



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #4
Meeting Location:	Media Ctr. (Rm. 306) McConnell Center
Meeting Date:	Monday, April 9, 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. Discipline Hearing #5, March 12, 2018
2. Nonpublic Meeting #9, March 12, 2018
3. Regular Meeting #3, March 12, 2018
4. Discipline Hearing #6, March 22, 2018

G. CONSENT AGENDA

1. Correspondence:

- a. UNH Student Camilleri—Remembering Science Concepts

2. Resignations/Retirements:

- a. Joyce Silva, WPS School Nurse
- b. Alicia Spates-Messier, DMS Literacy
- c. Michele Mitnitsky, DHS Chemistry
- d. Melissa Mazzone, DHS School Counselor

3. Leaves of Absence: none

4. Job Shares: none

5. Nominations:

- a. Career and Technical Center Director
- b. Teacher

6. Extended Travel (Student Trips):

- a. DMS 8th Grade Trip to Washington, DC-May 29-Final Approval
- b. DHS Art Department Trip to Portugal and Spain-April 17, 2019 Preliminary Approval

7. Donations: April 9 Donations

H. STUDENT REPRESENTATIVE REPORT:

I. POLICY – CHANGES – PROPOSALS: none

J. POLICY ADOPTION:

- a. EFD—Meal Charging Policy (1st and 2nd reading)

K. RESOLUTIONS:

- a. Resolution for Naming Rights



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L. OLD BUSINESS:

M. NEW BUSINESS:

- a. Safe Skin Awareness Presentation—Laurie Seavey
- b. Discussion of End of Year Options
- c. Future Calendar Options
- d. Job Descriptions:
 - Assistant Director of Teaching and Learning
 - Dean of Teaching and Learning—K-8
- e. Award of Bid for Architectural Services for WPS and Alt School
- f. March 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: Kaitlin Camilleri (Doctoral Candidate at the University of New Hampshire)

Name of Survey/Research: Remembering Science Concepts: The Effects of Parents' Conversations With Their School-Aged and Preadolescent Children

Advisor: Professor Michelle Leichtman and Professor David Pillemer

Department: Psychology

Time Frame of Survey/Research: The study requires that we visit the same classrooms on three separate days over a two-week period. Each visit should last no more than 20 minutes.

Brief Description of Survey: This research examines how children learn about science concepts, and how parents can enhance that learning through conversations with their children. Children first experience an engaging, 20-minute science lesson in their classroom. (All children in the class can participate in the lesson, even if they are not part of the study.) The same day as the lesson, at a time that is convenient for them, parents engage in two short conversations with their children at home. Two days after the lesson and again 14 days after the lesson, students complete a brief questionnaire about the science lesson at school.

Who will be involved in the Survey? 5th and 6th grade students and one of their parents (Participants will be recruited through classrooms. Materials will be sent home to parents and they will participate at home with their child.)

Does the research have IRB approval? Yes (UNH IRB #5846)

How will Students be Involved? There are three phases to the study (as indicated in the protocol section). All students may participate in the events that take place in the classroom (e.g., lesson, questionnaire #1, and questionnaire #2). However, only students with signed permission from their parents will be involved in the parent-child conversation phase. In addition, non-participating students' answers on both questionnaires will be discarded.

How exactly will the School be involved? We need access to 5th and 6th grade classrooms, and two DMS teachers have already invited us into their classrooms to complete this study. This is likely a large enough sample, but we are always eager to run our study in the classrooms of other teachers who might be interested in participating. As of now, we do not need anything further from the school.

Protocol: The study we plan to conduct has three phases. First, a professional pilot visits students' classrooms and teaches a 20-minute, scripted interactive science lesson about the properties of airplanes and flight. Children participate in this lesson as a group, and seem to enjoy it very much. (We have already piloted this method with students aged 8-12 years). The pilot is a professional pilot who trains other pilots both in the classroom and in the air, and he has co-designed the lesson with us to be suitable for students at this age. All students in the class can participate in the science lesson (even if they do not participate in the remainder of the study) because it is considered part of the classroom curriculum. Teachers and staff can also be present, of course.

The same day as the lesson, we send home digital audio recorders and instructions to parents of participating children. Parents are asked to talk with their children in whatever way is natural to them about the science lesson and about another unrelated event of their choosing (e.g., an outing or birthday party they enjoyed). We also include a demographics questionnaire. We ask parents to return the recorders the following day.

Two days after the science lesson, a trained researcher will come to the school and ask students to complete a questionnaire about the science lesson. All students can complete this questionnaire, regardless of participation. However, we will only keep questionnaires from participating children. The questionnaire involves a series of questions targeted to assess what children remember about the science lesson. This includes both open-ended and multiple-choice type questions. Completion of the questionnaire should take approximately 10 minutes, and all students can complete this at the same time.

Finally, fourteen days after the science lesson, a trained researcher will return to administer a 10 question, multiple-choice only questionnaire, to all students. Completion of this questionnaire should take approximately 5-10 minutes. In addition, we would like to gather a measure of working memory for all participating students. This can be done during any of our three visits to classrooms. Students will complete this measure individually. For this task, a trained researcher will read children a string of digits and ask them to repeat those digits back. Task is likely to take 1-3 minutes per participating student. Scheduling for the science lesson, completing the questionnaires, and administering the working memory task will be based on teachers' preferences.

Objectives of Survey/Research:

- To determine how children learn about science concepts presented in the classroom
- To extend research on the importance of parent-child conversations to the preadolescent population
- To examine the role of individual differences in children's learning

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

If simple, afterschool conversations between parents and their children about academic material are sufficient to boost children's memory for concepts learned in the classroom, this could greatly benefit children's learning. Importantly, if such a relationship exists then parents could be trained and encouraged to use beneficial, conversational techniques to help enhance their children's learning. Such findings could lead to improvement in the quality of conversations between parents and children, and lead to child gains in the classroom.

Advanced Authorization form attached?

Written approval by a faculty member of the institution in which student researcher is enrolled attached? Yes. (See attached letter from Professor Michelle Leichtman.)



College of Liberal Arts
Department of Psychology

McConnell Hall
15 Academic Way
Durham, NH 03824-2602

V: 603.862.2360
F: 603.862.4986
TTY: 7.1.1 (Relay NH)

cola.unh.edu/psychology

March 29, 2018

Dover School Board
Dover, NH 03820

Dear School Board Members:

I am writing to strongly endorse the research protocol submitted by Kaitlin Camilleri, a doctoral candidate in the Department of Psychology at UNH working under my direction.

Kaitlin is conducting an innovative project about science learning as part of her doctoral dissertation, with the full collaboration of faculty members Dr. David Pillemer and myself. Kaitlin has extensive research experience with similar protocols, and the study has been successfully piloted with children in the middle-school age range. The protocol has been approved by the UNH IRB.

We believe that participating in this study should be a fun and educational experience for children, and that the science lesson developed for the study (an interactive lesson about airplanes and flight) has the potential to benefit all children in the classroom.

Thank you for considering allowing Kaitlin to run this study at the Dover Middle School.

Sincerely,

A handwritten signature in black ink that reads 'Michelle D. Leichtman'.

Michelle D. Leichtman
Associate Professor

3-20-2018

Dear Mr. Boodey,

This is to inform you of my resignation from my position as school nurse for Woodman Park School. It has been a pleasure to work here and I have utmost respect for my nursing colleagues and the administration of Woodman Park School. My resignation is effective as of April 3, 2018.

Respectfully,



Joyce Silva RN

Robin Lafleur

From: Alicia Spates-Messier
Sent: Wednesday, March 14, 2018 8:29 PM
To: Kimberly Lyndes; Robin Lafleur
Subject: Re: leave

Hi Kim,

It was great catching up today. As we talked about, my intent is not to return next year in my full time capacity. I will greatly miss my DMS family, but know that the best thing for my family now is to be home for another year to support the demands of my children. I'm so grateful for the leave given to me and how flexible everyone has been with my growing family. If there are part time options at any point in the near future, I would love to be considered.

Thank you so much. Have a great evening.
Alicia

Alicia Spates-Messier, M.Ed.
Literacy Facilitator
Creative Writing and Public Speaking
Dover Middle School
(603)516-6068
a.spates-messier@dover.k12.nh.us

From: Kimberly Lyndes
Sent: Wednesday, March 14, 2018 8:26:33 AM
To: Alicia Spates-Messier
Subject: leave

Hi Alicia-
I hope you are doing well.
Can you share with me what you sent to the SAU regarding your leave? Today, 3/14 is the deadline.

Thanks,
Kim

Kimberly R. Lyndes
Principal
Dover Middle School
16 Daley Drive
Dover NH 03820

Robin Lafleur

From: Mathew and Michele Mitnitsky <chefmsm@hotmail.com>
Sent: Wednesday, March 14, 2018 12:26 AM
To: William Harbron
Cc: Peter Driscoll; Robin Lafleur
Subject: Michele Mitnitsky's leave of absence

Good morning,

I am contacting you to let you know that I will not be returning next year to Dover High School. My husband is still needed here in Colorado. I want to thank you for the opportunity to work at Dover High School and I will miss my colleagues at the high school.

Sincerely,

Michele Mitnitsky

March 27, 2018

To: Peter Driscoll, Principal

Peter,

Thank you for your conversation last week. Please accept this letter as my written intent not to renew my Dover contract for the 2018-2019 school year. I have accepted a position at SAU 19, within Goffstown High School's school counseling program. This has been a very difficult decision to make, but a necessary one for my family and future career. I have nothing but positive things to say about Dover High school, the Dover community, and especially our school counseling department and director.

Thank you for your wonderful leadership and support over my 5 years here.

