



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #7
Meeting Location:	Media Center (Rm 306) McConnell Center
Meeting Date:	Monday, August 12, 2019
Meeting Time:	7:00 pm

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. AGENDA APPROVAL**
- E. CITIZENS' FORUM**
- F. APPROVAL OF MINUTES**
 - 1. Regular Session #6, July 8, 2019
 - 2. Non-Public Session #14, July 8, 2019
- G. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Christine Gsottschneider / Teacher / DHS
 - 3. **Leaves of Absence:**
 - a. Jillian Cote / Special Education Teacher / HSS
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. Teacher Nominations
 - b. Paraprofessional Nominations
 - c. Non-Union Nominations
 - d. Coaching Nominations
 - 6. **Extended Travel (Student Trips):**
 - a. DMS trip to Washington DC - Preliminary
 - 7. **Donations:**
 - a. August Donations
- H. STUDENT REPORT:**
- I. POLICY – CHANGES – PROPOSALS:**
 - a. IJ, Instructional Materials Selection Policy – First Reading
 - b. KEC, Reconsideration of Instructional Materials – First Reading
 - c. KEC-R, Form for Reconsideration of Instructional Materials – First Reading
 - d. JLCF, Wellness Policy – First Reading
- J. POLICY ADOPTION:**
 - a. DAF – Time-Effort Reporting/Oversight – Second Reading



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- K. RESOLUTIONS:** None
- L. OLD BUSINESS:**
 - a. Scope of Work for the Ad Hoc Committee
- M. NEW BUSINESS:**
 - a. Dover Adult Learning Center Presentation
 - b. Seymour Osman Community Center Presentation
- N. SUBMISSION AND PAYMENT OF BILLS**
- O. SUPERINTENDENT'S REPORT**
- P. COMMITTEE REPORTS**
- Q. SCHOOL BOARD MATTERS OF INTEREST**
- R. ADJOURNMENT**

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

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

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

July 17th, 2019

Dover School District
61 Locust Street
Suite 409
Dover, NH 03820

Dear Dr. Harbron and the Dover School District School Board,

The purpose of this letter is to formally announce my resignation from Dover High School.

I want to take the opportunity to thank the Dover School District and school community for the many professional development and growth opportunities that I have had during my time at Dover High School and for your support and trust in me as an educator over the past seven years.

This was not an easy decision to make as I have learned a lot and grown in many ways as an educator during the time that I have worked in the district and appreciate the many students and colleagues I have worked with over these years. I have decided to accept a job at Traip Academy in Kittery, Maine to work closer to home and to be on the same vacation schedule as my young children in York, Maine.

Please let me know if I can be of any help in the transition process in any way. I wish Dover High School the best in the coming years and am sure that our educational paths will cross in the future as I continue to educate students in the Seacoast area.

Sincerely,

Christine Gsottschneider

July 22, 2019

Dear Superintendent Harbron & School Board Members,

I am writing to request a leave of absence for the 2019-2020 school year. I am requesting the leave due to the recent birth of my fourth child and the growing needs of my family. I do apologize for the late timing of this request, which is due to a recent and unexpected change of circumstances that will allow our family to receive health insurance through my husband's employer.

If my request for a leave of absence is granted, I plan to spend the year at home caring for my young family with the intention of returning for the 2020-2021 school year.

Thank you for your time in considering this request.

Respectfully,

Jillian Cote
Special Educator
Horne Street School

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

TO: **DOVER SCHOOL BOARD**

DATE: August 12, 2019

MEMORANDUM: Nomination and Election of Teachers

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2019-2020 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Gilbert, Donna	Special Education Teacher	Dover Middle School	Linda Scribner	\$77,550.00	MA30, CAGS, Step 19
Haut, Johanna	Special Education Teacher	Dover Middle School	Gloria Snowman	\$50,139.00	MA, Step 8
Kania, Justyna	Special Education Teacher	Dover Middle School	Charlene Rathbun	\$37,567.00	BA15, Step 1
Krauss, Aimee	Grade 5 English	Dover Middle School	Beth Menelle	\$73,028.00	MA, Step 19
Lipinski, Taylor	5-8 Physical Education	Dover Middle School	George Liset	\$37,925.00	BA, Step 2
Reusse, Heather	Special Education Teacher	Dover Middle School	Cathy Caliendrello	\$45,252.00	MA, Step 5
Sawyer, Valerie	Speech/Language Pathologist	Horne Street School	Rebecca Inglis	\$76,725.00	MA30, Step 19
Veit, Karen	Science Teacher	Dover High School	Arthur LeClair	\$55,029.00	MA15, Step 10

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

TO: **DOVER SCHOOL BOARD**

DATE: August 12, 2019

MEMORANDUM: Nomination and Election of Paraprofessionals

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2019-2020 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Belair-Laroche, Stephanie	Paraprofessional	Garrison Elementary	Janet Gnall	\$13.71/hr	C2, Step 1
Beske, Kathleen	Paraprofessional	Dover High School	Lauren Quinn	\$13.71/hr	C2, Step 1
Callahan, Corinne	Paraprofessional	Dover Middle School	Cameron Wheaton	\$18.03/hr	C2, Step 7
Cellucci, Valerie	Paraprofessional	Garrison Elementary	Patti Stiles	\$18.03/hr	C2, Step 7
Collins, Jenny	Paraprofessional	Woodman Park School	Jessica Connery	\$13.71/hr	C2, Step 1
DeFlumeri, F. Joyce	Paraprofessional	Dover High School	Kaila Altersio	\$16.54/hr	C2, Step 5
Erickson, Lynnette	Paraprofessional	Dover High School	Lynette Erickson	\$18.03/hr	C2, Step 7
Gagnon-Wold, Joyce	Paraprofessional	Dover High School	Leanne Muisse/Karen Robichaud	\$13.59/hr	C1, Step 5
Hall, Meghan	Paraprofessional	Woodman Park School	Amy Morrow	\$16.54/hr	C2, Step 5
Jandreau, Nicole	Paraprofessional	Horne Street School		\$13.71/hr	C2, Step 1
Lacouture, Margaret	Literacy Interventionist	Garrison Elementary	Karen Coppinger	\$21.96/hr	C3, Step 7
Maravich, Jessica	Paraprofessional	Woodman Park School	Julie Monagle (Sept. Maternity Leave)	\$13.71/hr	C2, Step 1
Maxwell, Heather	Paraprofessional	Woodman Park School		\$15.72/hr	C2, Step 4
Merrill, Taryn	Paraprofessional	Dover High School	Daniel Casey	\$13.71/hr	C2, Step 1
Onkari, Anuradha	Paraprofessional	Woodman Park School	Alicia Castro	\$13.71/hr	C2, Step 1
Peters, Ashlie	Paraprofessional	Dover High School	Thomas Quinn	\$13.71/hr	C2, Step 1
Roberson, Jackie	Paraprofessional	Garrison Elementary	Becky Anderson	\$13.71/hr	C2, Step 1
Saracy, Bacall	Paraprofessional	Garrison Elementary	Chris Grinley	\$16.54/hr	C2, Step 5
Smith, Danielle	Paraprofessional	Woodman Park School	Tabitha Trask	\$14.38/hr	C2, Step 2
Smith, Danielle	Paraprofessional	Woodman Park School	Tabitha Trask	\$14.38/hr	C2, Step 2
Tarabocchia, Jillian	Paraprofessional	Woodman Park School	Maria Nuzzo	\$14.87/hr	C2, Step 3
Towle, Bryan	Paraprofessional	Garrison Elementary	Tim Wilson	\$13.71/hr	C2, Step 1

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

TO: **DOVER SCHOOL BOARD**

DATE: August 12, 2019

MEMORANDUM: Nomination and Election of Non-Union Employees

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2019-2020 school year.

[illegible]

OFFICE OF THE SUPERINTENDENT
DOVER PUBLIC SCHOOLS
DOVER, NEW HAMPSHIRE

TO: DOVER SCHOOL BOARD

DATE: August 12, 2019

MEMORANDUM: Nomination and Election of Coaching Positions for 2019 Positions

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2019-20 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY
Clark, Ernie	Girls Varsity Basketball Coach	DHS	Dan Casey	\$5,460.85

Kimberly Lyndes
Principal
k.lyndes@dover.k12.nh.us

Bruce Patrick
Dean of Students-7/8
b.patrick@dover.k12.nh.us

Lindsay Dube
Dean of Students-5/6
l.dube@dover.k12.nh.us

Ada McDowell
Dean of Student Services-5-8
a.mcdowell@dover.k12.nh.us



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16 Daley Drive, Dover, New Hampshire 03820
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www.dms.dover.k12.nh.us

Mary Calhoun
School Counselor Grade 5
m.calhoun@dover.k12.nh.us

Beth Lent
School Counselor Grade 6
b.lent@dover.k12.nh.us

Meredith Vail
School Counselor Grade 7
m.vail@dover.k12.nh.us

Fran Meffen
School Counselor Grade 8
f.meffen@dover.k12.nh.us

**Dover Middle School
Washington, D.C. Trip
2019-2020**

Preliminary request inclusions

1. Statement of educational value (included).
2. Dates of trip: May 26 –May 30, 2020
3. Itinerary (sample included).
4. Cost per student. \$649 (some scholarship money is available).
5. Academic eligibility (included).
6. Permission forms (included).
7. Principal opinion.
8. Release from duty. Will be requested when we have preliminary approval.
9. Financial benefit for leader and chaperones. 4 Chaperones per bus are complimentary.
There are no other benefits. No additional money is added to the students cost for chaperones.
10. Substitutes for staff that are attending, there is no other cost for the district.

Thank you for your consideration

***Dover School District's Mission:
Strengthening our Community by Educating Every Child, Every Day!***

The Dover Middle School Student Council has sponsored an eighth grade trip to Washington DC for the past thirty-seven years since 1983.

This has become a tradition for our students, and, in fact, the students in the younger grades have something to look forward to for their future and get excited about becoming eighth graders at Dover Middle School.

