



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #4
Meeting Location:	McConnell Center, Room 305
Meeting Date:	Monday, April 12, 2021
Meeting Time:	7:00 p.m.

- A. **CALL TO ORDER**
- B. **ROLL CALL**
- C. **PLEDGE OF ALLEGIANCE**
- D. **AGENDA APPROVAL**
- E. **CITIZENS' FORUM**
- F. **APPROVAL OF MINUTES**
 - 1. Budget Workshop #2, March 1, 2021
 - 2. Budget Workshop #3, March 8, 2021
 - 3. Regular Meeting #3, March 8, 2021
 - 4. Joint Dover/Nottingham Meeting, March 22, 2021
- G. **CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Bruce Patrick / Dean / Dover Middle School / Retirement
 - b. Bethann Cancellieri / Teacher / Dover High School CTC / Retirement
 - c. C. Patrick West / Teacher / Horne Street School / Resignation
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:**
 - a. Jillian Cote & Kerry Siebersma / Horne Street School
 - 5. **Nominations:**
 - a. DEOP Nomination
 - b. DTU Nomination - 21-22
 - c. DPA Nominations
 - d. Non-Union Nomination
 - e. Spring Coaches Nominations
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** None
- H. **STUDENT REPORT:**
- I. **POLICY – CHANGES – PROPOSALS:**
 - 1. EC – Buildings and Ground Management/Integrated Pest Management Program (submitted by Diana Carpinone) – First Reading
- J. **POLICY ADOPTION:** None
- K. **RESOLUTIONS:** None
- L. **OLD BUSINESS:** None
- M. **NEW BUSINESS:**



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1. COVID-19 Pandemic Data Update / COVID-19 Vaccination Clinic Update
2. Voyage Mark II Scale Model Solar System Exhibition
3. Garrison Elementary School Mini-Grant Approval
4. Purple Star Program
5. Facilities and Grounds Use (Apple Harvest Day)
6. Review of Capital Projects
7. Establish Date for Math Adoption Review
8. Condition of Accounts

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

P. COMMITTEE REPORTS

Q. SCHOOL BOARD MATTERS OF INTEREST

R. ADJOURNMENT

Citizens, 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.

Bruce Patrick
Dover Middle School
Dover, NH 03820
3/17/21

Dr. William Harbron
Superintendent of School
Dover School District
Dover, NH 03820

Dear Dr. William Harbron:

Please accept this letter as a formal retirement. I would like to thank the students, faculty, staff, parents, administration and school board for the opportunity to be part of the Dover School Community for the past forty years, I will miss you all dearly. It is now time for me to retire from my position as Dean of Students at Dover Middle School at the end of the 2020-2021 school year.

I wish Dover and all its employees a safe and healthy future.

Sincerely,

A handwritten signature in black ink, appearing to read "Bruce Patrick", with a stylized, flowing script.

Bruce Patrick
Dover Middle School

Bethann Cancellieri
Marketing Teacher/Academic Coordinator
Dover Regional Career Technical Center

March 24, 2021

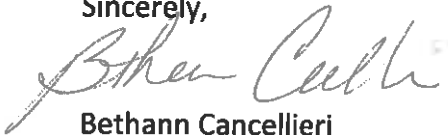
Dr. William Harbron
SAU 11/Dover School District
Dover, NH 03820

Dear Dr. Harbron,

This letter is to inform you that I will be retiring from the Dover School District at the end of the 2020-2021 school year.

Throughout my thirteen years at Dover, I have met and worked with wonderful students, staff, administration, and community members. Dover has provided me many opportunities, both personally and professionally. I will always be grateful for the time spent in this community.

Sincerely,

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

Bethann Cancellieri

C. Patrick West
85 Glen Hill Rd
Dover, NH 03820

April 02, 2021

Horne Street Elementary School
78 Horne Street
Dover, NH 03820

Dear Patty,

It is with a heavy heart that I must inform you of my intention to resign from my position as a 4th-grade teacher at Horne Street School, effective at the end of the day on Friday, June 4th.

As you are already aware, my husband and I are in the process of moving to Duluth, Georgia to be closer to our family. I have accepted a 2nd-grade teaching position at Nesbit Elementary School in Tucker, Georgia for the coming school year.

While I am excited about this change, it is very bittersweet. All of my teaching experience has come from my years here at Horne Street. I have learned from the best, and I cannot think of a finer group of colleagues and administrators. I will miss the camaraderie and the family environment that makes Horne Street so special and unique. My time here has more than prepared me for my next adventure.

In my 20+ years in the financial services industry, and now with 8 years in education, I can honestly say that I have never worked for a more caring, capable, and professional leader. You are such a gift to this school and the Dover School District, and I will miss working under your leadership more than I could ever express. You are amazing!

Thank you for all of your support, guidance, and understanding over the past several years.

With love and appreciation,

A handwritten signature in cursive script that reads "C. Patrick West". The ink is dark and the signature is fluid, with a large initial "C" and a stylized "P" and "W".

C. Patrick West

Special Education Job Share Proposal

Horne Street School 2021- 2022

Jillian Cote & Kerry Sieber sma

February 2021

Dear Superintendent Harbron & Dover School Board Members,

Below is a detailed proposal for a Special Education job share position at Horne Street School. We appreciate your time and consideration in reviewing this request and look forward to your response.

Overview

Jillian Cote and Kerry Siebersma would like to propose a job share for a Special Education case manager position at Horne Street School with a 50/50 split for the 2022-2023 school year. Jillian and Kerry have been sharing this position throughout the current school year and have been successful in collaborating to provide specialized instruction and effectively fulfill all job responsibilities to meet the needs of students and families at Horne Street School. Prior to this school year, Jillian and Kerry worked together as HSS Special Educators, with Kerry filling a long-term substitute position while Jillian was on family leave.

Before sharing our current position, we had the unique opportunity of working in a model that had similarities to a job share. When Jillian originally went out on maternity leave in the spring of 2019, Kerry came in as her long-term substitute. Prior to this transition, we met several times to discuss each of our student's IEPs, goals and objectives, extended school year services, ABA supports, routines and procedures for emergencies, lesson planning including how plans aligned with goals, progress monitoring on each student and any daily concerns or issues that needed to be addressed. We successfully transitioned students from a classroom run by Jillian to a classroom run by both of us to a classroom run by Kerry. All daily routines, posted visuals, reward systems, instructional models and classroom expectations were seamlessly transitioned from one teacher to another. As Kerry continued to be the Kindergarten/ 1st grade case manager during the 2019/20 school year, the classroom was set up and run using the original model as we both share not only the same teaching methodology and philosophy, but also our approach in the case management role with the same philosophy and guiding principles. Throughout the 20-21 school year, we have worked together to meet the needs of our students, fellow educators and HSS families. Our teamwork and dedication to our role and Special Educators has resulted in effective collaboration, specialized instruction, increased communication and support for families and high-quality case management services.

As educators, we share important fundamental principles such as strong relationships with families, open communication for both achievements and next steps, organization systems that ensure all student needs are met and goals and objectives are being evaluated and assessed, and our role in meeting student's unique, individual learning goals. We believe that working together in a job share model will maximize our individual strengths as educators and complement one another. Our years of experience combined with similar teaching styles

and philosophies will create highly effective instruction and Special Education services to the students at Horne Street School.