Sincerely,

A handwritten signature in cursive script that reads "Melissa Mazzone". The signature is written in dark ink and is positioned above the printed name.

Melissa Mazzone

WILLIAM R. HARBRON, Ed.D.
Superintendent of Schools
w.harbron@dover.k12.nh.us

LIBBY SIMMONS
Business Administrator
l.simmons@dover.k12.nh.us



CHRISTINE BOSTON, Ed.D.
Director of Pupil Personnel Services
c.boston@dover.k12.nh.us

PAULA GLYNN
Director of Curriculum, Instruction and
Assessment
p.glynn@dover.k12.nh.us

THE DOVER SCHOOL DISTRICT

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

To: Dover School Board

From: William R. Harbron, Superintendent

Date: April 9, 2018

Re: Nomination for Director of Career and Technical Center

It is with pleasure that I nominate Lisa Danley as Director of the Dover High School Career and Technical Center. In her previous life, Lisa served in the New Hampshire DOE as the State CTC Director. Currently, she is serving as the CTC Director for the Keene High School and Monadnock Regional High School and Fall Mountain Regional High School which is inclusive of 16 two-year career and technical education programs.

Her references describe her as being student-centered and an effective advocate for all students. Among her peers Lisa is considered most knowledgeable about CTE and viewed as a highly influential leader for CTE. One reference shared he would come out of retirement to work with Lisa and saw her as best State Director of CTE he has had during his tenure.

I am confident that Ms. Danley will be a great addition to the Dover School District Leadership Team and I would like to extend her an annual contract with a salary of \$100,736.73 with no additional stipends and/or contractual obligations. This is in keeping with policy GCBD.

Dover School District Mission Statement

Empowering all Learners

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: DMS Eighth Grade/ Student Council

Destination: Washington DC

Contact Person (s): Bruce Patrick

Dates of Travel: ____ 5/29 (evening) to 6/2

Number of Students Traveling: ____ 192 ____

Number of Chaperones: ____ 16 ____

Adult/Student Ratio: ____ 12 to 1 or one chaperone for every three rooms

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
Will do after parent meeting

Telephone Contact Notification submitted to Principal: yes/no After May 8th Parent meeting

List of all students and chaperones submitted to the school and Supt's Office: yes/no After May 8th parent meeting

All Chaperones completed criminal background check: yes/no Same as above



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



PETER DRISCOLL
Principal
p.driscoll@dover.k12.nh.us

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

LOUISE PARADIS
Director of Career Technical Education
l.paradis@dover.k12.nh.us

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

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

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

April 4, 2018

Dear Dover School Board Members,

This letter is being written in support of a request for initial approval of the Art Department's proposed trip to Portugal and Spain from April 17, 2019 to April 28, 2019. Enclosed in this packet you will find information provided by Ms. Kontos who will be leading the trip. I ask that you support this opportunity for our students.

Sincerely,

Peter Driscoll
Dover High School Principal

Dover High School
Art Department
March 16, 2018

Dr. William R. Harbron
Superintendent of Schools
Dover, NH 03820

Dear Dr. Harbron and Dover School Board Members:

I am writing you to request preliminary approval for the Art Department to travel to Europe in April 2019. Our plan is to take a tour through EFTours called Portugal and Spain. I am excited about offering this trip. It is a great combination of different European cultures. We are planning on leaving in the afternoon on Wednesday, April 17th and will return on Sunday, April 28, 2019.

In of my 21 years of teaching at Dover High School, I have traveled with students every year on trips that range from weekends in New York City, to camping in western Massachusetts, to weeks in various European countries. The planning and preparing for these events are extremely time consuming, but the experience a trip like this provides makes it all worthwhile. As an art teacher, I have always believed that exposing my students to a wide variety of art forms is the most important part of my job. I am constantly sharing photographs of artists' work to my students, from historical to contemporary. However, no picture can compare to seeing the work in person. You can look at a photo of Gaudi's la Sagrada Familia, but unless you see it in person you can't begin to imagine the sheer size of the structure! There is no substitute for seeing the actual work with your own eyes.

I choose my chaperones carefully. They are all adults that are experienced travelers. My husband travels with us and he speaks several languages fluently. For every 6 students we take with us, EF provides a free place for a chaperone. The chaperones travel for free, but their real benefit is seeing the world through their students' eyes. Some of the moments that have stayed with me are: watching tears form in a students eyes when seeing Michelangelo's David for the first time; finding my students in the Sistine Chapel lying flat on their backs and gazing up at that amazing ceiling; sitting at the top of Epidaurus and experiencing the perfect acoustics of an amphitheatre that was built in 4th century B.C.

In this packet I have included an itinerary. All chaperones will have attended prior trips and are either employees of the school or have had the proper background check and finger printing done. All chaperones will have copies of student passports and insurance cards. I will also provide the high school with copies of the students' passports, permission slips and emergency contact information. In addition to that, I have an international cell phone so that we can be contacted on a moment's notice. We are traveling with EFTours for the 10th time. EF is backed by 40 years of time-tested

commitment to safety. We will plan some fund raising to help defray the cost of the trip and planning it this far in advance allows the students the opportunity to pay with a payment plan.

I have done my best to provide you with any information I thought you would need or want. Please contact me if there is anything else you require to grant us approval. You can call me at work at 516-6965 or on my 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

03/16/2018

Dear Parent/Guardian:

The art department is excited to be offering a trip to Europe in April of 2019. We will be traveling to a lot of interesting destinations in Portugal and Spain. We hope you will consider allowing your son/daughter to accompany us. Enclosed in this packet you will find an itinerary and a payment schedule. Please look them over. We have scheduled a meeting to discuss the trip and any questions you might have on Tuesday, May 15th, in room 137C at 6:00pm. In the meantime, I can be reached at school at 516-6965 or through e-mail at Francine.kontos@dover.k12.nh.us.

Sincerely,

Francine Kontos
Advisor of the World Arts Club

Complete costs of Portugal and Spain tour

Program fee: \$3050.00

Tip fee for tour guide and bus driver: \$100.00

Suggested spending money for lunch, incidentals, souvenirs: \$300.00 - \$400.00

Tour payment schedule

ASAP: EF Tours application and \$95.00 registration fee

Thirty days after you register with EF Tours: \$250.00 payment toward the program fee

Friday, December 21, 2018: Payment in full

Or \$228 a month

Wednesday, April 17, 2019: Projected departure date

Sunday, April 28, 2019: Projected return date

What you'll experience on your tour

Day 1: Fly overnight to Portugal

Day 2: Lisbon

- Meet your Tour Director at the airport in Lisbon. During your stay, you'll experience Old World atmosphere as you make your way through the labyrinth of winding streets in Lisbon's Alfama district. Discover the hidden balconies, archways, terraces, and courtyards of this hillside medieval quarter as you explore Lisbon's former center of Moorish aristocracy. See where Portugal's early kings resided at the Castelo de São Jorge, built to overlook the city and Tagus River. Recall the Age of Discovery at the Monument to Discoveries and the Belém Tower. It was from here that many adventure-seeking navigators set sail, including Bartolomeu Dias, who sailed around the southern tip of Africa.
- Take a walking tour of Lisbon

Day 3: Lisbon

- Take an expert-led tour of Lisbon
- During a photo stop, enjoy a panoramic view of Lisbon's red-tiled roofs.
- Visit the Mosteiro dos Jerónimos
- Time to see more of Lisbon or
 - Visit Sintra and Cascais
 - Attend a Lisbon Fado Evening

Day 4: Evora | Algarve

- Travel to Evora
- Take an expert-led tour of Evora
- Visit the Chapel of Bones
- Continue on to the Algarve

Day 5: Algarve

- Take an excursion to the Point of Saudade and Cape St. Vincent
- Visit Fortaleza de Sagres

Day 6: Seville | Costa del Sol

- Travel to Seville, the heartbeat of Andalusian culture. During your stay, follow narrow, twisting alleys through the Barrio de Santa Cruz, where picturesque whitewashed houses, flower-filled patios, and tiled benches are pleasant reminders of an unhurried lifestyle. Pass by Maria Louisa Park to admire the mosaics and fountains of Plaza de España, centerpiece of the 1929 Ibero-American Fair. Visit the grave of Christopher Columbus inside Seville's Cathedral. And imagine the spectacle of a traditional Spanish bullfight at the Plaza de Toros, celebrated for its Baroque architecture and historical significance.
- Take an expert-led tour of Seville: Barrio de Santa Cruz
- Visit the Seville Cathedral
- Continue on to Costa del Sol

Day 7: Costa del Sol

- Time to see more of Costa del Sol or
 - Visit Gibraltar
 - Take an excursion to Gibraltar
 - Visit St. Michael's Cave

Day 8: Granada

- Travel to Granada
- Take an expert-led tour of Granada
- Discover Granada through an interactive "City Challenge" activity
- Visit the Alhambra, widely recognized as the world's premier example of Moorish architecture—and Granada's crowning jewel. Built as an all-in-one *alcazaba* (fortress), *alcazar* (palace) and small *medina* (city), the Alhambra was home to the last of the Nasrid Sultans. Elaborately embellished in the 14th century and surrounded by lush green trees, Moorish poets described it as "a pearl set in emeralds." See the exotic mosaics, fountains, latticed windows, arabesques, and ornamented courtyards that made this vast stronghold worthy of royal occupancy. Here, King Ferdinand and Queen Isabella agreed to finance the historic voyage of Christopher Columbus.