While in the nation's Capital we view and participate in many educational and social activities, such as meeting our US Senator or Congressman, touring the Capital Building, White House, Washington Monument, Lincoln Memorial, Vietnam Memorial, and the World War II Memorial. We also witness the changing of the guard at Arlington National Cemetery; visit the Smithsonian Museum complex and National Archives to view the Declaration of Independence. On many of the trips we have met a member of the United States Congress and they graciously take the time to talk to our students.

This is a life lesson. Some of the students have never experienced travel. Students learn cooperation and understanding each other and themselves.

We also establish goals for the students to achieve. Students are not allowed to receive more than one "in school suspension" or one "out of school suspension" throughout the year and they may not receive more than one "F" on their report cards cumulative for the first three eighth grade terms. This is a tremendous carrot for the students and it helps with the building climate. Some students that had discipline problems in the seventh grade change their behavior in the eighth grade in order to be able to attend this trip.

Last year all students that needed scholarship money were accommodated and no extra money is added onto the student price to pay for chaperones.

The real world experience, student energy and focus, take the classroom and expand it outside the walls of the school.

Thank you

Bruce Patrick
Dean of Students- 7th/8th Grade - DMS

**Dover Middle School
Washington, DC Trip Itinerary 2020**

Tuesday, May 26

7:00 pm	Students arrive at the school. Teachers will check all baggage.
8:00 pm	After loading the busses, we will depart.
12:00 am	Lights out. Quiet time on the bus.

Wednesday, May 27

Breakfast	To be determined
6:00-7:00 am	Students may talk in low tones.
10:00 am	Arrive at Busch Gardens
6:00 pm	Leave Busch Gardens
6:30 pm	Arrive at the Williamsburg Embassy Suites
7:00 pm	Pizza Party at the pool
8:00-9:00 pm	Swim at the hotel
9:30 pm	Curfew, everyone in their room - earlier, if group is heard in halls.

Thursday, May 28

5:30 am	Wake up call
6:30 am	Breakfast at the hotel
8:00 am	Drive to Washington, D.C.
11:00 am	Lunch in the Capitol Building Restaurant
12:30-3:00 pm	Tour of U.S. Capitol Building and new Visitor Center
4:00 pm	Dinner and shopping at the Pentagon City Mall
6:00 pm	Visit Lincoln, Vietnam, Jefferson Memorial, World War II Memorial and maybe the Washington Monument
9:00-10:00 pm	Swim at the hotel
11:00 pm	Curfew at the hotel. Earlier, if group is loud in the hallways

Friday, May 29

6:30 am	Wake up call
7:30 am	Breakfast at the hotel
10:00 am	Visit Ford's Theatre if available
11:00 am	Tour of the White House
12:00 pm	Lunch at the Smithsonian & Buildings
2:00 pm	Visit National Zoo
6:00-8:30 pm	Dinner at Union Station

Saturday, May 30

7:00 am	Wake up call
8:00 am	Breakfast at the hotel
9:00 am	Check out of hotel
10:00 am	Tour Arlington National Cemetery and changing of the guards
11:00 am	Head home

Dover Middle School 2020

To: Parents of Eighth Graders
From: Dean Patrick and the Student Council
Re: *Washington DC Permission Slip*

The Dover Middle School Student Council is again sponsoring a trip to Washington, DC. This year the dates are Tuesday, May 26th (leaving at 7pm) through Saturday, May 30, 2020 (arriving home at 11pm).

This trip will be open to all 8th graders EXCEPT those who receive more than one IN school suspension or one OUT of school suspension (which is outlined in the student handbook section of your child's agenda) from the First Day of School until we leave on the trip. Also, eligible students are not allowed to receive more than one "F" on their report cards within the first 3 terms, including Related Arts classes. Excessive absences (10%+) will also keep students from attending.

The number of students that go is determined by the amount of signups we have. We need at least 48 students per bus. Last year, we took four buses. If we have an additional 48 students signup, we will take 5 buses. If we don't have a full 48, we will have a waiting list. The last few years we have taken everyone who has been on the waiting list.

The cost of this year's trip is \$649. The payment schedule is as follows:

\$249 due at sign up
\$200 due January 9th
\$200 due March 5th

Please make checks payable to Dover Middle School and please put your child's name on the bottom of the check. Cancellations within the last 30 days before the trip will result in loss of total payment.

While in DC, we will visit the Capitol Building, the White House, the Lincoln, Vietnam, Jefferson, and Washington Memorials. We will stop at the Smithsonian Air & Space and Natural History Museum, Tomb of the Unknown Soldier, The Holocaust Museum, National Zoo and other historical sites in the nation's capital. We will also be going to Williamsburg, Virginia, stopping at Bush Gardens Amusement Park.

The price includes bus transportation, hotel accommodation, and most meals (3 breakfast, 3 dinners, and 2 lunches in DC).

We run a fun and educational trip and adhere to several trip rules. Students and parents will be given notice of these rules and sign a contract prior to the trip. A parent of each participating student must attend a mandatory parent meeting in April.

Students will stay four to a room and will be choosing roommates in March. Each student must have one of their roommates as their “buddy” and must be with them during the entire trip. Friends are encouraged to sign up.

If you wish for your child to participate, they must return the official permission slip (no handwritten notes will be accepted) with a \$249 deposit. All slips returned on time will then be put into a lottery. Slips and deposits are due no later than Friday, October 25 at Noon.

Also, we have received many requests so far this year for parents to be chaperones for this trip. Our chaperone list is already filled, but if you are interested you can have your name added to the existing chaperone waiting list. The cost is the same for the chaperones. Parents that are either with law enforcement or in the medical profession, such as doctors, nurses or EMT’s, will have a higher priority to go as a trip chaperone.

If there are any questions, please call Dean Patrick at school: 516-7215.

Thank You



**Donation Request List for Approval
June 10, 2019 School Board Meeting**

School	Group Donating	Value	Items/Service	Purpose
HSS	HSS Family	\$3,875.69	Monetary	Foundations Program for Grade 3 Teachers
District	Everyday Democracy	\$2,943.02	Monetary	The continuation of Community Engagement

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INSTRUCTIONAL MATERIALS Selection Policy

First Reading

The Board is legally responsible to approve and to provide the necessary instructional materials used in the District. ~~Online~~ **Digital** materials, print materials, manipulatives, equipment, and instructional technologies will be used to provide quality learning experiences for students that:

Enrich and support the curriculum;

Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;

Provide background information to enable students to make intelligent judgments;

Present opposing sides of controversial issues;

Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;

Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society.

Be matched to the appropriate skill levels of pupils.

Basic instructional course material in the fundamental skill areas of language arts, mathematics, science and social studies should be reviewed **annually according to the guidelines set by the Curriculum Planning Council.** ~~at intervals not exceeding five (5) years. All instructional materials must be sequential, and must be compatible with previous and future offerings.~~

The above principles, adapted from the ~~School~~ Library Bill of Rights and **Access to Library Resources and Services for Minors: An Interpretation of the Library Bill of Rights** (see note below), shall serve as a guide in the selection of all instructional and library materials – textbooks, supplementary books, library books, **digital**/electronic resources, etc.

Gift materials to the Dover School District will be accepted with the stipulation that they meet the same selection criteria as all other instructional materials.

Note: The ~~School~~ Library Bill of Rights was developed and adopted by the American **Library Association** Association of School Librarians June 18, 1948. Amended February 2, 1961, and January 23, 1980, inclusion of “age” reaffirmed January 23, 1996, by the ALA Council. **Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.**

Note: **Access to Library Resources and Services for Minors: An Interpretation of the Library Bill of Rights** was developed and adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008 *under previous name* “Free Access to Libraries for Minors”; July 1, 2014; and June 25, 2019.

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Explanatory Note: ~~Electronic~~ **Digital/electronic** resources are considered as, but not limited to: electronic databases, videos, DVDS, ~~CD-ROMS~~, software, websites, ~~recorded~~ **audio** books, library catalog, etc.

For reconsideration of instructional materials see Policy KEC

Statutory/Regulatory/Policy Cross References

NH Code of Administrative Rules, Section Ed. 306.08, Instructional Resources

NH Code of Administrative Rules, Section Ed. 306.18 (a) (5), Basic Instructional Standard.

DOVER SCHOOL DISTRICT	KEC
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POLICY ON RECONSIDERATION OF INSTRUCTIONAL MATERIALS

First Reading

Persons not in agreement with the school on its selection of books or other instructional material and who wish a particular book or material to be reviewed must submit to the Principal a "Request for Reconsideration of Instructional Materials." The request forms are available at the school office.

The Principal, upon receipt of a "Request for Reconsideration" will acknowledge receipt to the complainant and list anticipated steps to be taken. The Principal will then notify the Book Review Committee and schedule meetings necessary to review the complaint and to write a report.

The final report will be forwarded to the complainant and the Superintendent of Schools. If the complainant is dissatisfied, the next step is to submit ~~the~~ a request to the Superintendent of Schools for further action. If the complainant does not accept the Superintendent's decision, the complainant may request a review by the School Board, whose decision will be final.

During the investigation the instructional material will remain in use unless the Principal decides to remove or restrict the material until a final decision is made.

Statutory/Regulatory/Policy Cross References

Appendix KEC-R

DOVER SCHOOL DISTRICT	KEC-R
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FORM FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

First Reading

Request Initiated by: _____
 Address _____
 E-Mail Address _____
 Telephone _____

Complainant represents:

_____ Himself/herself
 _____ Name of Group _____

Resource on which you are commenting:

___ Book ___ Video/DVD ___ Other
 ___ Magazine ___ CD **Digital/electronic**
 Resource
 ___ Newspaper ___ Website

Author/Producer: _____
 Title: _____
 Publisher: _____
 Date of Publication: _____

Please answer the following questions either in the space provided, or on additional pages.

1. Have you been able to discuss this resource with the teacher or librarian who ordered it or who used it?
 ___ Yes ___ No

2. Did you read the entire book, or view the entire material? ___ Yes ___ No

3. What do you believe is the theme or purpose of this work?

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4. To what particular contents do you object? Please be specific; cite pages, or passages

5. What is good about this book/material?

6. What do you feel might be the result of reading this book or using this material?

7. For what age group would you recommend this work?

8. Are you aware of the judgment professional reviews of this work by critics?

9. Are you aware of the instructional purpose for using this work?

10. What would you prefer the school do about this work?
 - ☐ Do not assign or recommend it to my child.
 - ☐ Withdraw it from all students.
 - ☐ Reevaluate it.