We are both greatly invested in Horne Street School as educators, parents and members of this community and are 100% committed to continuing this job share as a positive experience for HSS. We are enthusiastic about this model and are pleased with how we have performed as a team this year. We view our position as being beneficial for students, teachers, administration and families. It allows us to provide high quality instruction and effectively fulfill the many responsibilities involved in Special Education. We plan to continually keep our students and their families as our number one priority, and we are excited about continuing to serve our student population.

Thank you for your time in reviewing this request and we hope that you will consider this proposal to continue the Special Education job share position for the 2021-2022 school year.

Details

Schedule

Teacher A works Monday, Tuesday and Wednesday a.m.

Teacher B works Wednesday p.m., Thursday and Friday.

We feel this schedule is best for teachers and students and provides the most consistency with instruction and services.

Communication

We are aware that student needs arise at any time throughout the week, which may require us to be flexible with scheduling and be accessible to team members and administration on any given day. We have been committed to meeting the needs of students and their families, even on days that we are not scheduled to be at school.

We plan to communicate with each other in several ways. Scheduled co-planning time will happen every Wednesday during our overlap time. Weekly team meeting will address larger special education issues. Daily reports will be kept in a communication log in our shared drive. Unexpected events will be communicated through emails and texting as well as phone calls. We both agree that communication and flexibility is imperative in order for this model to be successful and plan to work together to be in constant communication via text and phone call and be available should situations arise.

Curriculum Planning

We understand that this model will require an extensive amount of collaboration and careful planning together. We would plan to meet during the summer, front load planning, and work together throughout the first weeks of school. This will allow us to transition new students and

first graders into their classrooms and routines as well as begin implementation of the curriculum. We would like to have plans completed a month in advance. Curriculum and interventions will be developed and implemented around student's individual goals and objectives.

Splitting Caseload/IEP Meetings/Progress Monitoring & Reporting

We are flexible about how the caseload will be divided and anticipate that changes will be made throughout the year. We have maintained our goal of both case managers being knowledgeable and familiar with the entire caseload, including all IEPs, goals, services and schedules. We will divide the caseload evenly with classroom placement in mind (we would like to have one case manager per classroom/teacher).

In order to maintain an equal workload, we will also consider dates of student triennial evaluations and alternate incoming referrals. With a smaller group of students, the case manager will have a stronger focus on each student, a deeper connection with families, and effectively fulfill all case management responsibilities including paperwork requirements, testing, reports, communication and meetings.

While either case manager can step in and problem solve, facilitate a meeting, or handle a situation at school we have a special focus with our "group" of students, parents and teachers. In addition to reviewing all student files and IEPs prior to the start of school, both case managers will have access to the entire caseload in NHEISIS. This allows either educator to address needs that arise with knowledge of student files and access to NHEISIS.

Classroom Management

We share a genuine vision of what effective classroom management looks like. Horne Street School follows a Responsive Classroom Approach and has adopted common signals and routines in the classroom. Our special education classrooms follow these as well as additional structure provided in the behavior management process, as a few of our students have BCBA services or behavior plans that govern what their individual plan might be.

Special School Events/Meetings/Snow Days

Both Kerry and Jillian will attend the first week of school, teacher workshop days, faculty meetings, transition meetings and Special Education case manager meetings. Snow days will be calculated and shared 50/50 at the end of the school year.

Insurance

Only one teacher would receive school insurance- Jillian Cote

Advantages of Job Sharing

For Students

- Enthusiastic, energetic and focused teachers with two sets of skills, talents and experience.
- Two educators collaborating to plan and deliver instruction results in the sharing of new ideas and methods of delivery as well as learning activities to increase student engagement.
- Job share model encourages student flexibility in working with several adults while maintaining consistency in teaching style, daily schedule/expectations and classroom management.
- More eyes on students, multiple perspectives and increased awareness of student functioning, progress and areas of concern. With two teachers attending to students and sharing observations, student needs will be better met and reduce the risk of anyone falling through the cracks.
- Improved case management services due to smaller caseloads and increased attention to each student's file, IEP and individual needs in and out of the classroom.

For the School and Teachers

- Two special educators are better than one. Teachers and staff will have access to more resources for collaboration, sharing of ideas and questions. Having multiple perspectives will be beneficial for all.
- Increased support for classroom teachers and specialists. One primary case manager for each classroom- higher quality collaboration and time with each student's case manager. The smaller case load will allow for increased focus and attention to student needs on a more detailed, intense level than before.
- Improved staff morale as a result of more manageable caseloads and flexible schedule. Enthusiastic case managers with more creativity, focus, and energy. This will optimize instruction and student learning.
- Potential for reducing the need for substitute teachers. If one CM needs to be absent, we will attempt to cover each other as best we can with the goal of providing consistency for students. Any absences covered by case managers will be tracked and made up in order to maintain a 50/50 share.

For Parents

- A deeper connection with primary case manager with a smaller case load.

- Benefits of improved instruction with two enthusiastic and energetic teachers.
- Although each student and family will have a single, primary case manager as their contact, all families will have access to both special educators for questions, ideas and concerns.
- A case manager who is able to complete all responsibilities in an effective manner and confidently work to meet the needs of their child.

For Job Sharing Special Educators

- Increased energy, creativity and balance between work and personal life.
- Less burn out and improved performance in all areas.
- More balance and competency in fulfilling the many roles involved in the special educator position. We will be better able to meet the numerous responsibilities and requirements involved in special education.
- Smaller, more manageable caseloads will improve services.
- Team model allows for greater professional dialogue, sharing of ideas and broadening skills together.

In our experience throughout the 2020-2021 school year, job sharing has provided a team approach that maximizes our individual strengths and complements our talents. This has improved instruction and service delivery for students, parents and teachers. The job share position has been a positive experience for us, our students, their families and our colleagues. We hope to continue sharing this position for the upcoming year and look forward to improving on the positive aspects created during the current school year. Thank you!



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

TO: **DOVER SCHOOL BOARD**

DATE: April 12, 2021

MEMORANDUM: Nomination and Election of Administrative Assistants (DEOP)

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 2020-2021 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Wells, Jessica	Admin Assistant	Dover Middle School	Shirley Glennon	\$/hr 20.24	C4, Step 6

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

TO: **DOVER SCHOOL BOARD**

DATE: April 12, 2021

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 2021-2022 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Day, Elizabeth	OT for 2021-2022 SY	District	Contract Position	TBD	BA, Step 9

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

TO: **DOVER SCHOOL BOARD**

DATE: April 12, 2021

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 2020-2021 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Brown, Kayla	Paraprofessional	Horne Street School	Lisa Ferland	\$15.20/hr	C2, Step 3
Leahy, Sarah	Paraprofessional	Woodman Park School	Heather Maxwell	\$22.01/hr	C3, Step 6

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

TO: **DOVER SCHOOL BOARD**

DATE: April 12, 2021

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 2020-2021 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Bennett, Amberle	Social Worker	Dover Middle School	Stacey McDonough	\$30/hr	N/A

Recommendations

To: Dr. William Harbron
From: Peter Wotton
Re: Coaching Recommendations
Date: March 30, 2021
Cc: Peter Driscoll
Kim Lyndes
Robin LaFleur

I would like to recommend that the following individuals be nominated for the following Coaching positions at DHS and DMS for the 2021 Spring Sports Season.