Day 9: Valencia

- Travel to Valencia
- Take a walking tour of Valencia

Day 10: Valencia | Barcelona

- Travel to Barcelona, an art lover's dream city and the place where masters like Miró, Picasso and Dalí flourished. During your stay you'll explore open-air plazas dotted with avant-garde gems, like the Plaza de Catalunya and Plaza España. Snap photos of the twisting spires of La Sagrada Família and the Magic Fountain of Montjuïc, which delights with dazzling light and water shows. From atop Montjuïc Hill enjoy panoramic views of the harbor below. Here you'll also find the 1992 Olympic stadium. Marvel at the landscaped greenery and playful Modernist mosaics on your visit to Park Güell. Flower vendors and street performers greet you on your walking tour of the tree-lined Las Ramblas.

Day 11: Barcelona

- Take an expert-led tour of Barcelona
- Visit Park Güell
- Take a walking tour of Barcelona
- Enjoy a free evening in Barcelona or
 - Attend a Barcelona Flamenco Evening

Day 12: Depart for home

• 3-DAY TOUR EXTENSION

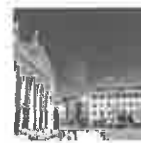
Day 12: Provence

- Take a tour of Montpellier
- Continue on to Provence

Days 13-14: French Riviera

- Travel to the French Riviera
- Visit the principality of Monaco
- Tour a French perfume factory in Eze
- Take a walking tour of Nice

Day 15: Depart for home



First day in Portugal!
#eflours #eftours2013

— ALADISSEN, TRAVELER



On my EF tour to Spain and Portugal, I was able to immerse myself into new cultures and see places I had only ever dreamed of seeing.

— VICTORIA, TRAVELER



TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE

1. _____
2. _____
3. _____

TOUR PRICE QUOTE

Portugal and Spain

PREPARED FOR
Francine Kontos

PREPARED ON
February 1, 2018

YOUR TOUR NUMBER
2027820PD

YOUR TOUR WEBSITE
www.eftours.com/2027820PD

GUARANTEED LOWEST PRICE

Price valid for travelers enrolled February 1, 2018 - February 28, 2018*

Student

\$3,050 or \$228 / 13 mos

Adult

\$3,650 or \$274 / 13 mos

Protect your travelers with the Global Travel Protection Plan for \$165. Ask your Tour Consultant for details.

*Adult supplement required for travelers age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at eftours.com/baggage. All prices subject to verification by an EF Tour Consultant. Program price validity excludes special discounts. To view EF's Booking Conditions, visit eftours.com/bc.

Your travel details

TOTAL LENGTH
12 days

DEPARTING FROM
Boston (MA)

REQUESTED TRAVEL DATES
Thursday, April 18, 2019 - Monday, April 28, 2019

YOUR DEPARTURE DATE RANGE

☐ **EARLIEST**
Tue. Apr. 16

☒ **REQUESTED**
Thu. Apr. 18

☐ **LATEST**
Sat. Apr. 20

Your experience includes

AN ALL-INCLUSIVE TOUR

Round trip airfare, hotels with private baths, regional-style meals, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.eftours.com/2027820PD.

FULL-TIME TOUR DIRECTOR

Your culturally connected Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

EXPERT LOCAL GUIDES

Your expert local guides are natural historians, adding cultural insight and global perspective on your sightseeing tours.

WESHARE—PERSONALIZED LEARNING

Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project for academic credit.

CONTINUOUS SUPPORT

Your dedicated EF team helps you every step of the way—from recruiting and enrolling travelers to planning and managing your tour.

WORLDWIDE PRESENCE

EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

24-HOUR EMERGENCY SERVICE

Travelers and their families can count on EF's dedicated emergency service team.

PEACE OF MIND PROGRAM

Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances. Learn more about your flexible options at eftours.com/peaceofmind.

Your Tour Consultant



MAGGIE LENAHA
603-369-4904
Maggie.Lenahan@ef.com



Donation Request List for Approval
April 9 School Board Meeting

School	Group Donating	Value	Items/Service	Purpose
Dover High School	Liberty Mutual	\$500.00	Check	Project Graduation
Dover High School	Dover Teachers' Union	\$500.00	Check	Project Graduation
Dover Middle School	Hannaford Bros	\$2,160.00	Check from Hannaford Helps Schools	General Use
DHS CTC Building Project	Koglin Orthodontics	\$100.00	Check	Building It Brighter Campaign
Garrison School	GES PTA	\$952.27	Art Supplies	Art Supplies and various tools for 4-5 years for printmaking, foam plate printing and block plate printing
Garrison School	GES PTA	\$600.00	Playground Equipment and storage- crates/bins, shelving for storage shed, bases, field markers, agility cones, etc.	Supports Playworks program training
Horne Street School	Liberty Mutual	\$750.00	Stomp Rocket launchers and pumps	For engineering and STEM. Will be shared with other schools.

DOVER SCHOOL DISTRICT	POLICY CODE: EFD
DATE OF ADOPTION: OCTOBER 3, 2016	PAGE 1 OF 2

MEAL CHARGING POLICY

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

The District will provide access to applications for Free and Reduced Price meals. Application forms will be sent home with all students at the beginning of each school year, posted on the District's website and available from each school's main office. Applications are accepted and processed throughout the school year.

The parent or guardian of each student must receive and acknowledge receipt of the policy/procedure. The Food Service Department will notify students verbally in all schools when their account reaches a balance of \$10.00 or less so their account can be replenished. The District's Business Office will notify students' parents or guardians if their child's account goes into a negative balance by sending home a monthly letter noting their child's negative balance.

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

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

~~At the end of the fiscal year, unpaid student accounts with an excessive deficit may,~~
At any time during the school year, balances that reach \$40.00, upon the decision of the Superintendent of Schools, **may** be assigned to a collection agency.

DOVER SCHOOL DISTRICT	POLICY CODE: EFD
DATE OF ADOPTION: OCTOBER 3, 2016	PAGE 2 OF 2

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

RESOLUTION
RE: NAMING RIGHTS - ANIMAL SCIENCE BUILDING

WHEREAS: The District, by and through a Joint Building Committee formed with the City pursuant to RSA Chapter 199, is constructing a new Dover High School/Career Technical Center with associated amenities, and

WHEREAS: David and Maureen Staples wish to make a one-time irrevocable donation in the amount of twenty-five thousand dollars (\$25,000) to the District, consistent with the terms of an Agreement between the Staples and the Dover School District and City of Dover (the "Gift"), and

WHEREAS: Pursuant to the Agreement, the District and the City will acknowledge the Gift by naming the Animal Science Building the ***David and Maureen Staples Animal Science Building***, commencing on September 1, 2018; and

NOW, THEREFORE, BE IT RESOLVED, the Gift is accepted, subject to the terms and conditions set forth in the Agreement between David and Maureen Staples and the Dover School District and the City of Dover, by and through the approval of the City Council.

SUBMITTED BY:

Amanda L. Russell, Chairperson

Keith Holt, Vice Chairperson

Kathleen Morrison, Secretary

Zachary Koehler

Matthew Lahr

Carolyn Mebert

Andrew Wallace

April 9, 2018

Agreement

This Agreement ("Agreement"), effective as of September 1, 2018 ("Effective Date"), is made and entered into by and between David and Maureen Staples, whose address is 2 Ruthie's Run, Dover, NH 03820 ("Donor") and the Dover School District ("District"), subject to the approval of the Dover School Board and City of Dover ("City") by and through its City Council, for the use and benefit of the District. Based upon the Recitals below, and in consideration of the mutual promises and benefits hereunder, the parties hereto agree as follows:

RECITALS

Whereas, the District, by and through a Joint Building Committee formed with the City pursuant to RSA chapter 199, is constructing a new Dover High School/Career Technical Center with associated amenities ("High School"); and

Whereas, the Donor wishes to make a gift to the District for the use and benefit of the District as set forth in this Agreement; and

Whereas, the District and the City desire to accept such gift, subject to the terms and conditions set forth in this Agreement.

AGREEMENT

1. **Gift.** Donor hereby pledges to the District, for the use and benefit of the District, the following gift: \$25,000.00 ("Gift").
2. **Payment of the Gift.** The Gift is an irrevocable pledge, relied on by the District, that will be paid to the District in a lump sum payment within 30 days of the Effective Date.

Payment shall be paid by Donor to District via check or electronic funds transfer.
3. **Use of the Gift.** The Gift shall be deposited in the "Dover High School and Career Technology Center Joint Building Committee Fundraising Trust Fund" and shall be used consistent with the purposes of said trust fund.
4. **Acknowledgment.** In consideration for the Gift, the District and the City will acknowledge the Gift by naming the Animal Science Building ("Facility"), the David and Maureen Staples Animal Science Building ("Naming"). Before the Naming is affixed to the Facility, Donor shall have completed payment of the Gift. Subject to the terms of this Agreement, the Naming will last for twenty-five (25) years, concluding on August 31, 2043 [end date].
5. **Termination of Naming.** In addition to any rights and remedies available at law, the District may terminate this Agreement and all rights and benefits of the Donor hereunder, including terminating the Naming:
 - a. In the event of any default in payment of the Gift as provided in this Agreement; or
 - b. In the event the District determines in its reasonable and good faith opinion that circumstances have changed such that the Naming chosen by the Donor would adversely impact the reputation, image, mission, or integrity of the City, the District, of the Dover High School Joint Building Committee, in the event of a continued association with Donor and the continuation of the Naming provided for herein.

Upon any such termination of this Agreement and/or the Naming hereunder the City of Dover, the Dover School District, the Dover High School Joint Building Committee shall have no further obligation or liability to Donor and shall not be required to return any portion of the Gift already paid. The District, however, may in its sole and absolute discretion determine an alternative recognition for the portion of the Gift already received.

