents were involved in a physical fight 1 or more times in the last 12 months on and off campus. Comparing 2011 and 2017 data, there is 1.4% increase in females carrying a weapon on at least 1 day during the past 30 days; not specific to school campus. Comparatively, there is a 5.5% decrease in males carrying a weapon in the same timeframe.
- 12.3% of females reported they did not come to school because they felt unsafe at school or on their way to school in the last 30 days. The percentage of females that feel unsafe is increasing steadily with a spike of 4.4% between 2015 to 2017. During the same timeframe, males report to be almost 3 times less likely to feel unsafe at school.
- One out of 4 female students report being electronically bullied (texting, Instagram, Facebook, or other social platforms). Females are 2 times more likely than males to engage in this type of behavior.

Good News:

- Trends since 2011 show the habit of bullying decreases with student age. The average senior is less likely to be involved with bullying than the average freshman student.
- Addition of community engagement projects, not limited to student voice and wellness with target student-centered work, provides students with more opportunity to engage as responsible learners and citizens, i.e. school-wide advisory, Student Summit (2018), Student profile of 2030 workshop, and Kindness Challenge.

Body image, nutrition, physical activity, mental health ...

Challenges:

- Students surveyed at the high school reported using a computer over 3 hours per day. On average, this is true for over 50% of students in grades 9 – 12. Research published in Clinical Psychological Science showed suicide factors rose significantly after two or more hours of time online. According to the Pew Research Center, smartphone ownership crossed the 50% percent threshold in late 2012 – right when teen depression and suicide increased.

Good News:

- Students surveyed at the high school reported a decline in the consumption of soda. Dover High School installed water bottle dispensaries in 2016 and soda machines that sell soda, ice tea, etc. remain off until after 3:00 pm.
- Since 2015, students reported a decline in suicide attempts that resulted in the need for medical treatment.