<u>Position</u>	<u>Name</u>	<u>Stipend</u>	<u>Replaces</u>
Varsity Baseball	John Carver	\$4312.50	Scott Lucius
JV Baseball	Michael Williams	\$2775	
Reserves Baseball	Brendan Dimon	\$2250	
Varsity Softball	Chris Caswell	\$4312.50	
JV Softball	Joseph Marasca	\$2775	
Reserves Softball	OPEN	\$2250	
Boys Var Lacrosse	Liam Murphy	\$3075	
Boys JV Lacrosse	Neal Stacy	\$2025	
Girls Var. Lacrosse	Dana Gray	\$3075	Kerry Williams
Girls JV Lacrosse	Don Wason	\$2025	
Boys Tennis	Brian Beck	\$2512.50	
Girls Tennis	Dan Casey	\$2512.50	
DHS G Head Track	Nick Piatti	\$4312.50	Christen Wilhelm
DHS B Head Track	Christen Wilhelm	\$4312.50	
DHS B/G Ass't Track	OPEN	\$2550	
DHS Boys Volleyball	Katie Lynch	\$800 (out of coach contingency)	
DMS Head Track	Laura Towle	\$2550	
DMS Asst Track	Kaylee Towle	\$1612.50	
DMS Baseball	OPEN		

Please contact me with questions or concerns.

DOVER SCHOOL DISTRICT POLICY CODE: EC

DATE OF ADOPTION: DECEMBER 14, 2020

PAGE 1 OF 2

BUILDINGS AND GROUND MANAGEMENT / INTEGRATED PEST MANAGEMENT PROGRAM

School District properties will be maintained in good physical condition: safe, clean, and sanitary, and as comfortable and convenient as the facilities will permit or the use requires. In the event the District receives money from the state School Building Aid program, the district will develop a 20-year maintenance plan, as required by statute.

The Facilities Director, who reports to the Business Administrator, will have the general responsibility for the care, custody, and safekeeping of all school property, establishing such procedures and employing such means as may be necessary to discharge responsibility.

The Buildings and Grounds committee shall oversee the implementation of policy for School District properties.

The School District will work in coordination with the City Community Services Department to maintain shared-use grounds, including but not limited to playgrounds and playing fields.

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

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

Turf management and pest control products will be used when students are not on the property and areas treated will be posted as such. The District will make all reasonable efforts to follow ~~the Principles of Natural Turf Management,~~ **guidelines set forth in the NOFA Standards for Organic Land Care** provided that those methods both address the need for usable turf surfaces and preserve the investment of the property being treated.

The following turf care procedures will be implemented:

- **Mowing equipment will be cleaned regularly with blades sharpened to meet industry standards**
- There will be no automatic application or blanket application of weed or pest control.
- Each playing field will be spot checked for grubs during the month or months most important in the grub life cycle.

- **If grubs are present above the monitoring threshold, these areas will be spot treated with an organic compatible product.**
- Each field will be soil tested on an annual basis.
- Fields will be top-dressed with compost as needed.
- Each field will receive a **regular aeration, this may be** plug aeration, a slice aeration, and a deep tine aeration **and/or shatter tine aeration as needed to alleviate compaction.**
- Each field will be slice seeded using ~~native and common type grass seed~~ **species adapted to the region appropriate for high use athletic fields.**
- Strategic turf replacement with pre-cut sod will be placed as needed (e.g., goal mouths). Lime will be applied to all fields to maintain proper PH balance, **when soil tests indicate it.**
- Appropriate **organic nitrogen (NPK)** Fertilizer applications **3-4** times per year to encourage deep and healthy root growth. **Fertilizer will contain zero Phosphorous to protect water quality, unless soil testing shows a deficiency. All other nutrients and amendments will be applied based on the results of a soil test.**

The appropriate weed and pest control will be used only as needed and should be organic, as defined by the USDA, **or designated EPA minimum risk (FIFRA 25(b) exempt).** **Regular pest monitoring will be performed to indicate if a control product is needed.** There will be no **set schedule, or** automatic application of weed control or pest control. Irrigation control will be used to maintain the appropriate saturation of the soil and all fields will be maintained between at a height of 2 1/2" to 3" except Fiske field in the fall that is required to be not more than 1" - **2 1/2"** in height for Field Hockey.

In those instances where **all reasonable efforts fail to control a pest** ~~pesticide products fall outside of these specific guidelines~~, the District's decisions on pest management methods or product selection will conform to the spirit and intent of this policy and these guidelines **by choosing the least toxic product available, and following the NOFA Standards for Organic Land Care guidance on non-organic rescue treatment.**

Requests for rescue treatment will be approved by the Buildings and Grounds committee. If any non-organic applications are approved by the committee, the District shall make an advance notification by letter publicly available at least 7 days before application.

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

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

Adopted December 11, 2017

Revised December 14, 2020

Garrison PTA Mini Grant 2021

Joe Boles, Physical Education Instructor
Garrison Elementary School, Dover NH

Explain the need and what you hope to accomplish with this grant.

Each year I do a jump rope and basketball unit with the entire school. The students really enjoy both of these units. I often see the students practicing their jump rope tricks as well basketball skills at recess. When teaching my lessons I provide equipment modifications to create the best learning experience for each student. The majority of the jump ropes we have in the P.E. closet are speed ropes. These ropes tend to be lighter, allowing the person using the jump rope to turn the rope faster. Speed ropes are good for more intermediate jumpers, not students starting off. Our current speed ropes do not have ball bearings in the handles. This makes it more difficult for the students to turn the jump ropes. I have found that students have more success using beaded ropes, also known as segmented ropes. The beads provide more weight to the rope, this actually makes it easier for the students to turn the rope. The beads also prevent the rope from tangling. I believe that by providing the students with beaded ropes will give them the resources to be more successful and find more enjoyment in jumping rope. Last year was my first year at Garrison. I noticed during our basketball unit that most of the basketballs we have are full size. These full size basketballs make it difficult for the students to control the ball while dribbling, and the weight of these basketballs make it difficult for the students to shoot. Due to wear and tear over the years the basketballs do not stay inflated. During our unit I had to reinflate the balls multiple times throughout the day. By getting the proper sized basketballs it will allow the students to be more successful while in class.

Brief description of your proposal:

I am proposing the purchase of segmented jump ropes. I would like to purchase three different sizes of beaded ropes. I would like to purchase six foot, seven foot, and eight foot beaded ropes. It is important that students use a jump rope that fits them correctly. This will provide the students with the best opportunity for success. I am proposing the purchase of 24 composite basketballs and 10 Mikasa rubber basketballs. Composite balls are great for indoor use and provide good grip for the students. The composite balls would be a size 5 basketball. A size 5 basketball is a junior ball and would be the best size for elementary students. The size 4 Mikasa rubber basketballs would be beneficial to have. They would support students who may need a ball that is lighter and smaller than the size 5 composite balls.

Total funds requested: \$

- \$1021.00

(Note from Julie Forest: Received quote from sporting goods company, Gopher, on 3/10/2021. Was able to get a discount on our order for total of \$880.00)



Presented by:
Staff Sgt. Rick Frost

Frank Edelblut
Education Commissioner

Maj. General David Mikolaities
Adjutant General, New Hampshire National Guard

Barbara Mitera
NH Bureau of Student Wellness

This meeting is being recorded for future distribution



The Purple Star Initiative is a collaboration between the NH National Guard, the NH Department of Education, the Governor's Commission on Alcohol and Other Drugs Joint Military Task Force, and the Bureau of Drug and Alcohol Services



The Purple Star Award for military-friendly schools recognizes schools that show a major commitment to students and families connected to our nation's military.

Schools that earn the award will receive a special Purple Star recognition to display onsite.