11. What work of equal value would you recommend to replace the one you question?

_____ Signature of Complainant

See policy KEC

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STUDENT WELLNESS POLICY

Wellness Policy - Nutrition and Physical Activity Components

First Reading

The Board recognizes that wellness comprises physical, social, emotional, and academic health. Proper nutrition and developmentally appropriate physical activity are important ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. Furthermore, health and student success are inter-related. The Board therefore maintains the goal that the District will foster a learning environment that helps students attain knowledge and habits that promote wellness. As part of the program, students will be given opportunities to gain the knowledge, skills, behavior, and motivation needed to be physically active for life through daily activity offerings such as recess periods, physical education classes, walking programs, the integration of physical activity into the academic curriculum, and after-school programs including intramurals, interscholastic athletics, and physical activity clubs. The Board directs the building principals to encourage student physical activity on a daily basis.

All foods available on school grounds and at school-sponsored activities will meet or exceed the district's nutrition standards. Under no circumstances will such standards be less restrictive than the regulations and guidance issued by the US Secretary of Agriculture as applicable to schools. Schools in the district will offer food choices that are nutrient dense, have low fat and low sugar content, are of a moderate portion size, and include a variety of fruits and vegetables. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging. These nutrition guidelines apply to the school lunch and breakfast program, and foods and beverages sold in vending machines, snack bars, and school stores. Food provided at parties, celebrations, and meetings during the school day, and as part of in-school District fundraising activities also falls under the purview of this policy.

The Board directs the Superintendent or his/her designee to develop procedures to implement this policy based on the recommendations of the Wellness Advisory Committee and in compliance with national and statewide nutritional guidelines.

A district-wide Wellness Advisory Committee will be maintained to assess the nutrition and physical activity environment throughout the district and making recommendations to the Board for a comprehensive wellness program. The committee will consist of representation from parents, students, the school's food service program, school nurses and wellness educators, the School Board, administration, and the public. Program implementation will be monitored and progress evaluated, with an annual report to the Board. The Wellness Advisory Committee will meet quarterly for updates on how effective the policies we have in place are working, and to make recommendations for improvements, and changes that need to be made. The meetings will be organized and facilitated by the District Business Administrator.

Student Wellness Policy Guidelines

Promoting wellness in the Dover School District requires a cooperative effort among administrators, faculty, students, parents, and the community at large. Part of this effort will come from the voluntary actions of the school community. Community members who maintain healthy lifestyles, share their knowledge, and encourage others to

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~~emulate their habits can promote wellness in the whole school community. To further facilitate the goal of wellness, however, the District Schools should meet the following guidelines:~~

~~1. Nutrition Education~~

- ~~• Lessons on nutrition and healthy eating will be incorporated into the curriculum at all grade levels.~~
- ~~• The Food Service Director and the Curriculum Director will meet at least semi-annually to discuss ways that Food Services can assist with and complement nutrition education elements in the curriculum at all levels.~~

~~2. The School Meals Program will provide balanced meal choices~~

- ~~• In accordance with State and USDA Guidelines.~~
- ~~• In accordance with the food services vendor's contract.~~

~~3. Wellness and discipline~~

- ~~• Food will not be used as a reward or punishment unless specified in a student's IEP or behavior plan~~
- ~~• Students will not be denied recess as punishment.~~

~~4. Promoting healthy lifestyles~~

- ~~• Snacks offered during or after school, whether by the District Food Service or by extra-curricular programs, should meet State health and nutrition guidelines emphasize fruits and vegetables as the primary snack, and milk or water as the primary beverage.~~
- ~~• Parties and Celebrations

 - ~~○ The building principal will authorize any seasonal celebrations.~~
 - ~~○ Classrooms will have at most one celebration for all the birthdays occurring in a given month.~~
 - ~~○ Teachers and staff will encourage parents to provide healthy snacks.~~
 - ~~○ During celebrations, adults will be responsible for limiting the number of sweet items children have.~~~~
- ~~• The Dover School District will make available a list of healthful snack products to teachers, after school program coordinators, and parents. This list will be updated annually and posted on the District's website. See Attachments A and B.~~
- ~~• Foods and beverages offered in school stores and vending machines accessible to students will be consistent with the State Vending Guidelines~~

~~5. Physical activity~~

- ~~• Opportunities for physical activities in addition to PE class should be provided to students.~~
- ~~• The school will communicate with parents about opportunities to provide children with after school physical activities.~~
- ~~• The school will work with parent teacher groups to sponsor physical activities such as walk to school or bike to school days.~~

~~6. Fund-raising and food.~~

- ~~• Organizations and classes should not use the sale of food as a primary means of fund-raising~~
- ~~• All fund-raising activities must be approved by the building principal.~~

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7. Monitoring and Reporting

- ~~• The School Wellness Policy will be reviewed annually by the committee and updated as necessary~~
- ~~• Resulting reviews and updates will be reported to the School Board.~~
- ~~• The 2012-2013 Wellness committee will establish monitoring and reporting procedures to assure compliance with N.H. D.O.E Technical Advisory 21~~

DOVER SCHOOL DISTRICT	POLICY CODE: JLCF
DATE OF ADOPTION: August 13, 2013	Page 4 of 15

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Overview

The Dover School District is committed to providing school environments that promote and protect children's health, wellbeing, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Dover School District to:

- Engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district wide nutrition and physical activity policies;
- Provide all students in grades K-12 opportunities, support, and encouragement to be physically active on a regular basis;
- Ensure that foods and beverages sold or served to students by Dover School District will meet the nutrition recommendations of the *Dietary Guidelines for Americans*;
- Ensure that qualified child nutrition professionals provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students. Further, Dover School District will accommodate the health, religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat;
- Participate in the available federal school meal programs, to the maximum extent possible, including the School Breakfast Program, National School Lunch Program and other related programs; and
- Provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity; and to establish linkages between health education, school meal programs, and related community services.

The Dover School District has taken into consideration our unique circumstances, challenges, and opportunities. Among the factors considered in the policy are socioeconomic status of the student body, school size, location, and presence of dual-language or limited-English students. The District is fortunate to have a well-educated public that supports the healthy development of its children. The District has been proactive with physical education and health education components that have met or exceeded the state guidelines. The District continues with a conscious effort to support and maintain a healthy environment for our students.

Component #1: Goals for Nutrition Education

The Dover School District shall teach, encourage, support and model healthy eating habits for students.

Nutrition Education and Promotion

It is the policy of the Dover School District that the nutrition promotion and education provided to K-12 students:

- Is based on state and district health education curriculum standards. This education is interactive and teaches the skills they need to adopt healthy eating behaviors;
- Is not only part of health education classes but also included across the curriculum when possible;
- Provides information to students, staff, families and the community that will allow for students to receive a consistent nutrition message throughout the school in media, the classroom, the cafeteria, home and the community;
- Promotes fruits, vegetables, whole grain products, low-fat and fat free dairy products, healthy food preparation methods, and health enhancing nutrition practices;
- Discourages students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other individual dietary restrictions;
- Links with school meal programs in coordination between teachers and foodservice staff and nutrition- related community services as appropriate; and
- Includes training for teachers and other staff.

Staff Wellness and Education

The Dover School District highly values the health and wellbeing of every staff member. The District's insurance carrier offers many incentives that promote staff to maintain a healthy lifestyle.

Component #2: Goals for Physical Activity

The Dover School District shall teach, encourage, support, and model age appropriate physical activity.

It is the policy of the Dover School District to provide many opportunities for physical activity and give students the opportunity to maintain physical fitness. The recommended amount of physical activity for children is at least 60 minutes per day. We support programs and individual efforts that emphasize fitness and lifelong physical activity.

Physical Education

Physical education classes will provide physical activity opportunities to develop knowledge and a variety of skills that promote physical activity and fitness. All Dover School District students in grades K-10 will regularly participate in physical education taught by a certified physical education teacher. Students in grades 11-12 have physical activity available through electives. One credit of physical education and ½ credit of Health Education is required at the high school level. These credits will be earned in a physical education class with a certified physical education teacher. A half credit of Physical Education may be earned through the completion of at least 2 NHIAA sanctioned sports between a students 10th grade year and through the first semester of their 12th grade year. Students are encouraged to spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Integrating Physical Activity into the Classroom Setting

Students will be given opportunities to regularly participate in developmentally appropriate physical activity and exercise. The District is committed to fostering an environment conducive to physical activity and exercise through recess, intramurals, clubs, and organized sports. Toward that end:

- Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- Opportunities for physical activity will be incorporated into other subject lessons; and
- Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Daily Recess

All grade K-8 students will have at least 20 minutes a day of supervised recess. Recess will preferably be outdoors, during which schools should encourage moderate to vigorous physical activity. If possible, recess will be scheduled before lunch for the elementary grades to encourage adequate time for meal consumption and to create a smoother transition back to the classroom. Middle school students (grades 5-8) will be offered daily recess.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School

The Dover School District will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. The high school, and middle school as appropriate, will offer interscholastic sports programs. The Dover School District will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

Component #3: Nutrition Guidelines for Students

To facilitate the adoption of healthier eating habits, the Dover School District shall comply with the nutrition guidelines outlined in this policy.

The Dover School District Nutritional Guidelines are based upon standards established by the USDA and New Hampshire Healthy Schools Coalition. These nutrition guidelines, apply to all foods made available by the Dover School District Nutrition Services or school staff to students on school grounds during the school day as defined by each school's handbook, including but not limited to, the school breakfast and lunch program, foods and beverages sold in vending machines/school stores and as part of classroom lessons/activities, celebrations

or fundraising efforts.