In addition to the foregoing, if, during the useful life of the Facility, the Facility is transferred or conveyed from the District and/or City, closed, deconstructed, destroyed or severely damaged, significantly renovated, upgraded, or modified; relocated, or replaced, then the Naming shall cease. In such event, however, the Donor, if available, and in consultation with and as mutually agreed by the District and City, will have the opportunity, for no additional payment, to have another available District facility named after the Donor.

6. **Use of Name and Publicity.** The District shall have the right to use the Naming in any/all manners. For purposes of publicizing the Gift and the Naming, the District will have the right, without charge, to photograph the Donor and use the names, likenesses, and images of the Donor in photographic, audiovisual, digital or any other form of medium (the "Media Materials") and to use, reproduce, distribute, exhibit, and publish the Media Materials in any manner and in whole or in part, including in brochures, website postings, informational and marketing materials, and reports and publications describing the District's and City's use of the named facility.
7. **Assignment.** This Agreement and the rights and benefits hereunder may not be assigned by either party without the prior written consent of the other party, which consent shall be in the sole and absolute discretion of the non-assigning party.
8. **Entire Agreement.** This Agreement constitutes the entire agreement of the parties with regard to the matters referred to herein, and supersedes all prior oral and written agreement, if any, of the parties in respect hereto. This Agreement may not be modified or amended except by written agreement executed by both parties hereto. The captions inserted in this Agreement are for convenience only and in no way define, limit, or otherwise describe the scope or intent of this Agreement, or any provision hereof, or in any way affect the interpretation of this Agreement.
9. **Governing Law and Venue.** This Agreement will be governed by and construed in accordance with the laws of the State of New Hampshire without regard to any conflict of laws rule or principle that might refer the governance or construction of this Agreement to the laws of another jurisdiction. Subject to the sovereign immunity of the State of New Hampshire, any legal proceeding brought in connection with disputes relating to or arising out of this Agreement will be filed and heard in Dover, New Hampshire, and each party waives any objection that it might raise to such venue and any right it may have to claim that such venue is inconvenient.
10. **Approval.** This Agreement and the recognition and naming provided for herein are subject to the approval by the District by and through its duly elected School Board and the City by and through its duly elected City Council, and this Agreement will not be effective unless and until approved by the District and the City Council.
11. **Amendment.** This Agreement may only be amended by written instrument executed by the Parties hereto.
12. **Severability.** If any provision of this Agreement, or the application of such provision to any person or circumstance, shall be held invalid, the remainder of this Agreement and the application of such provision herein shall not be construed as a general relinquishment of waiver as to that or any other provision.
13. **Notice.** Any notice or other communication under this Agreement shall be in writing, sent via registered or certified mail, and will be deemed given when deposited, postage prepaid, in the U.S. mail. Any notice or other communication will be addressed as set forth below:

To District:

Superintendent of Schools
Dover School District
61 Locust St., Suite 409
Dover, NH 03820

To Donor:

David and Maureen Staples
2 Ruthie's Run
Dover, NH 03820

ACCEPTED AND AGREED TO:

DAVID AND MAUREEN STAPLES

DOVER SCHOOL DISTRICT

By: _____
David Staples

By: _____
William R. Harbron
Superintendent of Schools

By: _____
Maureen Staples

Approved by vote of the Dover School Board on _____, 2018.

Approved by vote of the Dover City Council on _____, 2018.

PRACTICE SAFE SKIN

IMPACT MELANOMA

SPF
30

IMPACT
MELANOMA

WWW.BRIGHTGUARD.COM

How many people utilize your parks and recreational facilities on an annual basis?

Chances are that number is large. You're providing an invaluable service and facility for the public's use that exposes them to the beauty of nature as opposed to spending more of their waking hours indoors or staring at devices.

For those visitors that are taking advantage of your park or recreational facility – are they best prepared for the exposure to the sun's UV rays that are inevitably beating down on them?

We know – you're not really in charge of that. But you know what you could do as a proactive measure and another key takeaway of the overall experience of a day spent in your park?

Provide free sunscreen dispensers as a response to growing skin cancer diagnoses worldwide, and as an educational eye-opener.

That's where we can help. With our successful implementation of dispensers around the country in places such as Boston, Gainesville, New York City, Tampa, and Michigan – along with our tried and true educational program – Practice Safe Skin is uniquely setup to provide your facility with award-winning, IMPACTful sun safety results.

Set the tone. Set the trend. Open the door to healthier living. #PracticeSafeSkin

Providing communities with FREE education, prevention & support programs.



SUPPORT GROUPS are offered both in person (New England) and telephonically for patients dealing with the realities of melanoma and their caregivers. These groups are led by trained professionals skilled in working with cancer patients.



SKINNY ON SKIN teaches beauty professionals how to screen for suspicious moles while performing common salon services. This program is available nationwide through online training.

BILLY'S BUDDIES provides one-on-one connections with a melanoma survivor or caregiver & monetary support for non-traditional expenses for those in financial need.

YOUR SKIN IS IN is an educational, pledge based program that encourages teens and young adults to make a personal promise to protect the skin they're in. An interactive eLearning lesson helps bring this important education to classrooms.

impactmelanoma.org #PracticeSafeSkin

 brightguard

IMPACT
MELANOMA



"The IMPACT team were very diligent and detailed when explaining the necessary steps that would need to be taken in order to make this process a success!"

- Gigi Simmons,
Program Coordinator of the City of Gainesville Parks



Face The Facts

Regular, daily use of an SPF 15 or higher sunscreen reduces your risk of developing squamous cell carcinoma by about 40 percent and the risk of developing melanoma by 50 percent. Why is this important? Consider the following:

- ✦ Each year there are more new cases of skin cancer than the combined incidence of cancers of the breast, prostate, lung, and colon.
- ✦ One in five Americans will develop skin cancer in the course of a lifetime.
- ✦ One person dies of melanoma every hour (every 54 minutes).
- ✦ 86% of melanomas can be attributed to exposure to ultraviolet (UV) radiation from the sun.
- ✦ On average, a person's risk for melanoma doubles if he or she has had more than five sunburns.

What can you do to help make your parks and recreation facilities a happier and healthier place? Contact us today for more information on implementing sunscreen dispensers throughout your local community – leading to a new way of life.

**Make A
Difference Today!**

800-557-6352

PracticeSafeSkin@impactmelanoma.org

impactmelanoma.org #PracticeSafeSkin

 brightguard

IMPACT
MELAN MA

DOVER SCHOOL DISTRICT CALENDAR 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**

From: Jessica Maravich <jessmaravich@yahoo.com>
Sent: Wednesday, March 14, 2018 12:16 PM
To: William Harbron
Subject: School Calendar

Good Afternoon, Dr. Harbron!

I hope that you and your family stayed warm and safe during the snowstorm! I'm not writing to complain about our snow days, but I do have a concern with our school calendar. I know that the calendar is approved in the fall for the following year, so nothing can necessarily be done in the immediate future, but I'm wondering if there are ever conversations about adjusting the calendar? We obviously live in New England where we have snowy/icy winters, but it seems like between snow days, teacher workshop days, school vacation weeks---it's hard to get in a full week of school! I have three kids (2 at WPS and 1 still at home with me), and it can be such a challenge keeping them on a routine and staying school-focused and motivated when there are stretches of interrupted school weeks. I know snow days can't be avoided, but I'm curious if there's ever talk of shortening school vacation weeks or getting rid of one so we just do one spring break week like many other states do? On the flip side of trying to keep the kids motivated during these winter weeks, it's just as hard to keep them motivated when it's so hot in the school buildings at the end of June. I know last year Dr. Arbour did end up adjusting teacher workshop days and looked into the number of hours the kids are in school--I'm not sure if any of those options are possibilities going forward.

I'm not trying to be pesty--I'm truly just curious if the school board would ever consider adjusting the school calendar so that year after year we don't end up in the same position of the kids having interrupted school weeks in the winter months and then such a late end of the year in June. I do believe that their best learning months are now, rather than being in a hot classroom with summer vacation on their minds. I know we can't avoid snow days, but are there ways to adjust the vacation weeks and teacher workshop days?

My husband and I specifically moved to Dover almost 7 years ago because we love the community and all that it has to offer families. I volunteer at WPS two days a week and time and time again I leave the building so impressed with the faculty and staff members. We have been so pleased with our public school experience and look forward to many more years in Dover!

Thank you for your time and hearing my concerns.

Jess Maravich

William Harbron

From: Jessica <jlanenh@comcast.net>
Sent: Thursday, March 15, 2018 12:33 PM
To: William Harbron
Subject: Dover Cancellations

Hello,

It seems like this year we are yet again faced with 7+ cancellations with another snowstorm likely next week. Last year, I contacted the superintendent regarding this and she said she was going to research options. At that point, she did override a couple of the snow days and also pulled back a teacher workshop that was scheduled for May 2017. I'm sure this is already something that you have begun to think about, but Dover does have a teacher workshop scheduled for next week and another in May, would it be proactive to cancel those in favor of having school in session in order to eliminate such a late release? I know MA and ME have a 175 day requirement in their school calendar year. Is there any way that we could align with them? I'm guessing that's up to the state, but wondered if it was worth exploring in the future. Other ideas that she stated she was researching were blizzard bags which have worked successfully in other districts. I know Dover is bigger but with the technology available to today's youth, maybe something to consider going forward.

Thank you for all that you do for Dover! We have been so pleased with the direction the district is going in under your leadership. I also appreciate the monthly update letters to keep families informed.

Jessica Lane

>
>> On Feb 17, 2017, at 2:23 PM, Elaine Arbour <e.arbour@dover.k12.nh.us> wrote:

>>

>> Dear Ms. Lane,

>>

>> I understand the frustration of the disruption a delay or cancellation causes, and I make the decision I believe is best for student safety based on the information I have.