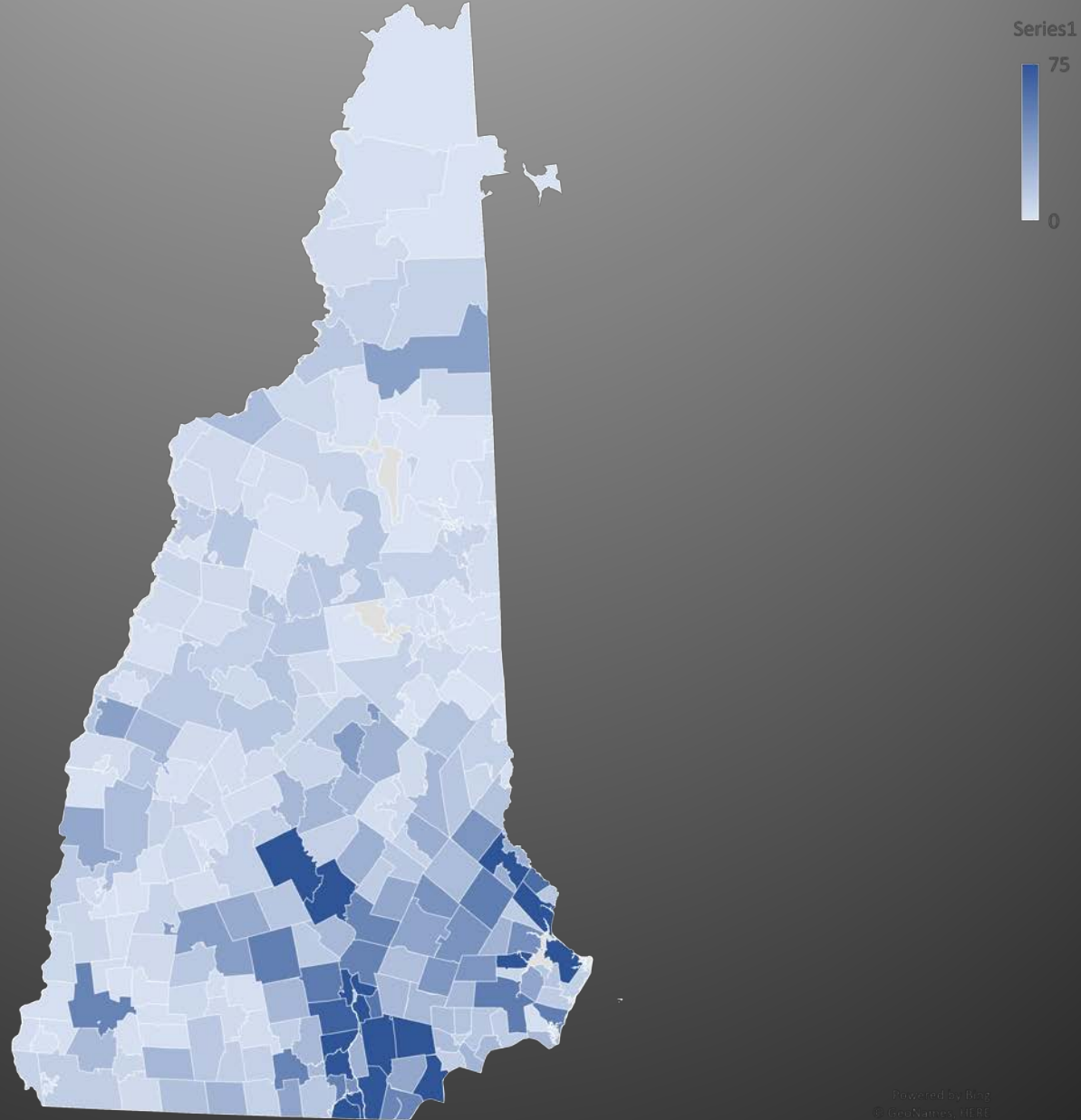
Since Sept. 11, 2001, thousands of New Hampshire National Guard members have been deployed to serve in the global war on terrorism. According to the Defense Manpower Data Center, there are approximately 6,975 children that are direct dependents of military families in New Hampshire.



Frequent deployments, training exercises, and family separations, as well as reintegration issues, make life especially challenging. New Hampshire offers a number of programs to assist military families, but local support and an awareness of the services is vital.