GENERAL FUND - FY2018 CONDITION OF ACCOUNTS					
REVENUE - ESTIMATED JANUARY 31, 2018					
Account Description	FY2018 Budget (Adjusted)	Received To Date 1/31/2018	Add'l Anticipated Estimated Revenue	Total Estimated Revenue	Over/ (Under) Budget
Tuition - Regular From Parents	\$ -	\$ -	\$ 7,891.00	\$ 7,891.00	\$ 7,891.00
Tuition - Other NH Districts	\$ 55,254.00	\$ 7,533.80	\$ 6,027.20	\$ 13,561.00	\$ (41,693.00)
Tuition - Barrington	\$ 2,563,029.00	\$ 1,858,940.81	\$ 564,515.19	\$ 2,423,456.00	\$ (139,573.00)
Tuition - Nottingham	\$ 901,079.00	\$ 368,546.66	\$ 487,586.34	\$ 856,133.00	\$ (44,946.00)
Tuition - SPED Aides	\$ 307,397.00	\$ 152,632.65	\$ 121,943.35	\$ 274,576.00	\$ (32,821.00)
Tuition - CTC - NH Districts	\$ 72,198.00	\$ -	\$ 84,043.00	\$ 84,043.00	\$ 11,845.00
Tuition - CTC - Out of State	\$ 76,287.00	\$ -	\$ 67,824.00	\$ 67,824.00	\$ (8,463.00)
Tuition - Alternative School	\$ 192,500.00	\$ 107,669.94	\$ 87,224.06	\$ 194,894.00	\$ 2,394.00
Other Local Revenue - Districtwide	\$ 25,000.00	\$ 7,314.96	\$ 17,685.04	\$ 25,000.00	\$ -
State Adequate Education Grant	\$ 9,168,512.00	\$ 6,398,014.00	\$ 2,770,498.00	\$ 9,168,512.00	\$ -
School Building Aid	\$ 616,673.00	\$ 308,336.56	\$ 308,336.44	\$ 616,673.00	\$ -
Catastrophic Aid	\$ 301,890.00	\$ 304,264.60	\$ -	\$ 304,264.60	\$ 2,374.60
CTC Tuition Aid	\$ 215,003.00	\$ 238,974.03	\$ -	\$ 238,974.03	\$ 23,971.03
CTC Transportation Aid	\$ 3,000.00	\$ 2,700.00	\$ -	\$ 2,700.00	\$ (300.00)
Indirect Cost Allocation	\$ 85,000.00	\$ 49,645.78	\$ 35,354.22	\$ 85,000.00	\$ -
ABE Allocation	\$ 39,011.00	\$ 20,738.00	\$ 18,273.00	\$ 39,011.00	\$ -
Impact Aid	\$ 5,500.00	\$ 2,051.34	\$ 3,448.66	\$ 5,500.00	\$ -
Medicaid Distribution	\$ 650,000.00	\$ 291,682.89	\$ 258,317.11	\$ 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	\$ 6,300.00	\$ 3,600.00	\$ 9,900.00	\$ (2,100.00)
Tuition - Summer School, WPS	\$ 6,000.00	\$ 3,980.00	\$ -	\$ 3,980.00	\$ (2,020.00)
Athletic Transportation, DMS	\$ 15,000.00	\$ 9,276.74	\$ 5,723.26	\$ 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	\$ 35,635.32	\$ 14,364.68	\$ 50,000.00	\$ (10,000.00)
Total Non Tax Revenue	\$ 16,843,130.00	\$ 10,175,678.08	\$ 6,330,451.55	\$ 16,506,129.63	\$ (337,000.37)
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			\$ 57,755,001.63	\$ (337,000.37)
EXPENSES & ENCUMBRANCES - ESTIMATED JANUARY 31, 2018					
Account Description	FY2018 Budget (Adjusted)	Expenses to Date 1/31/2018	Encumbrances/ Antic. Exp 1/31/2018	Total Estimated Exp/Enc to Date	Over/ (Under) Budget
(1100) Regular Education Programs	\$ 21,391,483.13	\$ 8,973,808.74	\$ 11,848,333.84	\$ 20,822,142.58	\$ (569,340.55)
(1200) Special Education Programs	\$ 10,891,175.20	\$ 5,153,018.15	\$ 5,625,269.34	\$ 10,778,287.49	\$ (112,887.71)
(1300) Career and Technical Education Programs	\$ 1,895,387.47	\$ 812,665.74	\$ 943,429.39	\$ 1,756,095.13	\$ (139,292.34)
(1400) Co-Curricular Activities and Athletics	\$ 655,340.25	\$ 306,276.73	\$ 274,024.76	\$ 580,301.49	\$ (75,038.76)
(1600) Adult/Continuing Education Programs	\$ 238,471.70	\$ 124,386.71	\$ 106,036.72	\$ 230,423.43	\$ (8,048.27)
(2100) Support Services - Students	\$ 3,721,290.22	\$ 1,655,219.62	\$ 2,005,179.24	\$ 3,660,398.86	\$ (60,891.36)
(2200) Support Services - Instructional Staff	\$ 1,036,137.22	\$ 426,889.22	\$ 514,666.50	\$ 941,555.72	\$ (94,581.50)
(2300) Support Services - General Admin.	\$ 1,375,698.06	\$ 796,476.62	\$ 485,005.86	\$ 1,281,482.48	\$ (94,215.58)
(2400) Support Services - School Admin.	\$ 2,653,044.23	\$ 1,463,411.81	\$ 1,129,370.84	\$ 2,592,782.65	\$ (60,261.58)
(2600) Support Services - Operation Maint/Plant	\$ 4,166,397.84	\$ 2,612,015.55	\$ 1,472,510.41	\$ 4,084,525.96	\$ (81,871.88)
(2700) Support Services - Student Transportation	\$ 2,734,264.28	\$ 1,136,988.83	\$ 1,655,037.39	\$ 2,792,026.22	\$ 57,761.94
(2800) Support Services - Centralized Services	\$ 1,175,222.40	\$ 715,237.84	\$ 369,281.91	\$ 1,084,519.75	\$ (90,702.65)
(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	\$ 24,196,318.89	\$ 26,583,146.20	\$ 50,779,465.09	\$ (1,333,849.91)
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	\$ 24,196,318.89	\$ 32,561,833.20	\$ 56,758,152.09	\$ (1,333,849.91)
			Estimated Operating Revenue over/(under) budget		\$ (337,000.37)
			Estimated Net revenue/expenses, unexpended funds/(deficit)		\$ 996,849.54
As of January 31, 2018, estimated unexpended funds for FY2018 is \$996,849.54					



**Superintendent's Board Report
Monday, February 12, 2018**

SUPERINTENDENT REPORT

The Superintendent's Board Report purpose is 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.

BOARD AGENDA ITEMS

Job Share Proposal – I recommend the job-share proposal as presented by the Leighann Johnson and Betsy Breen at Horne Street School for a one-year period. The proposal meets the requirements as outlined in Agreement Between the Dover School Board and the Dover Teachers' Union. I have had the opportunity to meet with Mrs. Johnson and Mrs. Breen, and I was impressed with their enthusiasm, collaborative spirit, and commitment to moving forward with the shared position. The contract states, "A request to continue a job-share position must be made annually by March 1 of each school year and shall be subject to the decision process contained in 2 above.

Policy IHCD – Advanced Course Work – Chapter 210, SB 101-FN states, "No later than July 1, 2018, the schoolboard of each school district shall develop and adopt a policy permitting students residing in the district who are in grade 11 or 12 to participate in the dual and concurrent enrollment program. This will be a revision of the Dover School District Policy IHCD Advanced College Placement. The policy has been reviewed by the Dover High School Leadership Team and is the first reading of the policy with the second reading scheduled for the March Board Meeting.

FY 19 Proposed Budget – The series of Board Workshops and Meetings` has led to the development of the proposed FY 19 Budget. The budget is aligned with the support and implementation of the Dover School District Strategic Plan. The proposed budget exceeds the cap by \$1,369,216 and maintains current obligations, anticipated expenses and accepted reductions by the School Board on February 5.