>>

>> I will be working with the administrators and School Board to identify options for making up a few of the days and will share that with families as soon as possible.

>>

>> Respectfully,

>>

>> Elaine M. Arbour, Ed.D

>> Superintendent of Schools

>> Dover School District

>> e.arbour@dover.k12.nh.us

>> (603) 516-6804

>> Strengthening our community by educating every child, every day

>>

>> -----Original Message-----

>> From: Jessica [mailto:jlanenh@comcast.net]

>> Sent: Thursday, February 16, 2017 5:39 AM

>> To: Elaine Arbour <e.arbour@dover.k12.nh.us>

>> Subject: Dover Cancellations

>>

>> I'm writing as a resident of Dover and concerned about the amount of school closings that we've had this year. I understand it's a difficult and complicated decision however, I am surprised that Dover Schools are closed today instead of a two hour delay. That means we have a total of six snow days to make up.

>>

>> Is the superintendent's office looking into making arrangements going forward to make up some of the snow days? Perhaps eliminating some of the teacher workshops that are scheduled?

>>

>> Thank you,

>> Jessica Lane

>

William Harbron

From: di <dianecertrand@comcast.net>
Sent: Friday, March 16, 2018 3:57 PM
To: William Harbron
Subject: snow days

Dear Mr. Harbron,

In thinking about all the snow days the Dover schools have accumulated this year thus far (and it looks like there may be more!), I wanted to present something the Bethel, Maine school district is doing. They are extending the school days for one hour each day for the next month, I believe, to help make up some snow days. This way the schools won't have to be in session so late in June. I just wanted to put it out there as food for thought.

Sincerely,
Diane B.

William Harbron

From: Paul Barnes <paul_barnes@comcast.net>
Sent: Friday, March 16, 2018 9:27 AM
To: Dover School Board; William Harbron
Cc: Barnes Kara
Subject: Dover School Calendar - Snow Days

Good morning,

Well its no secret that Mother Nature handed it to us this year and the number of snow days continue to mount. Curious if consideration is being made in regard to making up some of these snow days by turning the remaining "Teacher Workshop" days into true academic instructional days for students? Or extending remaining days by a certain number of minutes in order to meet the allotted academic time necessary.

My family has planned a vacation for the end of June and as it stands now, we would need to pull our students early from school and they would not be able to participate in any end of school activities the week of June 25th. We thought we were safe in booking that far out considering the original end of school date was June 14th.

Regards,

Paul Barnes

Robin Lafleur

From: William Harbron
Sent: Tuesday, March 27, 2018 11:44 AM
To: Robin Lafleur
Subject: FW: End of school day

Robin,

Add this email to the collection.

Thank you,

Bill

William R. Harbron, Ed.D.
Superintendent
Dover School District, SAU 11
61 Locust Street, Suite 409
Dover, New Hampshire 03820
Phone: (603) 516-6804

From: Kimberly Boulay <kboulay@sau50.org>
Sent: Tuesday, March 27, 2018 11:29 AM
To: William Harbron <w.harbron@dover.k12.nh.us>
Subject: End of school day

Dear Mr. Harbron,

I am writing to you regarding the last day of school for Dover School District. When looking at the calendar and the accumulated snow days the kids will be heading into the next calendar school week for just one day. I know in our district, to avoid this for the students, we eliminated one of our PLC, Professional Learning Community, Days. I feel concerned that Monday will be such a wasted day without learning because who wants to come back on just the Monday. I feel if your last PLC day were to be eliminated you would have more learning and fewer absences than if you continued into the next calendar week.

Thank you for any consideration on this matter.

Sincerely,
Kim Boulay
(Cheridan Paine's mother - 6Pine)

Eileen M. Murphy, MEd.

38 Mt. Vernon Street

Dover, NH 03820

(207) 752 – 6940

March 26, 2018

Dear Dover School Board:

I am writing this letter in regards to the proposed last day of school for Dover students enrolled in Dover Public Schools.

Due to the number of snow days, the projected last day of school is Monday, June 25, 2018. As an educator myself, I know that this day will simply be a token, with no real learning occurring. Many students will not attend due to commitments to summer camps and travel.

In my district, the administration decided to forgo our Professional Development day on March 16, 2018, having students attend classes to reduce the days at the end of the year. Teachers are making up that day as we are contracted to do.

Dover has one more PD day, Friday, May 25, 2018. I am proposing that the district have students attend classes that day, therefore moving the last day of school for students to Friday, June 22, 2018. Holding class on the 25th of May will allow for uninterrupted learning, ensure higher attendance, and provide students and teachers a day that would simply be wasted on the last Monday of June.

I hope that you consider this proposal, as it is best for students, teachers, and the education of our children. Thank you.

Respectfully,

A handwritten signature in black ink, appearing to read 'Eileen M. Murphy', with a long, sweeping horizontal line extending to the right.

Eileen M. Murphy, MEd.
(parent and educator)

cc. Dr. William Harbron

School terms and holidays for state and integrated schools and kura

The New Zealand school year is divided into 4 terms for state and state integrated schools and kura. There is a 2 week break between each of the first 3 terms and a summer holiday at the end of Term 4 of about 6 weeks.

Early learning services (including kindergartens and playcentres) generally follow the same term and holiday dates as state schools. Full time daycare centres are usually open through the school holidays but close for a time over Christmas.

Private and partnership schools|kura Hourua have greater legislative freedom than state and integrated schools and kura and are able to vary their opening hours and school year

2018 school terms and holidays

	START DATE	END DATE	HOLIDAYS
Term 1 - 11 weeks	Between Monday 29 January (at the earliest); and Wednesday 7 February (at the latest)	Friday 13 April (90 -102 half days)	Public holidays: Waitangi Day 6 February, Easter: Good Friday 30 March, Easter Monday 2 April and Easter Tuesday 3 April (a school holiday) School holiday: Saturday 14 April - Sunday 29 April (includes ANZAC day 25 April).
Term 2 - 10 weeks	Monday 30 April	Friday 6 July (98 half days)	Public holiday: Queen's Birthday 4 June School holiday: Saturday 7 July – Sunday 22 July
Term 3 - 10 weeks	Monday 23 July	Friday 28 September (100 half days)	School holidays: Saturday 29 September – Sunday 14 October
Term 4 - up to 10 weeks	Monday 15 October	Primary, intermediate and special schools: No later than Thursday 20 December (96 half days)* Secondary and composite: No later than Tuesday 18 December (92 half days)**	Public holidays: Labour Day 22 October, Christmas Day, Boxing Day, New Year's Day School holiday: 5 or 6 weeks (from school's closing date until opening date of school the following year)

* Or to a day in December which ensures that the school has been open for instruction for **364 half days** in 2016.

** Or to a day in December which ensures that the school has been open for instruction for **380 half days** in 2018.

2019 school terms and holidays

	START DATE	END DATE	HOLIDAYS
Term 1 - 11 weeks	Between Monday 28 January (at the earliest); and Thursday 7 February (at the latest)	Friday 12 April (94- 108 half days)	Public holidays: Waitangi Day 6 February. School holiday: Saturday 13 April - Sunday 28 April (includes Easter and Easter Tuesday and ANZAC day).
Term 2 - 10 weeks	Monday 29 April	Friday 5 July (98 half days)	Public holiday: Queen's Birthday 3 June School holiday: Saturday 6 July – Sunday 21 July
Term 3 - 10 weeks	Monday 22 July	Friday 27 September (100 half days)	School holidays: Saturday 28 September – Sunday 13 October
Term 4 - up to 10 weeks	Monday 14 October	Primary, intermediate and special schools: No later than Friday 20 December (98 half days)* Secondary and composite: No later than Friday 13 December (94 half days)**	Public holidays: Labour Day 28 October, Christmas Day, Boxing Day, New Year's Day School holiday: 5 or 6 weeks (from school's closing date until opening date of school the following year)

* Or to a day in December which ensures that the school has been open for instruction for **390 half days** in 2019.

** Or to a day in December which ensures that the school has been open for instruction for **380 half days** in 2019.

2020 school terms and holidays

	START DATE	END DATE	HOLIDAYS
Term 1 - 11 weeks	Between Monday 27 January (at the earliest); and Friday 7 February (at the latest)	Thursday 9 April (90-106 half days)	Public holidays: Waitangi Day. School holiday: Saturday 11 April - Sunday 26 April (includes Easter, Easter Tuesday and ANZAC day).

	START DATE	END DATE	HOLIDAYS
Term 2 - 10 weeks	Tuesday 28 April	Friday 3 July (96 half days)	Public holiday: Queen's Birthday School holiday: Saturday 4 July – Sunday 19 July
Term 3 - 10 weeks	Monday 20 July	Friday 25 September (100 half days)	School holidays: Saturday 26 September – Sunday 11 October
Term 4 - up to 10 weeks	Monday 12 October	Primary, intermediate and special schools: No later than Friday 18 December (98 half days)* Secondary and composite: No later than Wednesday 16 December (94 half days)**	Public holidays: Labour Day, Christmas Day, Boxing Day, New Year's Day School holiday: 5 or 6 weeks (from school's closing date until opening date of school the following year)

* Or to a day in December which ensures that the school has been open for instruction for **384 half days** in 2020.