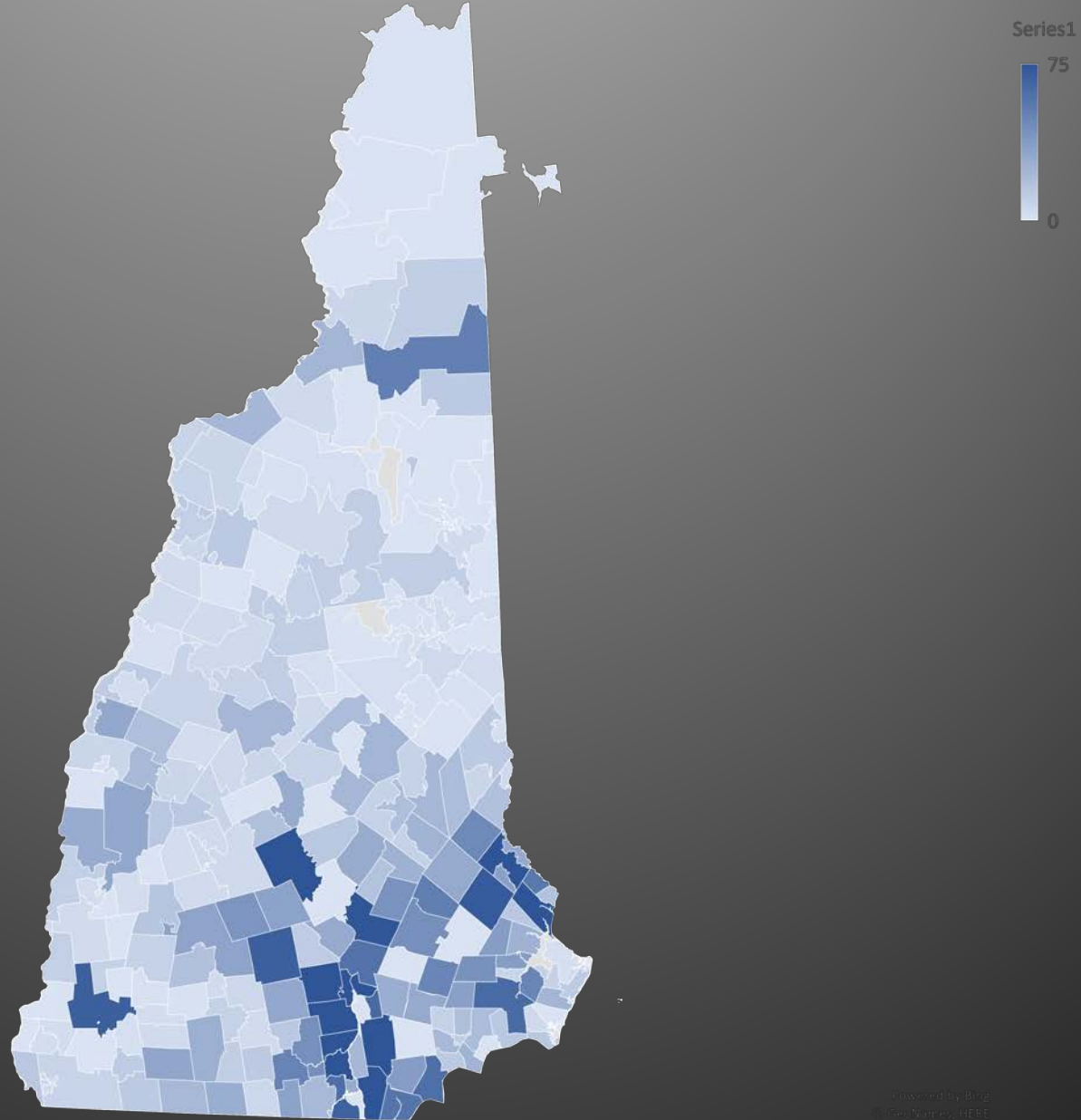


Guard Reserve Sponsors



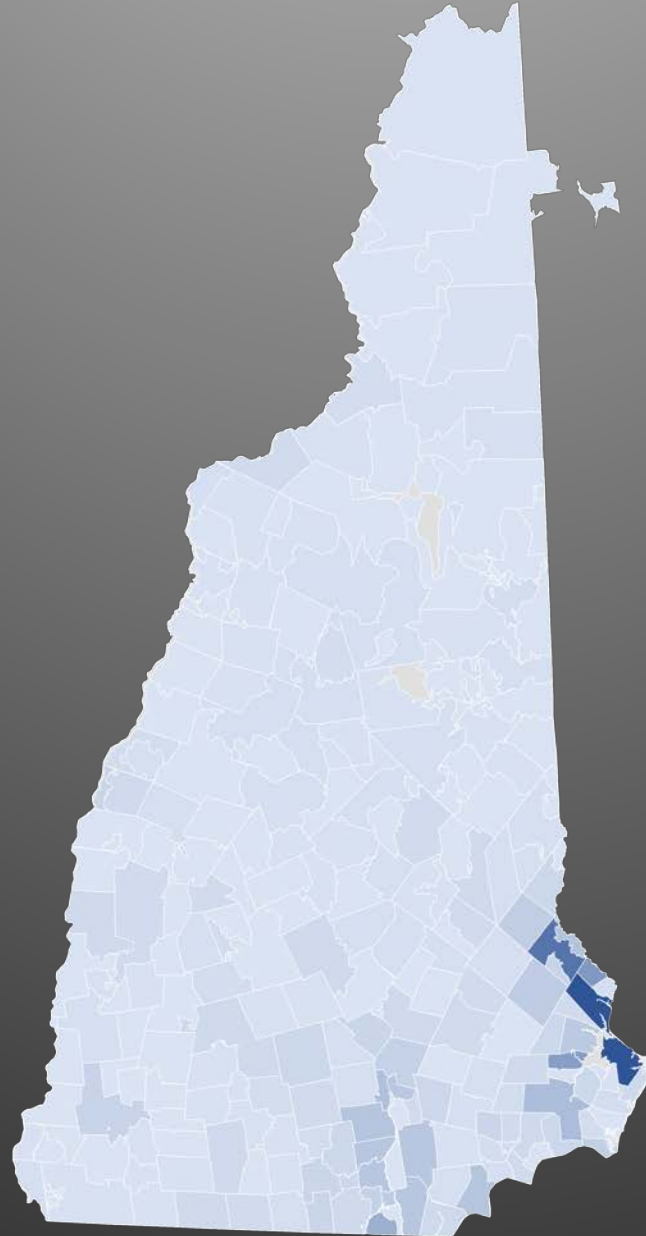


Guard Reserve Dependents

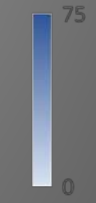




Active Duty Sponsors

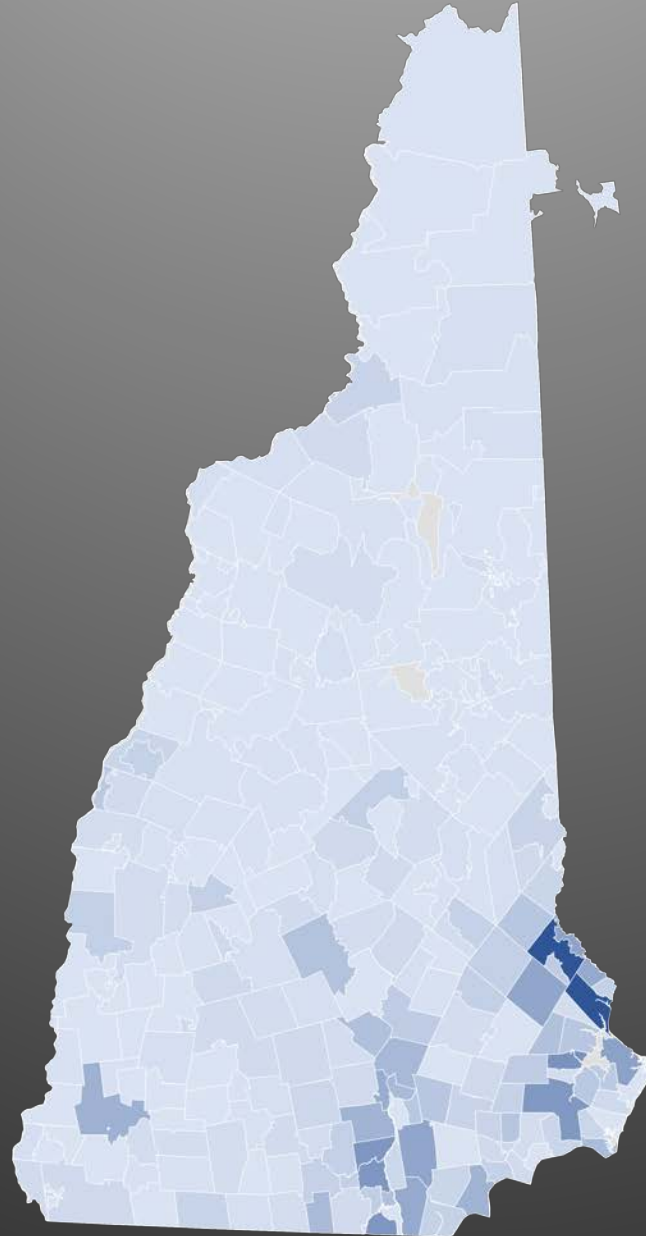


Series1

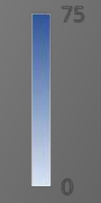




Active Duty Dependents



Series1





WHY SHOULD WE CARE?

- Many military youth face an array of unique risk factors that contribute to negative behaviors. (Family separation, moving, changes in schools, family stress, anxiety and worry associated with deployments, etc.)
- The state of New Hampshire maintains a huge number of military affiliated students, even though we do not maintain the same resources that states with active-duty bases house.



WHAT THE SCHOOLS HAVE TO DO

- Maintain a POC between the school and a Military advisor.
- The POC completes a 2-hour orientation that we provide, educating them as to the unique risk factors that military students and families must face.
- The POC identifies and informs teachers of the military-connected students in their classrooms and the special considerations military families and students can receive.



School Responsibilities

- The POC provides feedback to the state through an evaluation system (data collection site) that helps us inform relevant agencies as to the unique needs of the military population and better ways the community can serve them.
- The school agrees to consider plans that provide ongoing wellness opportunities unique to military youth to build pride and resilience.
- The school maintains a dedicated page on its website featuring local, state, and federal resources for military families.



WHO'S ON BOARD ALREADY

- Hundreds of schools across several states are already participating
- More are applying every year
- This 25-school pilot program is being used to kick off the endeavor here in New Hampshire.