The following reductions were made in the proposed budget:

- Elimination of the furniture account for FY 19 – saving of \$25,000
- 10% reduction district-wide supplies – savings of \$50,000
- 50% reduction instructional equipment – savings of \$15,000

The following additional positions will be discussed on February 12 and are not part of the proposed budget:

- Assistant Director of Teaching and Learning – projected cost \$120,000
- ESL Educator – projected cost of \$80,000
- IT Technician – projected cost of \$50,000
- Special Educator for Dover Middle School – projected cost of \$80,000



**Superintendent's Board Report
Monday, February 12, 2018**

- Dean of Teaching and Learning – Dover Middle School – projected cost of \$90,000
- Dean of Teaching and Learning – Elementary Schools – projected cost of \$90,000
- Noon Aide Salary Adjustment – projected cost of \$12,000

Career and Technical Center of Culinary Arts Job Description – I recommend the Board approve the Career and Technical Center Culinary Arts Job Description.

Job Title Change – I recommend the following job title changes effective July 1, 2018:

- Director of Curriculum, Assessment, and Instruction to Assist Superintendent of Teaching and Learning
- Director of Pupil Personnel to Assistant Superintendent of Student Services

CTC DIRECTOR TIMELINE

The Screening Committee met on February 8 to review the candidate's applications. The process and timeline follow: Interviews to be held on February 19 and 22, School community interviews potential finalists on March 5 and 6 (advisory capacity). Visitation to CTC by finalist, date to be determined, nomination to Board on April 9.

STRATEGIC PLAN

Bob Renshaw has provided training to the Leadership Team on the development of implementation and accountability plans. The process developing the implementation and accountability will start in February. Implementation and accountability plans are targeted to be completed by end of July 2018 for school year 2018-2019.

LEARNING WALK

On January 30, the Leadership Team completed its first learning walk at Horne Street School. Administrators were organized into teams of two or three and were assigned programs or grade levels to observe by Principal Patty Driscoll. Mrs. Driscoll also identified areas that she wished to receive feedback from the Leadership Team. Following the observation periods, a debriefing session was held. The conversations about the observations were beneficial and enlightening.

INSPIRED LEADERSHIP

The Leadership Team has completed its first session with Tamara Konrade from Inspired Leadership via the internet. The team is engaged in the process of developing a highly effective learning and leadership culture. Tamara is facilitating three sessions focusing on the seven levels of energy that impact our ability to lead. The next session will be held in March. I hope to bring Tamara onsite in late June or early July to work with the Leadership Team.



**Superintendent's Board Report
Monday, February 12, 2018**

CELEBRATION

On January 24, Dover Middle School was visited by the New England League of Middle Schools to determine if the middle school would be renewed as a *Spotlight School*. Dover Middle School was notified on January 29 that the school has met the requirements for the continuing status as *Spotlight School*. A copy of the recognition letter follows for your review.



New England League of Middle Schools
Spotlight Schools Program



January 29, 2018

Kimberly Lyndes, Principal
Dover Middle School
16 Daley Drive
Dover, NH 03820

Dear Principal Lyndes,

I want to thank you for the time and hospitality provided to our visitation team on January 24, 2018 as part of your Spotlight School renewal application process. I am pleased to inform you that Dover Middle School has been renewed as a NELMS Spotlight School. This decision is based upon evidence and observations made during the recent visit. The reviewers observed a variety of indicators that make it evident your school continues to make progress and is committed to effective instruction, collaboration, teaming, and a solid understanding of the young adolescent.

The New England League of Middle Schools would like to commend Dover Middle School on the following:

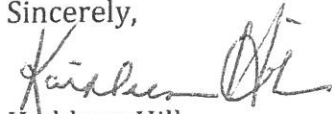
- A positive climate and culture was evident, and a strong interconnected support system is in place.
- Students, teachers, parents, and leadership embody and model a sense of community and belonging. Students love their teachers and speak highly of the Dover staff.
- Collaboration and joint decision-making is implemented among students, staff, and administration. Advanced classes are available for gifted and talented learners, as well as remediation and personalized learning for struggling learners.
- Students are engaged in quality and challenging instruction. Teachers have worked diligently to develop quality competency-based assessments.

In order to continue your improvement and commitment to best middle level practices, NELMS makes the following recommendations:

- Be proud and hang the NELMS Spotlight School banner for all to see.
- Advisory is a key piece to successful middle level education. Please continue to move forward toward your Advisory implementation and embrace the challenges along the way.
- Exploration of scheduling options to include common planning time for teams will greatly benefit instructors. The long-term goal of building PLCs already in place will support the initiative to create common planning time.

We are pleased to count Dover Middle School among the 34 Spotlight Schools throughout New England. I am including a sticker with renewal dates that you can attach to your Spotlight Schools banner for prominent display in your building. If you hold any celebratory activities relative to this renewal award, we would welcome any pictures of this event that we can include on our website and in our social media outreach. Two copies of the Spotlight School Agreement are enclosed as well. Please sign one copy and return it to the office. Finally, do not hesitate to contact me if I can be of further assistance.

Sincerely,



Kathleen Hill
Spotlight Schools Coordinator

Cc. Jerome Frew, Executive Director, New England League of Middle Schools
Dr. William Harbron, Superintendent, Public Schools
Dona Boardman, NH1 Board of Directors