** Or to a day in December which ensures that the school has been open for instruction for **380 half days** in 2020.

Download the calendar as an ical file to your calendar or smartphone

- [Primary and intermediate school terms and holidays to 2020 \[ICS, 41 KB\]](#) [/assets/Documents/Ministry/SchoolTerms/School-terms-2017-2020-primary-and-intermediate-Calendar.ics]
- [Secondary and composite school terms and holidays to 2020 \[ICS, 41 KB\]](#) [/assets/Documents/Ministry/SchoolTerms/School-terms-2017-2020-Secondary-and-composite-Calendar.ics]

Further information

- [More information for schools on setting term dates, holidays and when they can close](#) [/ministry-of-education/school-terms-and-holidays/more-information-about-setting-term-dates/]
- [Parents' information about school terms and holidays \(external link\)](#) [http://parents.education.govt.nz/essential-information/school-terms-and-holidays/]
- [Archive of calendars from 1986 - 2016](#) [/ministry-of-education/school-terms-and-holidays/school-terms-and-holidays-archive/]

Last reviewed: 04 April 2018

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Job Title: Assistant Director, Teaching and Learning
Department: Curriculum Department
Reports To: Assistant Superintendent of Teaching and Learning
Prepared Date: April 3, 2018

Summary:

The Assistant Director of Teaching and Learning supports the Assistant Superintendent of Teaching and Learning in the initiation and implementation of all curriculum, instructional frameworks and strategies, student learning and assessment, the teacher evaluation system, and competitive and federal grant programs.

The Assistant Director of Teaching and Learning also participates in the evaluation of district, school and student performance over time by supporting data collection, management and evaluation of student achievement, and evaluation of district level programming.

The Assistant Director of Teaching and Learning also supports the leadership of a professional learning community by designing and providing professional development opportunities that meet the learning needs of staff leading to higher levels of student growth and achievement.

Essential Duties and Responsibilities:

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

Assist the Superintendent of Teaching and learning in development of the following:

- A competency-based education system.
- Implementation and evaluation of curriculum to support a competency-based education system.
- A reporting system to support a competency-based education system.
- Professional development to support a competency-based education system.

Write grants:

- Actively researches competitive grant opportunities, completes the grant application process, and oversees the implementation of new grant activity
- Provides oversight of the following federal programs:
 - Title I part A (at risk and socioeconomically disadvantaged students)),
 - Title I part D (Dover Children's Home)
 - Title II (professional development),
 - Title III (ESOL)
 - Responsibilities include:
 - Writing all grants and the corresponding paperwork that goes with it
 - Budget management
 - Attendance at many state meeting

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

- Supervision of 25 staff members in Title I part A and Title III

Technology Integration:

- Promotes the use of technologies to support student achievement in the preK-12 classroom.
- Provides leadership, staff development, and instructional support to all instructional and administrative staff.
- Assists in the development and implementation of curriculum and technology integration projects.
- Provides instructional staff with the essential support needed to complete technology-based instruction.
- Collaborates with appropriate instructional and technical staff to support, manage, optimize the use of instructional software, and network resources to support quality teaching and learning.

Data Collection, Management and Analysis:

- Support the Assistant Superintendent of Teaching and Learning in overseeing the collection of pertinent district data and insure data entry occurs.
- Support the Assistant Superintendent of Teaching and Learning in overseeing the interpretation of data, analyze results and provide ongoing reports.
- Support the Assistant Superintendent of Teaching and Learning in identifying, analyzing, and interpreting trends or patterns in longitudinal data sets.
- Support the Assistant Superintendent of Teaching and Learning in working with leadership team to prioritize instructional and professional development needs.
- Assist in implementation of new strategies based on data analysis.

Committees and Other Duties

- Serves as a representative on district level committees as assigned by the Assistant Superintendent of Teaching and Learning.
- Works with other administrators, deans, curriculum advisors/team leaders/facilitators and teachers to implement the strategic plan.
- Attend meetings of School Board when requested by Superintendent or Assistant Superintendent of Teaching and Learning.
- Assist in the development and monitoring of budgets pertaining to curriculum, instruction, and assessment.
- Other duties as assigned by the Assistant Superintendent of Teaching and Learning.

Supervisory Responsibilities:

- Oversee the New Teacher Induction Program.
- Shares responsibility for classroom supervision, observation and evaluation of teachers in the building as assigned by the Assistant Superintendent of Teaching and Learning.
- Supervision of 25 paraprofessionals in Title I part A and Title III.
- Fosters a positive attitude among school staff and parents towards the system, acknowledging problems, but emphasizing resolution and past accomplishments of the school system.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Competencies:

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

- Demonstrated ability to work well with peers, teachers and administrators.
- Curriculum development and assessment of student learning demonstrated through leadership capacity such as department head or chairperson of district curriculum initiatives.
- Knowledge of a competency-based education system.
- Demonstrated skills in oral and written communication; leadership; and directing and coordinating work of others.
- Ability and flexibility necessary to be aware of the needs of the Dover educational community

Qualifications:

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:

This position requires a minimum of a Master's degree, must be certified or certifiable for a New Hampshire's Administrator's credential and have strong curriculum background.

Technology Skills:

To perform this job successfully, an individual should have knowledge and ideally experience with the latest internet based and software/hardware technologies for curriculum, classroom, and professional development applications. Additionally, the individual should be versed in the use of word processing, spreadsheet, and presentation data as well as the use of technology to access and assess student data.

Certificates, Licenses, Registrations:

New Hampshire Certification in Educational Leadership or demonstrated eligibility for certification as an Administrator at time of hire is required.

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 25 pounds.

Work Environment:

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

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

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

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Job Title: Dean of Instruction for Grades K-8
Department: Curriculum, Instruction and Assessment
Reports To: Assistant Superintendent of Teaching and Learning
Prepared Date: April 3, 2018

Summary: To organize, communicate, lead, model and support curriculum instructional initiatives and assessment programs that align with the district's mission and strategic plan.

Essential Duties and Responsibilities:

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

Grades K-8

- Support curricular and instructional programs, including competency-based education, designed to improve instruction and student achievement for grades K-8.
- Ensure curriculum aligns to state and federal standards as well as being vertically aligned among grade levels.
- Support curriculum alignment between elementary and secondary schools.
- With teachers and administrators, create and support new instructional and service delivery models in the schools, and provide necessary staff development to ensure success of new models.
- Ensure that teachers in the schools are cognizant of the required curriculum and resources associated with their assignments and are aware of program changes that occur in curriculum.
- Conduct meetings and curriculum study groups with curriculum advisors, principals, and academic advisors to develop, implement, and evaluate system-wide curriculum.
- Working with the District's assistant Superintendent of Teaching and Learning, support and provide leadership in prioritized instructional and program areas identified by the district's administrative team. For 2018-23 a heavy emphasis will be on assisting with a competency-based education system, a shift to student centered learning and integration of technology into our curriculum.
- Conducts or attends the following meetings and curriculum study groups to assist with the communication and alignment of curriculum objectives between the elementary and secondary schools: Teaching and Learning Committee, Curriculum Planning Council, Data and Professional Development Committee, Curriculum Department Meetings.
- Participates in New Teacher Induction and Orientation Seminars.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

- Fosters a positive attitude between school staff and administrators to ensure that priorities, decisions, visions and goals are understood or clarifies to help facilitate communication and rationale for decisions leading to school and district changes.
- Attends meetings of School Board when requested by Principals or Assistant Superintendent of Teaching and Learning.
- Performs any additional duties assigned by the elementary principals in conjunction with the Assistant Superintendent of Teaching and Learning.
- Work with parents, students and teachers to resolve issues related to instructional complaints and questions.
- As a member of the administrative team, screens applications, organizes selection committees and interviews, checks references and makes recommendations to the building principal for all teaching applicants at the direction of the building principal.

PROFESSIONAL DEVELOPMENT:

- Identifies professional development needs of the classroom teachers by observation and helps teachers to set goals and monitor implementation.
- Provide job-embedded professional development to classroom teachers by modeling best practices in the classroom setting.
- Oversees and communicates staff development opportunities for school staff.
- Shares responsibility with the administrative team for working with individual teachers to individualize a professional development plan which will improve instruction as needed.
- Shares responsibility with the administrative team for the professional development activities identified in school plans for early release days and full-day workshops.

CURRICULUM DEVELOPMENT:

- Shares responsibility with the administrative team to ensure appropriate implementation of the approved curriculum, including the monitoring of lesson plans and record books.
- Works with the principal to collect and examine student performance data and develop a continuous improvement plan based upon this data.

Supervisory Responsibilities:

- Shares responsibility for classroom supervision, observation and evaluation of teachers in the building as assigned by the principals and Assistant Superintendent of Teaching and Learning.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Competencies:

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

- Demonstrated ability to work well with peers, teachers and administrators.
- Curriculum development and assessment of student learning demonstrated through leadership capacity such as department head or chairperson of district curriculum initiatives.
- Knowledge of a competency-based education system.
- Knowledge of project based learning frameworks.
- Demonstrated skills in oral and written communication; leadership; and directing and coordinating work of others.
- Ability and flexibility necessary to be aware of the needs of the Dover educational community.

Qualifications:

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:

This position requires a minimum of a Master's degree, must be certified or certifiable for a New Hampshire's Administrator's credential and have strong curriculum background.

Technology Skills:

To perform this job successfully, an individual should have knowledge and ideally experience with the latest internet based and software/hardware technologies for curriculum, classroom, and professional development applications. Additionally, the individual should be versed in the use of word processing, spreadsheet, and presentation data as well as the use of technology to access and assess student data.

Certificates, Licenses, Registrations:

New Hampshire Certification in Educational Leadership or demonstrated eligibility for certification as an Administrator at time of hire is required.

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 25 pounds.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

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.

WILLIAM R. HARBRON, Ed.D.
Superintendent of Schools
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THE DOVER SCHOOL DISTRICT

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

TO: Members Dover School Board
William R. Harbron, Superintendent of Schools
FROM: Libby M. Simmons, Business Administrator
DATE: April 9, 2018
RE: Architectural & Engineering Services

Harriman Architects recently provided design services for the business office to draft plans and budget development for two security grant applications to add a security vestibule at Woodman Park Elementary School and Dover Alternative School through the NH Public School Infrastructure Fund. Both grant applications have been recommended for funding.