EVALUATION METRICS

Project Objective	Frequency	Collection Method
Participating schools must provide agreement forms and surveys that will be provided via State Purple Star administrators, to all military families indicating those families willingness to be publicly recognized by the school, as well as responses to a brief pre-assessment regarding the military students.	Upon Initiation	Online form submission via link provided
Participating schools must identify military liaisons within their schools to serve as the primary point of contact. These individuals must attend a formal training, which will be provided by State Purple Star administrators. This training will provide education as to the unique needs of the military youth, as well as some best practices for military youth engagement, skill building opportunities, and ways to build community pride.	Annually	N/A



EVALUATION METRICS (CONT.)

Project Objective	Frequency	Collection Method
Identified school liaison should plan to spend 4 hours per week, coordinating military youth specific activities, events that build resiliency skills within those students, provide recognition to those students, or otherwise involve those students in community activities in which they are featured to help build their pride.	Monthly	Online form submission via link provided
Participating schools should maintain a web presence for their military youth, providing a connection to military specific activities in their communities and the state. A state-wide Purple Star feed will be hosted via Facebook and Twitter that allows relevant state agencies to announce events and activities. Schools may link to these feeds through their website in order to fulfill this requirement. An example will be provided during initial training.	Upon initiation	N/A



EVALUATION METRICS (CONT.)

Project Objective	Frequency	Collection Method
Participating schools must provide written feedback to the state via the designated system that will inform relevant state agencies as to the unique needs of the military population in their school . This will serve as an ongoing needs assessment.	Monthly	Online form submission via link provided
Participating schools MAY provide professional development for additional staff on special considerations for military students and families. These trainings should be recorded in the monthly form submission.	As they occur	Online form submission via link provided



EVALUATION METRICS (CONT.)

Project Objective	Frequency	Collection Method
Participating schools MAY choose to formalize their commitment to military youth via a formal school board proclamation or declaration. These details should be recorded in the monthly forms submission.	As they occur	Online form submission via link provided
Post assessment	At program conclusion	Online form submission via link provided



IMPLEMENTATION SUPPORT

- \$4,500 per school to support a stipend for your liaison
- Multiple banners and challenge coins to be used locally to highlight this endeavor.
- Access to training program for your liaison and any interested staff members.
- A direct connection to a military liaison to help you build a local prevention task force or connect to an existing one in your community.



IMPLEMENTATION TIMELINE

- February 2021 – Schools formally agree to participate in the pilot.
- March 2021 – Banners, coins, and Governor’s Proclamation are provided to schools.
- April 2021 – Individual schools announce Purple Star to their communities as part of “Month of the Military Family”.
- August 2021 – Training for POC is provided along with orientation to the official evaluation system.
- September 2021 to June 2022 – Implementation and Evaluation of Purple Star Campaign.



DOE Role

- Grants Management Coordinator:

Barbara Mitera

Barbara.Mitera@doe.nh.gov

Phone: 603-568-5647

- DOE – Fiscal agent
- National Guard – Program support, training, material dissemination, evaluation



Steps to accessing funds

1. Confirmation from participating schools.
2. Grant Award Notification (GAN)
3. GMS overview
4. Funds allocated in GMS
5. Activities and budget added by school Point of Contact (P.O.C) in GMS
6. Activities to begin once approved by DOE
7. Monthly expenses reported in GMS for reimbursement



MTSS-B – Preventative Framework

The Office of Social and Emotional Wellness is dedicated to supporting LEA's in building and sustaining Multi-Tiered Systems of Support for Behavioral Health and Wellness (MTSS-B). Each and every one of our initiatives is intended to be part of that effort for your community. We have a team that supports MTSS-B development and are available to support you as you, meeting you where you are, and support the integration of Purple Star initiative in to your “system of support”.

For additional information and support about MTSS-B contact:

Jen Doris, Administrator, Office of Social & Emotional Wellness

Jennifer.doris@doe.nh.gov



QUESTIONS OR CONCERNS



DOVER SCHOOL DISTRICT
Condition of Accounts - April 9, 2021

DISTRICT-WIDE Expenditures						
Account	Description	GL Budget	YTD	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 24,006,641	\$ 14,587,671	\$ 9,418,970	\$ 8,227,693	\$ 1,191,277
1200	SPECIAL EDUCATION PROGRAMS	\$ 13,542,249	\$ 9,240,278	\$ 4,301,971	\$ 4,256,147	\$ 45,824
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,119,039	\$ 1,274,523	\$ 844,516	\$ 705,570	\$ 138,946
1400	OTHER EDUCATIONAL PROGRAMS	\$ 696,019	\$ 392,257	\$ 303,762	\$ 152,601	\$ 151,161
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 210,803	\$ 161,305	\$ 49,498	\$ 51,590	\$ (2,092)
2100	SUPPORT SERVICES - Students	\$ 4,489,409	\$ 2,640,267	\$ 1,849,142	\$ 1,468,824	\$ 380,318
2200	SUPPORT SERVICES - Instructional Staff	\$ 1,425,490	\$ 963,282	\$ 462,208	\$ 408,108	\$ 54,100
2300	SUPPORT SERVICES - General Admin.	\$ 1,486,608	\$ 1,127,903	\$ 358,705	\$ 344,038	\$ 14,667
2400	SUPPORT SERVICES - School Admin.	\$ 2,857,810	\$ 2,152,822	\$ 704,988	\$ 709,916	\$ (4,928)
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 4,942,984	\$ 3,456,519	\$ 1,486,465	\$ 1,291,910	\$ 194,555
2700	SUPPORT SERVICES - Student Transportation	\$ 3,218,898	\$ 1,362,747	\$ 1,856,151	\$ 1,630,626	\$ 225,525
2800	SUPPORT SERVICES - Centralized Services	\$ 1,371,977	\$ 1,493,497	\$ (121,520)	\$ 266,324	\$ (387,844)
2900	SUPPORT SERVICES - Other	\$ 9,900	\$ 19,010	\$ (9,110)	\$ 43,796	\$ (52,906)
5200	FUND TRANSFERS OUT	\$ 39,573	\$ -	\$ 39,573	\$ -	\$ 39,573
47190	SCHOOL DEBT - Principal & Interest	\$ 6,393,656	\$ -	\$ 6,393,656	\$ 6,393,656	\$ -
TOTAL GENERAL FUND EXPENDITURES:		\$ 66,811,056	\$ 38,872,080	\$ 27,938,977	\$ 25,950,799	\$ 1,988,178
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,650,000	\$ 653,553	\$ 996,447	\$ 927,719	\$ 68,727
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 7,850,404	\$ 2,332,520	\$ 5,517,884	\$ 927,972	\$ 4,589,913
Summarized Condition of District Expenditures:		\$ 76,311,460	\$ 41,858,153	\$ 34,453,307	\$ 27,806,489	\$ 6,646,818