School Meals

It is the policy of the Dover School District that the school meals offered to K-12 students will:

- Meet or exceed the nutrition requirements established by the USDA laws and regulations;
- Be provided by qualified school food service staff;
- Be served in a safe, appealing and clean setting with adequate adult supervision;
- Be offered with consideration of space distribution and scheduling to assure that students have adequate space and serving areas to minimize wait time;
- Offer a variety of foods and choices for students. Efforts will be made to:
 - Provide a variety of fruits and vegetables with an emphasis on local, fresh and seasonal produce;
 - Serve only low-fat (1%) and fat-free milk and nutritionally equivalent nondairy alternatives (to be defined by the Dover School District Food Service Director); and
 - Ensure that half of the served grains are whole grain.

As a district, Dover Schools feels it is also important to:

- Use local products when available and feasible;
- Use unprocessed foods and ingredients when available;
- Utilize less disposable paper and plastic and try to use reusable & recyclable items;
- Encourage teaching, modeling and valuing any efforts made by staff, students and the community toward sustainability;
- Recognize the connection between health and the environment; and
- Encourage and foster environmental sensitivity.

Breakfast

- The consumption of breakfast, either at home or at school, enhances children's ability to meet their nutritional needs, focus on learning, and perform. To ensure that all children have breakfast, the schools of Dover School District will, to the extent possible:
- Operate the School Breakfast Program;
- Arrange bus schedules and utilize methods to serve school breakfasts that encourage participation (e.g. "grab-and-go" breakfast or scheduling breakfast during morning break or recess);
- Notify parents and students of the availability of the School Breakfast Program; and
- Encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Meal Times and Scheduling

The Dover School District schools will:

- Provide students with at least 10 minutes to eat breakfast and 20 minutes for lunch and take into consideration transition time;
- Schedule meal periods at appropriate times, with lunches being offered between 10:30am and 1:30pm;
- Not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- Provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- Take reasonable steps to accommodate the personal regimens of children with special health needs.

Sharing of Foods and Beverages

Schools should discourage students from sharing their foods or beverages with one another during meal or snack times given concerns related to food safety and health (e.g. food allergies, diet restrictions, etc.).

Foods and Beverages Sold Individually

Foods and beverages sold individually include foods sold outside of reimbursable school meals and include, but are not limited to, foods available from vending machines, cafeteria a la carte (snack) lines, fundraisers, and school stores.

Food Sales: All food items made available through schools including vending machines should meet or exceed nutritional standards established by the NH Dept of Education School Food and Nutrition Services Standards (2011) and based upon the 2010 Dietary Guidelines for Americans (DGA).

Elementary Schools: The school food service program will approve and provide all food and beverage sales that are available to elementary students on a regular basis.

Middle and High Schools: In the middle and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte lines, vending machines, student stores, or fundraising activities) between 7am – 4pm will meet or exceed the NH Dept of Education School Food and Nutrition Services Standards (2011).

Beverages: The following beverages are allowed: water or seltzer water without added caloric sweeteners, 100% fruit and vegetable juices that do not contain additional caloric sweeteners, unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent non-dairy milk (e.g. soy milk). These beverages (diet or caloric) are not allowed: soft drinks/soda/pop/tonic, sports drinks, energy drinks, sweetened-iced tea, fruit-based drinks that contain less than 100% real fruit juice or that contain additional caloric sweeteners.

Foods: A food item sold individually will meet the NH Dept of Education School Food and Nutrition Services Standards (2011) and will:

- have no more than 35% of its calories from fat (excluding nuts, seeds, peanut

- butter, and other nut butters) and 10% of its calories from saturated fat;
- have no trans-fat;
- have no more than 35% of its *weight* from added sugars; and
- contain no more than 230 mg of sodium per serving for chips, cereals, crackers, french fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.

Fruits & Vegetables: A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

Portion Sizes: Portion sizes of foods and beverages sold individually are recommended as a single serving as listed in the Dietary Guidelines for Americans (DGA) with the recognition that many foods are usually consumed in a two-serving portion (i.e., bagel, sandwich with bun or bread). Some examples are listed below for single serving packaging:

- One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- One ounce for cookies;
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- Eight ounces for non-frozen yogurt;
- Twelve fluid ounces for beverages, excluding water; and
- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits but must meet minimum requirements.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess, if and when, to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

The district will make available a list of healthful snack items to teachers, after-school program personnel, and parents.

If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged. School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

Celebrations

All school personnel must be mindful of individuals with allergies, food intolerances, religious or health-related dietary restrictions. Any classroom activities or school-wide events occurring during the school day involving food should be discussed with the school nurse prior to the event.

Schools should limit celebrations that involve food during the school day. Each party should limit food or beverages that do not meet nutrition standards for foods and beverages sold individually (above). The district will make a list of healthy party ideas available to parents and teachers. Subject area lessons involving food preparation should consider nutritional guidelines as part of the instruction of the lesson. Each school will establish guidelines for food served at celebrations.

School staff involved in homeroom, field trips and advisory food-related events will communicate with school food service managers and/or director to assist with cafeteria planning and reducing food waste. When possible, staff will order foods through food services managers.

Classroom Activities

School staff shall discourage the use of low-nutritionally value dense food items for instructional purposes. This is especially the case for those food items that do not meet the nutritional standards for foods as outlined in this policy.

School personnel will also avoid the use of highly allergenic foods (for example: peanuts, fish, shellfish, eggs, dairy, wheat, tree-nuts) or other foods that present a health risk.

School Store

Any food and beverage items sold in the school store will meet guidelines of this policy. Food items in the school store will not be sold when the school food service program is open for sale.

School-Sponsored Events

School-sponsored events include, but are not limited to, athletic events, dances, or performances. Foods and beverages offered before, during, and after school (7am to 4pm) will meet the nutrition standards for meals or for foods and beverages sold individually (above). Other organizations (e.g. PTO, Boy Scouts, Girl Scouts) who may be supplying food at school sponsored events will do so under the advisement of a school official and be made mindful of the nutritional guidelines for competitive foods.

Meals for Extracurricular Events

The Dover School District Food Services Program offers a variety of affordable, tasty, and nutritionally balanced meals to meet the needs of field trips, athletic events, banquets, after-school activities, special events, and meetings.

The Dover School District is encouraged to make use of this service by planning through the Food Service Director.

Nutrition Guidelines for Reimbursable School Meals

Reimbursable meals will be served in the same manner as stated under *Component #2: Nutrition Guidelines for Meals*. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure that students will participate in consuming high-quality meals. In no circumstances will the guidelines for reimbursable school meals be less restrictive than the regulations and guidance issued by the USDA as applicable to schools.

Free-and-Reduced-Priced Meals: Eligibility and distribution of free-and-reduced-priced meals will be handled by the Food Service Provider and designated food service personnel. The availability of free and reduced lunch will be made known to all families using school newsletters, beginning of the year packets and the website. Help will be offered for completing the application should it be needed. Application materials are available on the ORCSD website, at each school main office, from the school nurse, and can be mailed upon request. Confidentiality and the sensitivity of these matters will always be taken into consideration. Forms will be processed in a timely manner and schools will assure that all students have access to food at school in accordance with the Child Nutrition and WIC Reauthorization Act of 2004 & 2010.

Qualifications of School Food Service Staff: Nutrition professionals will administer the school meal programs under the direction of a Food Service Director. This director will oversee the operation of school meals, maintain proper resources that meet state and federal regulations and maintain state health requirements for each school in the district.

As part of the school district's responsibility to operate a food service program, the food service provider will provide continuing professional development for all nutrition professionals in schools. Staff development programs will include appropriate sanitation courses and/or training programs for child nutrition directors, school nutrition managers, cafeteria workers, and volunteers according to their levels of responsibility.

Component #4: School Environment

The Dover School District shall educate students, employees to the important benefits of a healthy lifestyle. The district shall offer nutrition education to the community.

Fundraising Activities

School-sponsored fundraising activities (direct Dover School District affiliation) should avoid using food items that do not meet nutrition and portion size standards. Schools will encourage and aspire to promoting fundraising activities that promote physical activity.

Physical Activity and Discipline

Physical activity and the teaching thereof will be done to encourage and foster a healthy attitude toward exercise. Teachers and other school and community personnel will not use physical activity as punishment (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education). Safety concerns and education plans will be taken into consideration in modifying opportunities for physical activity.

Communications with Parents

The Dover School District will provide information to parents about healthy foods and snacks, as well as other school-based nutrition-related activities. The Dover School District should solicit input and feedback from students and parents when selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, Dover School District will share nutrition content information of foods sold through the school meal programs (i.e. newsletters, menus, a website, cafeteria menu boards, placards, or other point-of-purchase materials.)

The Dover School District will provide information to parents about physical education and other school based physical activity opportunities (i.e. via a website, newsletter, or other take-home materials, special events, or physical education homework).

The Dover School District Wellness Committee will develop and offer strategies for parents, teachers, school administrators, students, food service professionals, and community members to serve as role models in practicing healthy eating both in school and at home.

Component #5: Implementation & Review of the Wellness Policy

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

The Dover School District Wellness Committee, with input from nutrition and

physical education staff and the Food Service Director, will periodically assess the nutrition and physical activity environment throughout the district. They will provide input to each building principal and the superintendent regarding progress on the current targets, recommend any new targets and identify strategies in support of the goals stated in this policy. The superintendent and building principals will decide upon the targets and strategies in support of the goals stated in this Policy. Periodic progress reports will be provided to the School Board.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the Child Nutrition Director will report to the superintendent on the most recent USDA School Meals Initiative (SMI) report, review findings, and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

Policy Review

To keep the Dover School District Wellness Policy up to date with the changing developments in nutrition and exercise information, the district will conduct assessments of the school's existing nutrition and physical activity environments and policies. The results will be used to identify and prioritize needs.

Periodic assessments will be repeated to help review policy compliance, assess progress, and determine areas in need of improvement (e.g. The NH Department of Education's School Wellness Policy Assessment). As part of that review, the school district will review our nutrition and physical activity policies to assure an environment that supports healthy eating and physical activity and nutrition and physical education. The Dover School District Wellness Committee will revise the Wellness Policy and develop work plans to facilitate its implementation as necessary. The superintendent, or his/her designee, will make available to the public the Dover School District Wellness Policy evaluation progress and results.