I am requesting that the School Board waive the requirements of bidding as outlined in policy DJE and allow the business office to proceed with an agreement with **Harriman Architects** to provide their services for both projects pending the final approval of the grants. The estimated architectural and engineering fees for the Woodman Park Elementary School project is **\$12,000** and the estimated fees for the Dover Alternative School project is **\$6,000**. Harriman Architects has provided their services for multiple projects in Dover, including the current renovation at Garrison Elementary School, and is able to immediately proceed with the project to commence over the summer of 2018.

Dover School District Mission Statement

Empowering All Learners

GENERAL FUND - FY2018 CONDITION OF ACCOUNTS					
REVENUE - ESTIMATED MARCH 31, 2018					
Account Description	FY2018 Budget (Adjusted)	Received To Date 3/31/2018	Add'l Anticipated Estimated Revenue	Total Estimated Revenue	Over/ (Under) Budget
Tuition - Regular From Parents	\$ -	\$ 2,834.75	\$ -	\$ 2,834.75	\$ 2,834.75
Tuition - Other NH Districts	\$ 55,254.00	\$ 12,820.22	\$ 14,914.78	\$ 27,735.00	\$ (27,519.00)
Tuition - Barrington	\$ 2,563,029.00	\$ 1,858,940.81	\$ 571,629.19	\$ 2,430,570.00	\$ (132,459.00)
Tuition - Nottingham	\$ 901,079.00	\$ 563,581.28	\$ 292,551.72	\$ 856,133.00	\$ (44,946.00)
Tuition - SPED Aides	\$ 307,397.00	\$ 213,604.11	\$ 60,971.89	\$ 274,576.00	\$ (32,821.00)
Tuition - CTC - NH Districts	\$ 72,198.00	\$ 43,353.61	\$ 43,353.39	\$ 86,707.00	\$ 14,509.00
Tuition - CTC - Out of State	\$ 76,287.00	\$ 34,302.25	\$ 34,302.75	\$ 68,605.00	\$ (7,682.00)
Tuition - Alternative School	\$ 192,500.00	\$ 151,879.91	\$ 43,014.09	\$ 194,894.00	\$ 2,394.00
Other Local Revenue - Districtwide	\$ 25,000.00	\$ 8,341.46	\$ 11,658.54	\$ 20,000.00	\$ (5,000.00)
State Adequate Education Grant	\$ 9,168,512.00	\$ 6,398,014.00	\$ 2,770,924.81	\$ 9,168,938.81	\$ 426.81
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	\$ 68,809.90	\$ 16,190.10	\$ 85,000.00	\$ -
ABE Allocation	\$ 39,011.00	\$ 20,738.00	\$ 18,273.00	\$ 39,011.00	\$ -
Impact Aid	\$ 5,500.00	\$ 3,923.49	\$ 1,576.51	\$ 5,500.00	\$ -
Medicaid Distribution	\$ 650,000.00	\$ 370,684.81	\$ 129,315.19	\$ 500,000.00	\$ (150,000.00)
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	\$ 9,900.00	\$ -	\$ 9,900.00	\$ (2,100.00)
Tuition - Summer School, Elementary	\$ 6,000.00	\$ 3,980.00	\$ -	\$ 3,980.00	\$ (2,020.00)
Athletic Transportation, DMS	\$ 15,000.00	\$ 9,356.74	\$ 5,643.26	\$ 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	\$ 35,860.32	\$ 14,139.68	\$ 50,000.00	\$ (10,000.00)
Total Non Tax Revenue	\$ 16,843,130.00	\$ 10,666,640.85	\$ 5,804,592.34	\$ 16,471,233.19	\$ (371,896.81)
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			\$ 57,720,105.19	\$ (371,896.81)
EXPENSES & ENCUMBRANCES - ESTIMATED MARCH 31, 2018					
Account Description	FY2018 Budget (Adjusted)	Expenses to Date 3/31/2018	Encumbrances/ Antic. Exp 3/31/2018	Total Estimated Exp/Enc to Date	Over/ (Under) Budget
(1100) Regular Education Programs	\$ 21,196,312.63	\$ 12,973,379.81	\$ 7,866,937.29	\$ 20,840,317.10	\$ (355,995.53)
(1200) Special Education Programs	\$ 10,886,675.20	\$ 7,235,990.27	\$ 3,535,338.32	\$ 10,771,328.59	\$ (115,346.61)
(1300) Career and Technical Education Programs	\$ 1,895,387.47	\$ 1,149,608.68	\$ 596,264.99	\$ 1,745,873.67	\$ (149,513.80)
(1400) Co-Curricular Activities and Athletics	\$ 660,027.75	\$ 451,009.60	\$ 155,117.56	\$ 606,127.16	\$ (53,900.59)
(1600) Adult/Continuing Education Programs	\$ 238,471.70	\$ 162,857.62	\$ 60,026.72	\$ 222,884.34	\$ (15,587.36)
(2100) Support Services - Students	\$ 3,723,793.38	\$ 2,376,991.80	\$ 1,288,823.30	\$ 3,665,815.10	\$ (57,978.28)
(2200) Support Services - Instructional Staff	\$ 1,046,326.32	\$ 592,903.34	\$ 357,149.04	\$ 950,052.38	\$ (96,273.94)
(2300) Support Services - General Admin.	\$ 1,383,304.90	\$ 1,017,266.04	\$ 286,713.80	\$ 1,303,979.84	\$ (79,325.06)
(2400) Support Services - School Admin.	\$ 2,653,644.23	\$ 1,965,195.83	\$ 646,087.93	\$ 2,611,283.76	\$ (42,360.47)
(2600) Support Services - Operation Maint/Plant	\$ 4,276,964.38	\$ 3,073,184.72	\$ 1,128,468.78	\$ 4,201,653.50	\$ (75,310.88)
(2700) Support Services - Student Transportation	\$ 2,779,603.94	\$ 1,848,670.95	\$ 1,027,467.34	\$ 2,876,138.29	\$ 96,534.35
(2800) Support Services - Centralized Services	\$ 1,190,475.10	\$ 923,458.20	\$ 219,344.15	\$ 1,142,802.35	\$ (47,672.75)
(2900) Support Services - Other	\$ 12,755.00	\$ 11,492.58	\$ -	\$ 11,492.58	\$ (1,262.42)
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	\$ 33,796,582.44	\$ 17,322,739.22	\$ 51,119,321.66	\$ (993,993.34)
School Debt - Principal Payments	\$ 2,007,771.00	\$ 637,498.14	\$ 1,370,272.86	\$ 2,007,771.00	\$ -
School Debt - Interest Payments	\$ 3,970,916.00	\$ 2,429,645.44	\$ 1,541,270.56	\$ 3,970,916.00	\$ -
Total Debt Service	\$ 5,978,687.00	\$ 3,067,143.58	\$ 2,911,543.42	\$ 5,978,687.00	\$ -
total Expenses, Encumbrances and Anticipated Expenses	\$ 58,092,002.00	\$ 36,863,726.02	\$ 20,234,282.64	\$ 57,098,008.66	\$ (993,993.34)
		Estimated Operating Revenue over/(under) budget			\$ (371,896.81)
		Estimated Net revenue/expenses, unexpended funds/(deficit)			\$ 622,096.53
As of March 31, 2018, estimated unexpended funds for FY2018 is \$622,096.53					



Superintendent's Board Report Monday, April 9, 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

CTC Director Nomination – I nominate Lisa Danly as the new CTC Director. Lisa had the opportunity this week to tour the current CTC and the new CTC. In addition, she had the opportunity to meet with staff and Dover High School Leadership Team. Lisa is excited about the opportunity to serve in Dover.

In her previous life, Lisa served in the New Hampshire DOE as the State CTC Director. Currently, she is serving as the CTC Director for the Keene High School and Monadnock Regional High School and Fall Mountain Regional High School which is inclusive of 16 two-year career and technical education programs.

Her references describe her as being student-centered and being an effective advocate for all students. Among her peers Lisa is considered most knowledgeable about CTE and viewed as a highly influential leader for CTE. One reference, shared he would come out of retirement to work with Lisa and saw her as best State Director of CTE he has had during his tenure.

Policy EFD – Meal Charging Policy – I recommend the Board adopt the revised EFD-Meal Charging Policy. This will align the policy to with the Board's directive to collect unpaid lunch fees.

Discussion of End of Year Options – During the 2017-2018 school year, the District has accumulated seven "inclement weather days." SAU 11 has received several emails from parents/guardians about the make-up days and the school year calendar. The emails received follow the Superintendent's report. For the 2017-2018 school year, I am recommending the following modification:

- The final professional development day remain on Friday, May 25. The District has a difficult time identifying time for professional development. In past years, when moved to the end-of-the-year, it has been indicated to be the least effective.
- Eliminate the half-day on Monday, June 25 and the final student day be a full-day on Friday, June 22.
- On Monday, June 25, full-day for teachers with half-day school based professional development and half-day records day.



**Superintendent's Board Report
Monday, April 9, 2018**

I feel it is important to maintain the integrity of instructional days.

Calendar Options – I believe it is important to start researching different calendar options for future school years. The following are ideas just to generate conversation:

- Hold a winter/spring break in March.
- Move away from agrarian oriented school calendar towards year around such as 9 weeks on – 3 weeks off – 9 weeks on – 3 weeks off – 9 weeks on – 3 weeks off – 9 weeks on – 3 weeks off.
- See attachment from New Zealand.
- Develop other concepts that would:
 - ✓ Consolidated period of professional development and planning.
 - ✓ Identify the instructional days that will be of the greatest benefit for student learning.