DISTRICT-WIDE Revenue						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Balance
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ 1,500
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 42,417	\$ 54,219	\$ (11,802)	\$ -	\$ (11,802)
01321.3390	TUITION - BARRINGTON	\$ 2,661,498	\$ 1,936,374	\$ 725,124	\$ -	\$ 725,124
01321.3390	TUITION - NOTTINGHAM	\$ 1,713,865	\$ 950,794	\$ 763,071	\$ -	\$ 763,071
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 10,000
01321.3390	TUITION - BELLAMY ACADEMY	\$ 81,690	\$ 20,423	\$ 61,268	\$ -	\$ 61,268
01322.3390	TUITION - SPED AIDES	\$ 275,000	\$ 245,303	\$ 29,697	\$ -	\$ 29,697
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 115,000	\$ 68,582	\$ 46,418	\$ -	\$ 46,418
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ 8,005	\$ 26,995	\$ -	\$ 26,995
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ 15,000
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 52,000	\$ 14,895	\$ 37,105	\$ -	\$ 37,105
01990.3599	OTHER LOCAL REVENUE DW	\$ 38,000	\$ 2,404	\$ 35,596	\$ -	\$ 35,596
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 10,177,638	\$ 7,084,489	\$ 3,093,149	\$ 3,093,149	\$ -
03210.3700	SCHOOL BUILDING AID	\$ 390,062	\$ 195,031	\$ 195,031	\$ 195,031	\$ -
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 475,000	\$ 1,077,536	\$ (602,536)	\$ -	\$ (602,536)
03241.3700	CTE TUITION AID	\$ 325,000	\$ 410,565	\$ (85,565)	\$ -	\$ (85,565)
03242.3700	CTE TRANSPORTATION AID	\$ 2,500	\$ 3,484	\$ (984)	\$ -	\$ (984)
03290.3700	OTHER RESTRICTED STATE AID	\$ -	\$ 27,450	\$ (27,450)	\$ -	\$ (27,450)
04210.3599	INDIRECT COST ALLOCATION	\$ 85,000	\$ 37,908	\$ 47,092	\$ -	\$ 47,092
04220.3599	ABE ALLOCATION	\$ 45,918	\$ 23,136	\$ 22,782	\$ -	\$ 22,782
04310.3311	IMPACT AID	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ 6,000
04580.3311	MEDICAID DISTRIBUTION	\$ 250,000	\$ 123,960	\$ 126,040	\$ -	\$ 126,040
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND REVENUE:		\$ 16,803,088	\$ 12,284,556	\$ 4,518,532	\$ 3,288,180	\$ 1,230,352
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,650,000	\$ 198,935	\$ 1,451,065	\$ -	\$ 1,451,065
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 7,850,404	\$ 2,368,939	\$ 5,481,465	\$ (764)	\$ 5,482,228
Summarized Condition of District Revenue:		\$ 26,303,492	\$ 14,852,430	\$ 11,451,062	\$ 3,287,416	\$ 8,163,645

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 16,803,088	\$ 15,572,736
State Wide Property Tax:	\$ 7,195,076	\$ 7,036,198
Local Property Tax:	\$ 43,012,634	\$ 41,159,771
TOTAL GF Revenue:	\$ 67,010,798	\$ 63,768,705
TOTAL GF Expenditure:	\$ (66,811,056)	\$ (64,822,878)
Ending GF Fund Balance:	\$ 199,742	\$ (1,054,173)
TOTAL FS Revenue:	\$ 1,650,000	\$ 198,935
TOTAL FS Expenditures:	\$ (1,650,000)	\$ (1,581,273)
Ending FS Fund Balance:	\$ -	\$ (1,382,338)
TOTAL Other SR Fund Revenue:	\$ 7,850,404	\$ 2,368,176
TOTAL Other SR Fund Expenditures:	\$ (7,850,404)	\$ (3,260,491)
Ending Grant Fund Balance:	\$ -	\$ (892,316)



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, April 12, 2021

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

G. CONSENT AGENDA

Resignations/Retirements – Recommend approving the resignations/retirements as listed.

Leaves of Absence – None

Job Shares – Recommend approving the job share for Jillian Cote and Kerry Siebersma at Horne Street School

Nominations – Recommend approving the nominations as listed.

Extended Trips – None

Donations – None

I. POLICY – CHANGES – PROPOSALS:

1. **EC – Buildings and Grounds Management/Integrated Pest Management Program** (submitted by Diana Carpinone) The Board recently adopted a revised EC – Buildings and Grounds Management/Integrated Pest Management Program on December 14, 2020. Ms. Carpinone had contacted Zachary Koehler indicating additional revisions she felt were needed in Policy EC. The revised EC Policy being presented to the Board reflects Ms. Carpinone's recommendations.

J. POLICY ADOPTION: None

K. RESOLUTIONS: None

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. **COVID-19 Pandemic Update / COVID-19 Vaccination Clinic Update** – Dr. Boston will provide the Board an overview of the status of the COVID-19 metric. In addition, an update on the April 9th COVID-19 Vaccination Clinic.
2. **Voyage Mark II Scale Model Solar System Exhibition** – Chris Parker, Gary Bannon, Donna Benton, Jane Bard and I had the opportunity to meet with Dr. Jeff Goldstein, Voyage National Program Director, pertaining to Voyage Mark II Scale Model Solar System Exhibition. The program is an opportunity for school districts to



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engage k-12 students, families, and the public outdoor spaces for STEM experience in the earth and science directly relevant to the curriculum.

The National Center for Earth and Space Science Education, a 501(c)3 non-profit, and Exhibitology LLC are inviting communities across the U.S. to explore permanent installation of a Voyage Mark II Scale Model Solar System as part of the Voyage National Program. The Arthur C. Clarke Institute for Space Education is extending this invitation to communities across Canada. The first Voyage exhibition was permanently installed on the National Mall in Washington, DC, between the U.S. Capitol and Washington Monument, in front of the Smithsonian Institution museums. An installation in your community would have a connection to Voyage on the National Mall. The Voyage Mark II exhibition is designed to bring the experience to communities across the U.S. and Canada, and then world-wide.

- <http://voyagesolarsystem.org/2021/01/new-stem-opportunity-permanently-install-a-voyage-scale-model-of-the-solar-system-in-your-community-as-a-focal-point-for-stem-education/>
- https://www.youtube.com/watch?v=b2Rp5pneE5I&feature=emb_logo

Donna Benton is leading the effort to develop the proposal to be presented to the National Center for Earth and Space Science Education. The following is the link to the initial draft of the information that will be presented on behalf of the City of Dover to the National Center for Earth and Space Science Education.

- <http://voyagesolarsystem.org/community-network/voyage-the-next-generation-communities/voyage-emerging-sites/dover-nh/>

The following are links to other communities who are planning for the Voyage II Scale Model Solar System.

- Ocala, FL: <http://voyagesolarsystem.org/community-network/voyage-the-next-generation-communities/voyage-emerging-sites/ocala-fl/>
- Lake Charles, LA: <http://voyagesolarsystem.org/community-network/voyage-the-next-generation-communities/voyage-emerging-sites/lake-charles-la/>

It is estimated that the cost of the project is \$50,000 to \$60,000. It has been recommended that the funding come from Impact Funds. Chris Parker, Assistant City Manager, will be attending to provide additional information. The Board will need to pass a resolution for Impact Funds to be used for the program.

From my perspective this will provide an excellent educational resource for the Dover Schools as well as the Dover Community. The Board may wish to have additional information before making a commitment to the project.

3. **Garrison Elementary School Mini-Grant Approval** – I recommend the Board act on approving the Garrison Elementary School Mini-Grant. The grant supports the purchase of segmented jump ropes and basketballs, all in various sizes to benefit individual student needs and fit.



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4. **Purple Star Program** – The Dover School District has approximately 53 families identified as military families. The most in the seacoast region. Dover School District has been requested to participate in the Purple Star Program that assist military families' transition to new communities. The program provides families additional resources as needed to assist the families in having a successful educational and community experience.