As needed, the Wellness Committee will request that the Superintendent notify those involved with the nutrition and education of students, staff and the community regarding any changes that have occurred in federal and state nutrition guidelines that need to be reflected in this policy and in the district teachings.

Community Involvement

The Wellness Committee charged with the updating of this policy will be overseen and chosen by the district's superintendent or superintendent designee. The committee will consist of persons from varying disciplines. There will be staff (general education, physical education and wellness-related), students, health professionals, nutritional staff, and community members involved in the writing and reviewing of the policy.

The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district wide nutrition and

physical activity policies.

The chair of the Wellness Committee will review the policy annually and any necessary changes will be discussed with committee members. The committee is open to input from anyone within the school or community whose goal is to broaden or improve the health of the Dover School District students.

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Time-Effort Reporting / Oversight

Second Reading

The Superintendent will establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District will submit all reports as required by federal or state authorities.

As a recipient of Federal funds, the District shall comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Section 200.430 of the Code of Federal Regulations requires certification of effort to document salary expenses charged directly or indirectly against Federally sponsored projects. This process is intended to verify the compensation for employment services, including salaries and wages, is allocable and properly expended, and that any variances from the budget are reconciled.

A. Compensation: Compensation for employment services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits, which are addressed in 2 CFR 200.431 Compensation – fringe benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of these regulations, and that the total compensation for individual employees:

1. Is reasonable for the services rendered, conforms to the District's established written policy, and is consistently applied to both Federal and non-Federal activities; and
2. Follows an appointment made in accordance with the District's written policies and meets the requirements of Federal statute, where applicable.

B. Time and Effort Reports: Time and effort reports shall:

1. Be supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated;
2. Be incorporated into the official records of the District;
3. Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of the compensated activities;
4. encompass both Federally assisted and other activities compensated by the District on an integrated basis;
5. Comply with the District's established accounting policies and practices;
6. Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award, a Federal award and non-Federal award, an indirect cost activity and a direct cost activity, two (2) or more indirect activities which are allocated using different allocations bases, or an unallowable activity and a direct or indirect cost activity.

The District will also follow any time and effort requirements imposed by NHDOE or other pass-through entity as appropriate to the extent that they are more restrictive than the Federal requirements. The Superintendent or designee is responsible for the collection and retention of employee time and effort reports. Individually reported data will be made available only to authorized auditors or as required by law.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Board Ad Hoc Committee Maintenance of School Grounds and Athletic Fields August 12, 2019

Background: The Board has adopted Policy EC - *Buildings and Grounds Management/Integrated Pest Management Program*. The policy states, "Decisions about which products to use for turf management, and pest control, and weed control will be made with the best interest of the student's health and well-being and keeping the health of our environment in mind. The City and Schools will regularly review pest management techniques in keeping with best practices in the turf management industry. In fulfilling this obligation to ensure safe and useable green spaces around the city and schools, the City and School Department will continue to seek the safest and most cost-effective means for turf treatments, ensuring at all times, the means and materials used are safe, and applied in conformance with proven acceptable practices."

Purpose: The purpose of the ad hoc committee will be to review the current pest management techniques in keeping with the best practices in the turf management. Following the review, identify any revisions for Policy EC - *Buildings and Grounds Management/Integrated Pest Management Program* and practices to align with the safest and most cost-effective means of turf treatments.

Ad Hoc Committee Members: The Board for the Dover School District will appoint three board members to serve on the ad hoc committee. The ad hoc committee members will appoint a chair to coordinate and facilitate the meetings.

Note: All meetings will be posted to include date, time, location, and agenda. Minutes will be maintained of all meetings.

Review Process: The Ad Hoc Committee will:

1. Review Policy EC - *Buildings and Grounds Management/Integrated Pest Management Program*.
2. Meet with the City of Dover's Public Works Director or his appointee to have knowledge and understanding of the City's grounds and turf management practices.
3. Meet with a representative of C&W Maintenance Service to have knowledge and understanding of the practices of C&W Maintenance Service's grounds and turf management services.
4. Meet with identified industry experts from all organic turf management and integrated turf management practices and other experts as needed to have a knowledge of best practices and to identify best practices for the Dover School District.

Committee Outcome: The Ad Hoc Committee will present to the Board their findings and recommendations pertaining to revisions of Review Policy EC - *Buildings and Grounds Management/Integrated Pest Management Program*.

Target Date: Bring recommendations to the Board by the October 7, 2019 Regular Board Meeting.



Transforming Lives Through Education!

At Dover Adult Learning Center of Strafford County, lives are transformed through education. Adults and youth get a second chance, a fresh start or a new opportunity. They become better prepared for work, college & training, and improve their skills as family members & citizens.

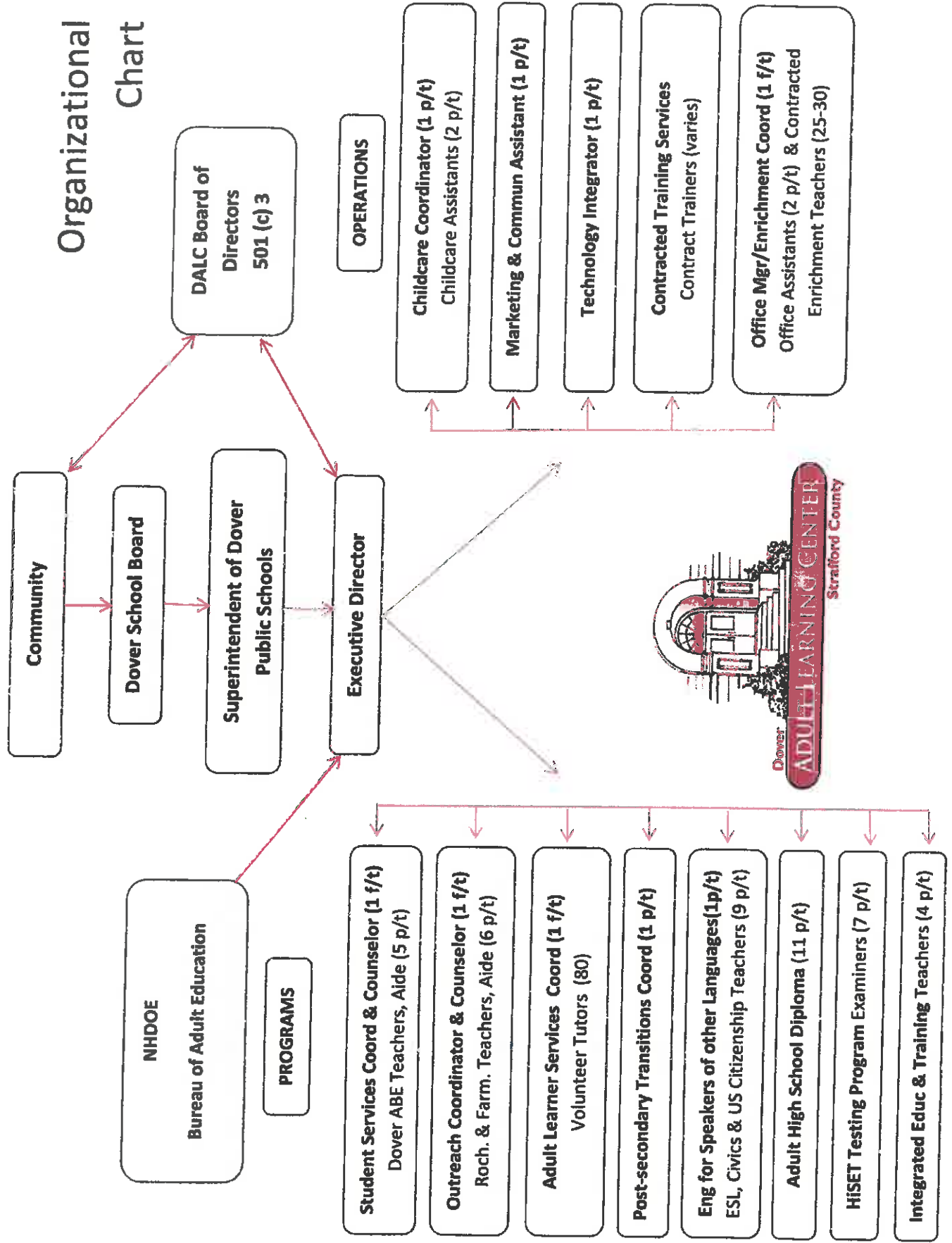
- **Adult Learning in Dover began in 1968, with adults learning to read in a church basement.** Over fifty years later, our multiple locations (Dover, Rochester, Farmington and Strafford County Department of Corrections) serve one of the largest adult literacy populations in the state.
- **In the past 40 plus years, almost 8,000 people have become high school graduates.** The 2019 graduating class numbered 122 adult high school diploma and high school equivalency recipients. 300 people attended our June graduation ceremony, including elected officials from the city and state. Many years, more people earn a high school equivalency here than anywhere else in the state of NH.
- **We are Dover Adult Learning Center of Strafford County.** We serve students in all 13 towns in Strafford County in four locations and with volunteer tutors. We are the **only** adult learning center in Strafford County and the **only** HiSET testing site in Strafford County.
- **Last year, we saw 3,500 enrollments in our educational and testing programs,** about 800 of them in literacy classrooms, where students received instruction in basic math, English, reading and writing skills. Others took computer, adult high school, or enrichment classes. Hundreds took high school equivalency tests (HiSET).
- **We prepare adult graduates to continue their education and prepare for a career.** In addition to reading, writing and math, students learn computer skills, gain "college knowledge" and prepare a career plan. Many enter training, community college or apprenticeships better prepared. This year dozens took part in Integrated Education and Training in the Health and Technology Career Sectors.
- **In 2019, over 200 adults from 50 different countries** took classes to improve their ability to speak, read and write English; earn US Citizenship or gain civics skills. Four levels of ESL in two locations, mini courses in grammar, pronunciation and reading and Civics and Citizenship instruction help many highly educated immigrants assimilate.
- **Last year, 32 children receive care while their parents attended class.** In our childcare room in Dover, they learned their ABC's and numbers, played games, ate healthy snacks and celebrated holidays, birthdays and their diversity.
- **At the Strafford County House of Corrections, 12 inmates earned their High School Equivalency (HiSET) onsite at the jail.** 139 received Adult Basic Education instruction. Another 21 received job preparation skills and nearly 500 participated in anger management, parenting and computer classes there, so inmates leave with skills and credentials for success.
- **We provide a safety net for teens who might otherwise drop out of high school.** Each year, dozens (61 in 2019) of 16 & 17 year olds complete some or all of their high school education with us under alternative learning plans written by their high school counselors. These students become part of the graduation rate instead of the drop out rate.