Job Description – I recommend the Board approve the job descriptions that follow. When the positions are approved through the budget process, it will allow the SAU to move forward with the hiring process of the two positions.

- Assistant Director of Teaching and Learning
- Dean of Teaching and K-8

INFORMATIONAL

New Positions – The following positions were presented in the recommended Dover School District FY 2019 Budget: Assistant Director of Teaching and Learning; Dean of Teaching and Learning Elementary; Dean of Students Services for Elementary Schools, Middle School, and High School, and ESL Teacher. Targets and results are identified for each of the positions. The document indicating targets and results follow the Superintendent's Report.

Alternative Educational Programs – The Dover Community is fortunate to have alternative educational programs in the community through charter schools, private schools, and faith-based schools. All learners are unique and have their way of approaching learning. In a recent newsletter published by the Seacoast Charter School, the following was stated:

Our lottery for the 2018–19 school year was held on March 14. There were over 250 families waiting to hear if their child was admitted. With 100% of our students returning next year, we only had 38 spots available, most of them in kindergarten. These numbers are truly humbling when we reflect on where we've been. Since moving to Dover three short years ago, the demand for our school has continually increased.



**Superintendent's Board Report
Monday, April 9, 2018**

I believe it is important that the Dover School District continue to maintain high quality and effective schools for all students and expand our capacity to respond to the unique needs of all students. I believe it is important that we begin to explore alternative ways to engaged students in the learning process based on their needs.

Recently, Joan Breault introduced to me to Andrew Fersch. Joan and I are scheduled to meet with Andrew later in April to learn more about the alternative program he has developed. The following is video shared with me by Andrew, that clearly demonstrates what can occur when students are invested in their learning.

https://www.youtube.com/watch?v=SbhMOd_uAvM

If SB193 becomes reality, alternative programs outside the system of the Dover School District become more of a reality.



NEW STAFFING POSITIONS TARGETS/RESULTS

POSITION	TARGETS	RESULTS
Assistant Director of Teaching and Learning	Assist the Director in development and implementation of the following: • a competency-based education system. • implementation and evaluation of curriculum to support a competency-based education system. • a reporting system to support a competency-based education system. • professional development to support a competency-based education system.	• A competency-based education system will have been implemented district wide. • Curriculum materials and instructional frameworks will be in place to support a competency-based education system. • Professional Development will have occurred so that teachers are confident in implementing competency-based education. • A reporting system for competency-based education will be in place and understood by teachers, parents and students.
Dean of Teaching and Learning Middle School	• Supervise and evaluate classroom teachers along with the building principals and deans. • Support curricular and instructional programs, including competency-based education, designed to improve instruction and student achievement for grades K-8. • Provide ongoing job embedded professional development that results in improved student achievement. • Implement school-wide instructional strategies and practices, such as project-based learning, that	• Supervision and evaluation that supports growth in teacher effectiveness will have been successfully executed by the dean of teaching and learning. • Curriculum materials and instructional frameworks will be in place to support a competency-based education system. • Modeling in classrooms of effective instructional strategies will have occurred resulting in improved teacher effectiveness and student achievement.



NEW STAFFING POSITIONS TARGETS/RESULTS

	engage students and provide them with voice and choice in their learning. Implement school-wide schedules, structures and practices that accelerate the learning of struggling students.	- School-wide instructional strategies and practices, such as project-based learning, that engage students and provide them with voice and choice in their learning, will be part of the school culture. - School-wide schedules, structures and practices that accelerate the learning of struggling students will be in place.
Dean of Student Services Elementary Schools	- Assist and support the Assistant Superintendent of Student Services and Assistant Director of Student Services in the leadership of building level special education programs. - Maintains awareness of federal, state, and county requirements and regulations affecting school special education programs. - Assists in developing effective utilization of special education support staff. - Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems. - Directs collection of statistical data required in planning the special educational programs of the building. - Monitors the student special education record system to ensure that approved information is kept current in student cumulative record folders.	- Increased supervision and evaluation for special education staff at a building level. - Identification and development of specialized instructional and social skills supports/curricula to meet needs of students. - Timely support and technical assistance to case managers at a building level. - Incorporation of data and ongoing program evaluation to determine the efficacy and effectiveness of special education programs and services. - Facilitate shift to staffing programs and classrooms rather than individual students to promote greater independence in students as well as to develop a sustainable model for special education that is responsive to student needs and achieves the appropriate level of inclusion for all



NEW STAFFING POSITIONS TARGETS/RESULTS

	• Oversees the placement of individual students with special needs in those educational situations best suited to their requirements. • Assists in providing and in developing appropriate in-service training for the special education teachers and special support staff on topics related to their job needs. • Promotes teachers' development of appropriate instruction, materials and classrooms for exceptional children. • Coordinates and collaborates with the Dean of Teaching and Learning to implement, monitor and address the efficacy of competency-based learning.	• students while still providing engagement and access to content area teachers. • Increase in overall compliance as measured by district data profile from NH Dept of Education on an annual basis for indicators 5, 6, 7 (Pre School) 11 (Timeliness of Evaluation), 12 (early Intervention Transition).
Dean of Student Services Middle School	• Assist and support the Assistant Superintendent of Student Services and Assistant Director of Student Services in the leadership of building level special education programs. • Maintains awareness of federal, state, and county requirements and regulations affecting school special education programs. • Assists in developing effective utilization of special education support staff. • Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems. • Directs collection of statistical data required in planning the special educational programs of the building.	• Increased supervision and evaluation for special education staff at a building level. • Identification and development of specialized instructional and social skills supports/curricula to meet needs of students. • Timely support and technical assistance to case managers at a building level. • Incorporation of data and ongoing program evaluation to determine the efficacy and effectiveness of special education programs and services. • Facilitate shift to staffing programs and classrooms rather than individual students to promote greater independence in



NEW STAFFING POSITIONS TARGETS/RESULTS

	• Monitors the student special education record system to ensure that approved information is kept current in student cumulative record folders. • Oversees the placement of individual students with special needs in those educational situations best suited to their requirements. • Assists in providing and in developing appropriate in-service training for the special education teachers and special support staff on topics related to their job needs. • Promotes teachers' development of appropriate instruction, materials and classrooms for exceptional children. • Coordinates and collaborates with the Dean of Teaching and Learning to implement, monitor and address the efficacy of competency-based learning.	students as well as to develop a sustainable model for special education that is responsive to student needs and achieves the appropriate level of inclusion for all students while still providing engagement and access to content area teachers. • Increase in overall compliance as measured by district data profile from NH Dept of Education on an annual basis for indicators 11 (Timeliness of Evaluation), 13 (Secondary Transition).
Dean of Student Services High School	• Assist and support the Assistant Superintendent of Student Services and Assistant Director of Student Services in the leadership of building level special education programs. • Maintains awareness of federal, state, and county requirements and regulations affecting school special education programs. • Assists in developing effective utilization of special education support staff. • Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems	• Increased supervision and evaluation for special education staff at a building level. • Identification and development of specialized instructional and social skills supports/curricula to meet needs of students. • Timely support and technical assistance to case managers at a building level. • Incorporation of data and ongoing program evaluation to determine the efficacy and effectiveness of special education programs and services.



NEW STAFFING POSITIONS TARGETS/RESULTS

	• Directs collection of statistical data required in planning the special educational programs of the building. • Monitors the student special education record system to ensure that approved information is kept current in student cumulative record folders. • Oversees the placement of individual students with special needs in those educational situations best suited to their requirements. • Assists in providing and in developing appropriate in-service training for the special education teachers and special support staff on topics related to their job needs. • Promotes teachers' development of appropriate instruction, materials and classrooms for exceptional children. • Coordinates and collaborates with the Dean of Teaching and Learning to implement, monitor and address the efficacy of competency-based learning.	• Facilitate shift to staffing programs and classrooms rather than individual students to promote greater independence in students as well as to develop a sustainable model for special education that is responsive to student needs and achieves the appropriate level of inclusion for all students while still providing engagement and access to content area teachers. • Increase in overall compliance as measured by district data profile from NH Dept of Education on an annual basis for indicators 11 (Timeliness of Evaluation), 13 (Secondary Transition), 14 (Post School Outcomes).
Special Educator Middle School	• Academic evaluation of students referred for special education. • Develop and implement IEPs for students who are eligible for special education. • Provide specialized instruction and intervention to students eligible for special education.	• Provide all evaluations including initial evaluations within 60-day timeline. • Intervention groups implemented with fidelity for students requiring specialized instruction in a pull-out setting. • Grades 5 and 6 will have a special education teacher embedded within grade levels to



NEW STAFFING POSITIONS TARGETS/RESULTS

	• Increase inclusion rates for students identified with special education needs in a middle school/team setting.	facilitate greater communication and collaboration with content area teachers.
IT Technician	▪ Improve IT work order resolution times. ▪ Allow for pro-active support work including IT Technician project assignments. ▪ Expand hours of IT Technician coverage. Eliminate the need for the Director of Technology to perform 1st and 2nd tier IT support.	• Improved reliability of the systems. • Early and thorough response to workorder resolution. • Improved perceptions and confidence in the work of the IT team. • Increased up time of all IT systems.
ESL Educator	• Reduce the deficit in instructional hours currently experienced by our ESL students. • Improved academic achievement of our ESL students as measured by the ACCESS testing.	• The deficit in instructional hours currently experienced by our ESL students will be substantially reduced or eliminated. • The academic achievement of our ESL students as measured by the ACCESS testing will have improved with increased staffing.