The District will work with Kristen Ferullo who serves as the Military School Liaison out of the Portsmouth Naval Shipyard. I have had the opportunity to meet with Ms. Ferullo to have an overview of the program. In addition, the District must appoint a liaison to participate in the program. The Purple Star Program will provide a \$4,500 stipend for the liaison. I recommend the Board approve the District's participation in the program to support the District's military families.

I have had conversations with Commander Gamble on being the District's Liaison for the Purple Star Program. Commander Gambles background as well as his role as the Commander for the NJROTC, I believe will be an effective alignment with Purple Start Program.

5. **Facilities and Grounds Use - Apple Harvest Day** – Apple Harvest Festival has requested to use the parking lot and grounds for the annual event. The organizers are desiring to move the event from Central Avenue and are looking for alternative locations to host the festival this year.
6. **Review of Capital Projects** – Michael Limanni will review a list of Capital Projects. The list will be distributed and explained at the meeting.
7. **Establish Date for Math Adoption Review** – Request the Board choose a date to hold a workshop to review the recommended math adoption for 2021-2022. The workshop will focus on the process and research used to select the math adoption.
8. **Condition of Accounts** – Michael Limanni, Business Administrator will present the Conditions of Accounts.

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

March 2021 Summary

Week of March 1 – The week in review is a mixture of events and activities. The following are the highlights of the week: Dover Middle School and Dover High School have been finalizing the planning for the implementation of the hybrid model on Monday, March 8. The high school has also conducted freshmen orientation to prepare students for the re-entry.

Elementary principals have initiated the planning for the re-entry of any students that are currently virtual who want to return for in-person learning after spring break. The first step is to identify those families that will elect for in-person learning. A commitment form will be sent out next week. K-4 students have completed their third week of in-person learning.



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As you are aware, the DTU, DPA, and DEOP filed a grievance pertaining to following the CDC guidelines of 6-feet-distancing. On March 5, I had a meeting with attorney Meghan Glynn to review the grievance and to identify a possible response.

The negotiations team did meet with the DTU negotiations team on Thursday, March 4. There is a significant difference between the District's proposal and the DTU's proposal. The negotiation teams are committed to a positive resolution.

Meetings with the three task force facilitators – Summer Learning, Big Opportunity, and Virtual School. Paula Glynn and I had the opportunity to meet with Gary Bannon (City Recreation), Kim Harty (Granite State YMCA), Rob Riley (Strafford County YMCA), Jane Bard (NH Children's Museum), and Stacey Kearns (21st Century Learning). We are hoping that the Districts and these organizations can coordinate our efforts to provide a robust summer learning experience.

Tuesday, March 2 was a unique day with a power outage at Horne Street School and Woodman Park School. Horne Street School came back online early enough that it did not interfere with school. Woodman Park School had to be cancelled.

Week of March 8 – The week has been a mixture of activities in the District. The following is the summary of the week:

- On March 8, the Board adopted the default budget. Michael Limanni and I had the opportunity to meet with Michael Joyal, Dan Lynch, and Josh Wyatt to update them on the decision and the rationale for the decision. Amanda Russell, Michael Limanni, and I will have an opportunity to meet with the City Council in an executive session to review the reason and rationale of the default budget.
- Dover Middle School and Dover High School began the hybrid model. Overall, it was a positive start.
- Dover elementary schools have completed their fourth week of in-person learning. Planning has started for the May 3 re-entry for those families that wish to transition from virtual learning to in-person learning.
- Due to the efforts of Fire Chief Haas, the District participated in a vaccination clinic for the employees, and the City's private and charter schools. 751 participated in the program. Christine Boston, Peter Driscoll, Patrick Boodey, and Christy Prosser were instrumental in the planning with Chief Haas.
- For the week of March 15 (professional development day on March 19) and the week of April 5 (second round of the vaccinations anticipated on April 9), the middle and high school students that normally attend in-person cohorts on Friday will attend on Wednesdays of those weeks on a full-day schedule.
- On Thursday, March 11, the Racial Vision Equity Keepers Committee met. The focus is to start the planning of the strategic plan to guide the diversity work of the District.
- Infinite Campus Task Force is being implemented to develop a three-year plan for the continual implementation and training for Infinite Campus.
- This week I had the opportunity to share a reflection statement with the Leadership Team. I initially presented the statement orally that allowed me the opportunity to emphasize various aspects of the statement. The COVID-19 pandemic has created unique circumstances and issues in all school districts, and the purpose of my statement was to refocus the leadership team as well as to outline my expectations. The goal was to re-center and to refocus.



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Week of March 15 – Dover Middle School and Dover High School have completed their second week of the in-person hybrid model. Wednesday, March 17 was used as an instructional day for the Friday students due to the Friday, March 19 professional development day. The Dover Elementary Schools have completed their fifth week of in-person learning.

The elementary schools are in the process of gathering the data from the questionnaire that was provided to families who chose to continue with the virtual/remote option. The information will help guide the planning process for those families wishing to return for in-person learning on Monday, May 3. It is hoped with the second vaccinations completed on Friday, April 9 and possible changes in the distancing protocols will ease the barriers related to having the necessary staffing and space.

This week we are also examining the meeting frequency of the COVID-19 Command Team and Medical Advisory Council. The Command team will only meet on Tuesdays unless there is a significant change in the direction of the pandemic requiring the Command Team to return to the original schedule. The Medical Advisory Council will start meeting every other week starting on Thursday, April 1.

Friday, March 19 was a professional development day. The day was around grade level and department meetings, general session with Dr. Alison Roy, and inquiry work.

Week of March 26 – Dover Middle School and Dover High School have completed the third week of the in-person hybrid model. The Dover Elementary Schools have completed the sixth week of in-person learning. The elementary schools are engaged in the planning for the virtual/remote families who wish to return to in-person learning on May 3. Dover Middle School and Dover High School have initiated planning for the full return of students on May 3. For planning to continue, it will be necessary to have a special Board meeting on Monday, April 5 to review planning to date and to seek the Board's approval to move forward. The move to full in-person learning is based on the COVID-19 vaccination cycle being completed for faculty and staff as well as the new distancing guidelines issued by the CDC.

On Wednesday, March 24, an Executive Session was held with the City Council to explain and to clarify the rationale of the default budget and the relationship to the clause in the DTU contract. It was a productive session. Consensus is the budget needs to be a taxed capped budget for FY22. On Thursday, March 25, a negotiation session was held with the DTU. The next session will be held on Thursday, April 1. I do believe some progress has been made.

The Virtual School Task Force had the opportunity to meet with Florida Virtual School (FVS). FVS has developed online curriculum over a twenty-five-year period for kindergarten through the twelfth grade. FVS provides online curriculum throughout the United States and globally. The District has been provided further access to dive deeper into the curriculum from a teacher and student perspective. The initial effort would be for students in fourth through the eighth grade. To offer a virtual school there needs to be a standardized online curriculum to serve as the grounding and foundation for the virtual program. Previously, I had contacted an individual from my past that has an awareness and working knowledge of online curriculum to support virtual schools. Following his research, he recommended that we have discussions with FVS.



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The Summer Learning Program Task force continues to move forward. Parents/guardians will be surveyed to determine their interest and needs for summer programming.

The Big Opportunity Task Force has developed a strategy around organizing information; meeting weekly to update on progress. Brittany Granfield is meeting with middle school teachers to gather input and having teachers identify students and families to be interviewed. Aaron Ward is following the same process with elementary teachers, and Ted Hall the same process with high school students.

The Infinite Campus Task Force held their first meeting on Friday, March 26. The focus was to frame the purpose of the task force and the tasks that need to be completed.