Visit www.doveradultlearning.org for more information

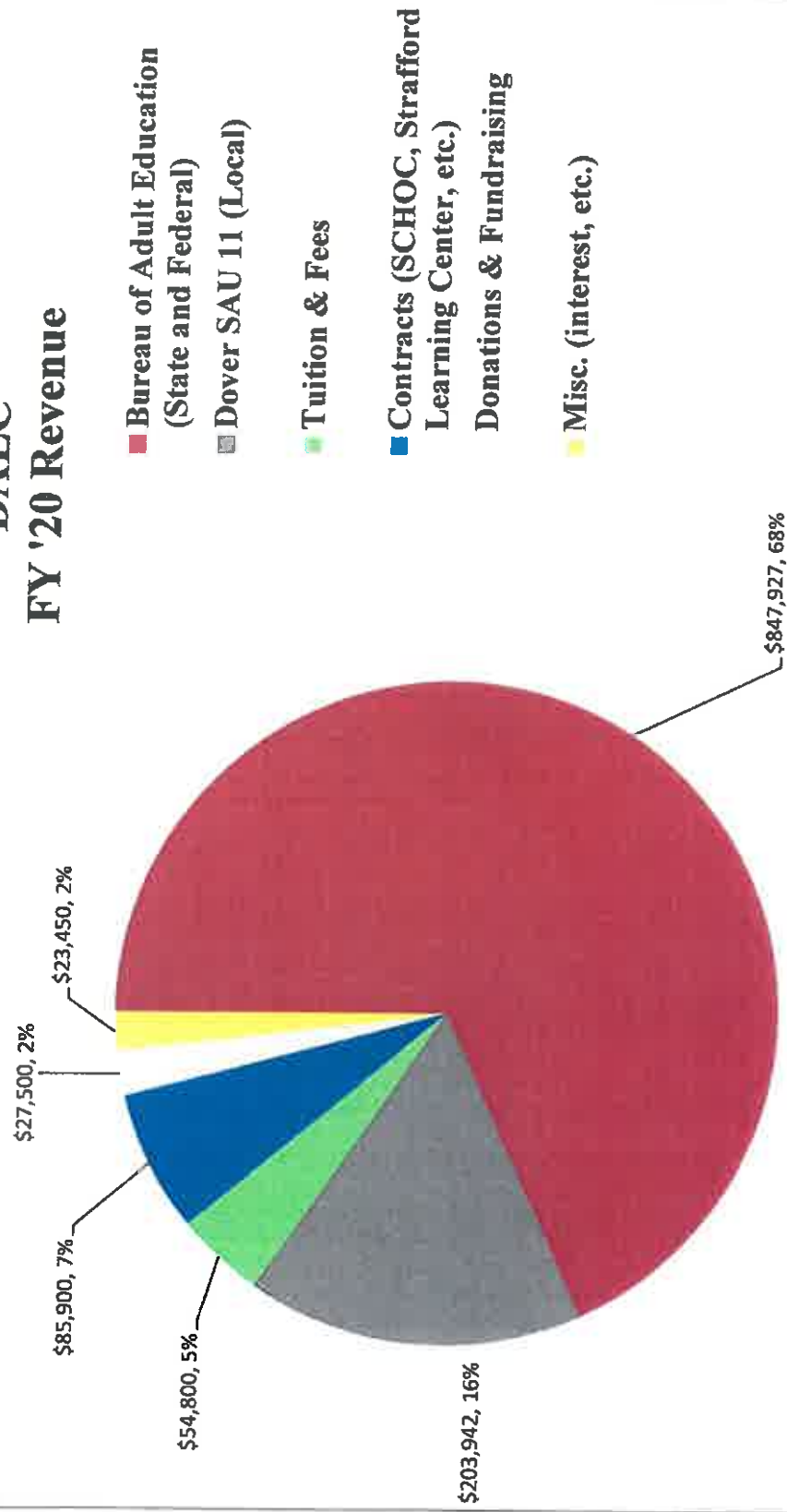
Dover ADULT LEARNING CENTER of *Strafford County*
Report on Enrollment 2018-19 School Year

Literacy & Adult Education	2018-19
1. Classes at Dover Campus	
BASIC SKILLS CLASSES	
Morning Multilevel Academic Skills	22
Afternoon Multilevel Academic Skills	10
Evening Multilevel Academic Skills	12
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES	
Morning Level 1	24
Evening Level 1	32
Morning Level 2	38
Evening Level 2	20
Morning Level 3	31
Evening Level 3/4	39
Morning Level 4	35
ESOL Mini-courses (Grammar and Pronunciation)	62
Advanced ESL (Drama, TOEFL, etc.)	62
ADULT POST-SECONDARY TRANSITIONS	
Coaching	68
Foundations (GBCC DevEd)	35
INTEGRATED EDUCATION AND TRAINING (IET)	
ESL for Health Careers	14
Exploring Coding and IT Careers	16
COMPUTER LITERACY(Beg., Int. & Keyboarding)	30
SUMMER PROGRAM 2018	4
2. Strafford County Adult Tutorial Program	
Students Served	159
Volunteer Tutors (recruited, trained, matched & supervised)	80
3. Childcare for ABE/ESOL students' children - Dover Campus	32
4. Classes at Rochester Campus	
ABE - ROCHESTER INTERMEDIATE AM	
ABE - ROCHESTER BASIC SKILLS AM	
ABE - ROCHESTER MULTI-LEVEL AM	21
ABE - ROCHESTER MULTI-LEVEL PM	17
ABE - FARMINGTON MULTI-LEVEL PM	4
ABE - SATELLITE LOCATIONS (Lydia's, homeless shelter, BCA, etc.)	13
ABE - STRAFFORD COUNTY HOUSE OF CORRECTIONS (SCHC)	139
BEG. READING - ROCHESTER	2
ABE-SPECIAL TOPICS IN MATH	10
ESOL Level 1-2 Rochester	16
5. Counseling & Referral	107
Adult High School Completion	
Adult High School credit class enrollments	254
HiSET High School Equivalency (number of sub-tests administered)	698
Strafford Learning Center after school class enrollments	36
Vocational Preparation	
Computer training at DALC	102
Job Readiness at SCHOC	21
Corporate Training	165
Community Education/Enrichment Classes	
Enrichment enrollments	444
Civics & Citizenship Classes	54
Online Classes (Ed2 Go)	35
Other (Computer, Anger Management, Parenting, Postitive Options, etc)	484
Total Enrollments - All Programs	3447
High School Credentials Awarded:	
Adult High School Diplomas	17
HiSET Certificates	105
High School Credentials Awarded:1968-2019	7894

Organizational Chart



DALC FY '20 Revenue



SOCC

Seymour Osman Community Center

Who are we?

- The SOCC is the community center located in the heart of the Whittier Falls (Dover Housing Authority) neighborhood.
- We offer support and programming for youth and families with a mission of providing A Better Chance to compete in life.

21st Century Community Learning Center Afterschool Program at Woodman Park School

- Originally funded in 2003
- Renewed in 2008, 2013, and 2018
- Goals:
 - Participating students will improve performance in core subjects of Math and Reading.
 - Parents/guardians of participating students will increase their level of involvement in their children's learning.
 - Participating students will increase leadership and responsibility.

21st Century Community Learning Center Afterschool Program at Woodman Park School

- Structure
 - Healthy snack
 - Homework Lab
 - Academic Enrichment Programs
 - Recreation

21st Century Community Learning Center Afterschool Program at Woodman Park School

Attendance	Target	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Youth Per Day (Average Daily Attendance)	70	74	70	77	74	72	101
Youth Served Per Year	100	102	122	121	109	119	155
Regular Attendees (30+ visits)	85/90	99	104	106	102	102	142

21st Century Community Learning Center Afterschool Program at Woodman Park School

- Staffing
 - 2018-19 School Year
 - 16 School Day Staff
 - 7 Community Members
 - 14 UNH Students
 - 3 Middle and High School Volunteers

21st Century Community Learning Center Afterschool Program at Woodman Park School

- 2018-19 Enrichment Programs
 - Offered 7-11 academic enrichment programs per day
 - STEM
 - Art/Music
 - Literacy
 - Community Service
 - Physical Activity

21st Century Community Learning Center Afterschool Program at Woodman Park School

- Key Accomplishments
 - The relationship with the administration and staff at Woodman Park School continues to be our biggest strength.
 - On our largest day, we saw 119 students.
 - The SOCC offered at least 22 family engagement opportunities including community meals and family literacy nights in partnership with Title I, Family Outreach, and the Children's Museum of New Hampshire and Dover Public Library.
 - In addition to leveraging funds to pay staff for facilitating programming, we also partnered with Miss New Hampshire for an anti-bullying program, 4H, UNH Cooperative Extension, Cocheco Valley Humane Society, Historic New England, and the Dover Police Department.

21st Century Community Learning Center Afterschool Program at Woodman Park School

- Progress toward goals
 - 70% of students demonstrated improvement in academic performance, when improvement was needed, as reported by teachers.
 - 93% of parents ranked the impact of homework lab on school performance as Good or Excellent.
 - 96% of students improved in addition/multiplication fact fluency, when beginning the year at level 1 or 2.
 - 85% of students improved in subtraction/division fact fluency, when beginning the year at level 1 or 2.
 - 62% of students met or exceeded their student growth percentile goal on STAR testing.
 - 50% of fourth grade students signed up to be a “helper” in an enrichment program for younger students at least one time during the school year.

21st Century Community Learning Center Afterschool Program at Woodman Park School

- What are parents saying?
 - “staff are amazing! Best program around by far!”
 - “We couldn’t be happier with all the educational (academic and social!) opportunities SOCC offers. When I ask (my daughter) what her favorite part of school is she says “SOCC.” We are so grateful!”
 - “I like SOCC just as much as my kids do!”
 - “I no longer get calls everyday to come pick my child up for his behavior. SOCC is incredible in dealing with the children they are caring for. I look forward to having my son continue on into summer camp. And he is excited too! We are a low income household, so the tiered rate that is based off school lunches allowed me to be able to afford the aftercare without breaking the bank. I hope SOCC sticks around for years to come.”

21st Century Community Learning Center Afterschool Program at Woodman Park School

- Summer Camp
 - Required to run 4 weeks of summer programming
 - Summer 2019, we are running 8 weeks of programming
 - Provide breakfast and lunch
 - Full day academic enrichment programming
 - Field trips
 - Local parks
 - Fort Foster
 - Butternut Farm
 - Dover Public Library
 - NH Fisher Cats
 - Willand Pond low ropes course
 - Garrison Tower
 - Vaughan Woods
 - 63 students have enrolled and average daily attendance is 37.
 - 10 students are transported from Summer LEAP or ESY to SOCC's Camp STREAM

What else do we do?

- Kindergarten afterschool program
 - Began in 2018-19 school year
 - Center based learning
 - 21 students enrolled
 - Average attendance of 11
- Food pantry
- Clothing closet
- Community meals
- Laughton Scholarships for further educational opportunities
- Back Pack program with Rotary Club of Dover
- Shoe & Boot vouchers with Rotary Club of Dover
- Summer meals
- Grab & Go Bags
- Traveling Tales Van visits throughout the summer
- Dover Public Library visits throughout the summer
- Seacoast Area Mobile Market
- PAWS Clinic
- Community Gardens
- Overnight camp scholarships
- Self-Improvement classes for Adults
- Family Fun Events
 - Easter Egg Hunt
 - Fort Foster
 - Bike Parade

Thank you for your ongoing
support



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, August 12, 2019

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 the Board of informational items pertaining to the Dover School District.

BOARD AGENDA ITEMS

Resignations/Retirements – I recommend the Board approve the resignations and retirement as listed.

Leaves of Absence – I recommend the Board approve the leave of absence for Jillian Cote, special education teacher.

Job Shares - None

Nominations – I recommend that the Board approve the teacher nominations as listed. The paraprofessional nominations, non-union nominations, and coaching nomination are provided for Board review and awareness.

Extended Trips – I recommend the Board approve the preliminary trip request for the Dover Middle School Trip to Washington, D.C.

Donations – I recommend the Board approve the August 2019 donations.

POLICY – CHANGES – PROPOSALS - ADOPTIONS

- The following policies are presented for first reading by the Board. I request the Board provide feedback related to the policy pertaining to further revisions.
 - ✓ **IJ – Instructional Materials Selection Policy** – The District's librarians were requested to review the policy to update language and process. This resulted from a parent concerned about a younger student checking out a book that was perceived as not being developmentally appropriate.
 - ✓ **KEC – Reconsideration of Instructional Materials Policy** – See note for Policy IJ.
 - ✓ **KEC-R – Form for Reconsideration of Instructional Materials Policy** – Purpose was to align the form to the revised policy.
 - ✓ **JLCF – Wellness Policy** – Following the audit of the Food Service Program by the New Hampshire Department of Education, the NH DOE provided feedback and recommendations for policy revisions to comply with regulations.
- At the July 2019 Regular Meeting of the Board, **Policy DAF – Time-Effort Reporting/Oversight** was presented to the Board for first reading. The policy has been revised as noted. This is the second reading by the Board. I recommend the approval of the policy.

RESOLUTIONS

- None



DOVER SCHOOL DISTRICT

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Superintendent's Board Report Monday, August 12, 2019

OLD BUSINESS

- **Scope of Work for the Ad Hoc Committee** – A scope of work has been developed for the Ad Hoc Committee pertaining to the review and possible revision of *Policy EC – Building and Grounds Management/Integrated Pest Management Program*. The purpose of the document is to frame the work of the committee. Needed action is for the Board to review and make any revisions that further clarifies the work of the ad hoc committee. In addition, the Board needs to appoint the members of the ad hoc committee and select a meeting date and time. The meetings will need to be posted with agenda and minutes maintained.

NEW BUSINESS

- **Dover Adult Learning Center** – Deanna Strand, Executive Director of the Dover Adult Learning Center, will provide a presentation on today's Dover Adult Learning Center. The purpose is to make the Board aware of the work that is occurring there.
- **Seymour Osman Community Center** – Stacey Kearns will present her report on the 21st Century Learning Grant that provides after school programming for the Woodman Park School students.

BOARD UPDATE

- **July Leadership Retreat** – The annual Leadership Retreat was on July 16 through July 18, 2019 at Wentworth Douglass Hospital. The topics addressed are listed below. In addition, a copy of tasks that are being completed as a result of the work at the July Leadership Retreat.
 - ✓ Evolution of Supervision and Evaluation
 - ✓ Professional Development 2019-2020
 - ✓ First Two Days of School
 - ✓ Performance Goal
 - ✓ District Equity Work
 - ✓ School Based Equity Work
 - ✓ Safety Plan
 - ✓ Infinite Campus
 - ✓ Competency-Based Education
 - ✓ Student Investigations
 - ✓ Investigations Related to Sexual Harassment and Other
- **Racism and Equity** – Mo Nunez, through Greater School Partnership, will serve as the District's coach, facilitator, and coordinator for the continuation of the work with racism and equity. Mo Nunez will also be working with Tim Hall, also with the Greater School Partnership. Tim Hall's focus will be to work closely with Dover High School. During his career, Mr. Hall has served as a highly effective high school principal.

Mo Nunez, Tim Hall, and I have had our first planning session for the 2019-2020 school year. Mara Mallett, Woodman Park Fourth Grade Teacher, participated in the University of New Hampshire's course in racism and equity. She is working with several colleagues from Garrison School and Horne Street School to develop and implement a program for elementary students.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, August 12, 2019

Lisa Dillingham, DTU President, recently completed a training in equity provided by the NEA. Ms. Dillingham is excited about what she has learned, and the application of it to the Dover School District.

I have requested that Mo Nunez join me with meetings with Ms. Mallett and Ms. Dillingham in order that all efforts are coordinated across the District.

- **Mental Health Community Summit** – On June 28, Community Partners and the Dover School District collaborative held a half-day summit titled Mental Health, Suicide Prevention, and Our Community at Wentworth Douglass Hospital. Over forty community members participated in the session. A Steering Committee has been developed to oversee the work of different work groups. Participants from the Summit have agreed to continue the work. The Dover Rotary has also made mental health a priority for their work and will be working this effort.
- **Rollinsford School District** – On July 10, the District received a letter from Robert Gadomski, Superintendent of SAU 56, pertaining to a Request for Information for SAU Services for the Rollinsford School District.
- **Nottingham School Board** – Last week, I was contacted by Scott Reuning, Superintendent of SAU 44. The Nottingham School Board is requesting two meetings with the Dover School Board. The Nottingham Board would like to discuss negotiating the tuition contract and the tuition rate for the 2019-2020 school year.
- **Interviewing and Hiring Cycle** – During July and into August the interviewing and hiring cycle continues.
- **Matt Cahoon** – Kathy Morrison, Sarah Greenshields, Peter Driscoll, Mike Brooks, representatives from the Dover Arts Council and I had the opportunity to tour the theatre facilities with Matt Cahoon. The study has officially started. A copy of the Matt Cahoon's proposal is attached for your review – *Dover High School Theatre – 08.06.19*.
- **Amanda Russell and Keith Holt** – I have requested a regular cycle of meetings with Amanda Russell and Keith Holt as chair and vice chair to coordinate my thinking and direction with the Board. I have done this in the previous districts where I have served as the superintendent. I will keep the full-board informed of our discussion topics. I hope this will continue to strengthen communication and my alignment with the Board. We have agreed to meet the fourth Monday of each month.
- **Board Special Session on Monday, August 26**
 - ✓ **Philosophical Documents** – During the 2018-2019 school year, the Teaching and Learning Committee developed several philosophical documents to guide the learning work of the District. Attached are the following documents: Portrait of a Graduate and Education Philosophy. I am recommending the Board review these documents in advance of the Monday, August 26 Special Session. The administration is seeking the Board's feedback in order to start the process of finalizing these documents.
 - ✓ **Parent/Guardian Data Dashboard** – The Data Committee has developed a Parent/Guardian Dashboard. This will also be reviewed at the Monday, August 26 Special Session. Feedback is being sought on this document.



DOVER SCHOOL DISTRICT

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Superintendent's Board Report Monday, August 12, 2019

- ✓ **Board Data Dashboard** – The Data Committee has started the development of a Board Data Dashboard. Additional input and direction is needed from the Board.
- **Back-to-School August 2019 Dates** – Board is invited to attend any of the following:
- ✓ **New Teacher Breakfast – Monday, August 19, 7:30 a.m. Dover High School**
- ✓ **Monday, August 26 – First Day for Teachers**
 - 7:30 a.m. – Breakfast & Gathering
 - 8:00 a.m. – General Assembly
 - 9:15 a.m. to 3:15 p.m. – School Based
 - 9:15 a.m. to 3:15 p.m. – Dover High School Professional Learning
 - 9:15 a.m. to 3:15 p.m. – Dover Middle School Professional Learning
 - 9:15 a.m. to 2 p.m. – Foundations Training for K through 2nd Grade – Dover High School
 - 9:15 a.m. to 12:15 p.m. – Grades 3 and 4 Identify units that require further development regarding bias – Mo Nunez
 - 1:00 p.m. to 3:00 p.m. – Elementary Paraprofessionals – Mo Nunez – Continue work on racism and bias
- ✓ **Tuesday, August 27 – Teacher Workday**
 - School Staff Meetings
 - Workday
 - K-8 Open Houses
 - DHS Orientations
- ✓ **Other Back-to-School Dates**
 - Wednesday, August 28 – First Day for Students
 - Thursday, August 29 – Second Day for Students
 - Friday, August 30 – No School – Labor Day Weekend
 - Monday, September 2 – No School – Labor Day



Dover High School Theatre

08.06.19

Matt Cahoon

603-289-3636

mcahoon@tkapow.com

Overview

This document provides an outline of proposed work for the Dover HS theatre project.

Areas of Priority

1. Evaluate current policies and procedures for use of the auditorium by outside users and provide suggestions/feedback.
2. Develop policies and procedures for operation of technical equipment.
3. Create technical manual including equipment inventory for potential users.
4. Establish safety protocol for all users.
5. Initiate technician certification program to ensure the safety of performers and protection of school assets.
6. Supply sample business models for auditorium management.
7. Provide programming suggestions for short-, mid-, and long-term season planning for the auditorium.
8. Provide suggestions for business operations systems suggest as box office, accounting, graphic design, and scheduling software.
9. Evaluate available funding options and make suggestions for patron stewardship programs.

Foundational Principle

"Like a new version of the old town square, a school can serve as a community hub that teaches its occupants about collaboration and the common good." -U.S. Department of Education report *Schools as Centers of Community: A Citizen's Guide for Planning and Design*

Work Plan

I. Policies and Procedures

August-September, 2019. I will start by looking at the current rental policies and procedures. I will provide the SAU with examples of policies from comparable venues around the state. I will work with the SAU to run a fee analysis through the



School Facilities Cost Calculator to ensure that pricing is competitive with comparable venues and that the school is getting the maximum rental income without sacrificing potential business. I will then look at the contract itself and make recommendations for edits. The next step will be establishing procedures for day-to-day operation of the facility.

II. Technical Operations and Safety

September-November, 2019. I will meet with school personnel responsible for the oversight of the production equipment. I will make recommendations for an approved technician certification program and will provide materials to assist in the training of student technicians. I will work with school personnel to create a tech info packet that includes policies, inventories, and drawings. I will provide information relating to theatre safety and make recommendations for safety training for school personnel and students.

III. Business Models and Management Systems

November-December, 2019. I will provide examples of business models at comparable facilities and will help to tailor a few models that might best suit DHS and the DAC.

IV. Programming and Season Curation

November, 2019-January, 2020. I will work directly with the DAC to provide programming suggestions for a 2020-2021 series of performances at DHS. This timeframe will allow me to represent DHS at NEFA's Idea Swap (early November), the APNNE pre-APAP meeting (early December) and at the APAP conference in NY (early January). I believe that I can make recommendations that will have little to no cost to DHS or the DAC but will still provide high quality performances for the school and community.

V. Fund Development and Stewardship

February-April, 2020. I will provide assistance in terms of partnering on grants through the NEFA Expeditions program (late February grant deadline) and make recommendations regarding NEST grant applications (deadline April 1). I will also work with school personnel to investigate the possibility of applying for funding from the NHSCA (deadlines in early April).

VI. Final Report

May-July, 2020. I will provide the SAU and the DAC with a final report of my work on the project. The report will outline the steps I took along the way and make specific recommendations for future work.



DOVER SCHOOL DISTRICT

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Dover School District Portrait of a Graduate July 2019

A Dover Graduate Demonstrates....

Global Citizenship and Character

- ❖ Approaches challenges with a growth mindset.
- ❖ Persists through difficulties.
- ❖ Assumes responsibility of continued learning for professional and personal fulfillment.
- ❖ Ability to self-reflect, self-regulate and have integrity.
- ❖ Participates in the democratic process and impacts the community responsibly.
- ❖ Identifies, defines and solves authentic problems that impact human and environmental sustainability.
- ❖ Understands the local and global implications of civic decisions.
- ❖ Demonstrates compassion and empathy for others.
- ❖ Respects diversity of opinions.

Critical Thinking and Creativity

- ❖ Asks pertinent inquiry questions.
- ❖ Collects, assesses and analyzes relevant information and constructs meaningful knowledge.
- ❖ Synthesizes from multiple disciplines and considers and pursues novel ideas and solutions.
- ❖ Makes connections between disciplines and identifies patterns.
- ❖ Turns ideas into action.
- ❖ Uses creativity to challenge ideas.
- ❖ Reflects critically on learning experiences, processes and solutions.

Collaboration and Communication

- ❖ Listens actively.
- ❖ Speaks and writes effectively with a variety of styles, modes and tools.
- ❖ Adapts communication to the needs of an audience.
- ❖ Gives and receives feedback.
- ❖ Seeks cultural understanding.
- ❖ Works effectively and respectfully with diverse teams.
- ❖ Assumes shared responsibility for collaborative work, values individual contributions made by each team member, and owns team outcomes.
- ❖ Understands the rights, responsibilities and the risks of living in an evolving digital world.
- ❖ Peacefully resolves conflict.
- ❖ Thinks flexibly.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Dover School District's Educational Philosophy July 2019

Introduction

Education is a human endeavor. For a school district to succeed with all learners, it requires a community of adults who are committed to being continuous learners and who embrace their own leadership capacities within the district, school, and team or department. We must all come together with a common focus of student success.

The leadership of a school district goes well beyond the school board and the administration. Every school community member serves in a leadership capacity at one time or another as they make decisions that affect student successes. Not only are teachers leaders of their classrooms, but also, leaders of their teams or departments. As the District strives to strengthen student's voice, choice and engagement, the students also serve in the development and leadership of their own personalized learning program.

All learners must embrace a mindset of continual growth and learning to effectively navigate a constantly evolving world of technology, economics, politics, and social justice. All members of the learning community are empowered learners who derive fulfillment and joy from learning.

Learning Philosophy

The Dover School District believes that education can be the most powerful mechanism of social change. We celebrate the individual differences young people bring to an educational environment. To find fulfillment and joy in learning, students must experience meaningful relationships, become competent in their learning, and participate in high quality work. Educational excellence comes from producing work that is of use to others, and helps learners grow a sense of self through engaging with the larger community, both physically and mentally.

To support our students as successful learners, the Dover School District will use a competency-based education system. Competency-based learning provides an educational culture that promotes high student achievement through personalized learning supported by student voice and choice.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Dover School District's Educational Philosophy July 2019

Statement of Beliefs

The following beliefs establish the Dover School District's foundation for educational directions and decisions:

What we believe about student learning:

- We honor our professional responsibilities to the learning and high achievement of all students to reach their full potential.
- We believe learners vary in the pace at which they learn, in the subjects and topics they find interesting, and the types of materials they find engaging.

What we believe about the learning environment:

- We provide an emotionally and physically safe learning community through the establishment of school and classroom norms and relationships.
- We use our educational expertise to create innovative learning experiences.
- We use a variety of instructional strategies to meet the needs of diverse learners.
- We use time, resources, and structures wisely, to facilitate staff and student learning.
- We recognize that teachers, families, parents, guardians, and the community are critical partners in ensuring each student's success.
- We recognize that instructional programs are continually improved by the consistent use of data-based decision making.

Statements of Practice

The following practices guide instruction, student learning and achievement.

Curriculum Practices:

- We align standards, curriculum, and assessment to design instructional programs.
- We establish clear and specific student achievement goals, including resources to reduce achievement gaps linked to poverty and minority status.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Dover School District's Educational Philosophy July 2019

- We analyze and use student data to become deeply knowledgeable about performance issues and to understand the nature of the achievement gap and act to close the achievement gap.
- We set high goals to continually improve and increase student proficiency in reading and math; seeing that a significant portion of the school's students reach advanced achievement levels.

Practices about learning experiences that foster global citizenship and character, critical thinking and creativity, and collaboration and communication:

- We involve higher-order cognitive and cross disciplinary processes to reach a deep understanding of content and issues in a contemporary world.
- We design integrated learning experiences that are active, authentic, challenging, and student centered, designed to impact the world, locally or widely.
- We believe in learning and developing the ability to navigate in an evolving digital world.

Teaching Practices:

- We believe that teaching focuses on the creation and application of new knowledge in the real world, adding to the learner's capacity to use knowledge in new ways to solve new problems.
- We believe that teaching intentionally forges new learning partnerships between and among students and teachers, because the learning process becomes the focal point for the mutual discovery, creation, and use of knowledge.
- We believe in supporting a global community by expanding the learning environment beyond the traditional classroom walls to use time, space, people, and the greater community as a catalyst for building new knowledge and creating a robust culture for learning.
- We believe teachers leverage and integrate digital tools to accelerate and deepen learning.

Practices of instruction:

- We believe that questions hold the same amount of value as their answers do. The process of learning, discovering, and conveying information is as important as the result.
- We believe in student driven models of learning, that the selection of approaches provides an opportunity for varied demonstrations of knowledge.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Dover School District's Educational Philosophy July 2019

- We believe learning designs are scaffolded and built on relevance and meaning, and explicitly connect to real world application.
- We believe students need to develop and use the skills to collaborate within the classroom and beyond.
- We believe in the ongoing assessment of learning that is embedded, transparent, and authentic. We believe in a cycle of reflection where students define personal goals, monitor progress toward successful criteria, and engage in feedback with peers and others.
- We seek out, review, evaluate, and incorporate research based practices.

Practices of professional learning:

- We believe that professional development is purposeful, engaging, and enriching professional learning. It is characterized by sustainability, best practice, and self-reflection, resulting in continuous educator growth, district cohesion, and improved student learning.

Practice for innovation:

- We are committed to the formation and development of professional learning communities to support innovative practices that will improve student learning and achievement.
- We establish norms and relationships that foster transparency, resulting in the creation of intentional mechanisms for identifying and sharing innovative practices.
- We encourage educators to innovate knowing sometimes we fail forward.
- We build common language and skills in using research-based instructional practices.
- We provide sustained opportunities for educators to build their knowledge and skill in using the new practices with feedback and support.
- We provide instructional coaches to support teachers in the pursuit and development of effective and innovative pedagogical practices.