



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #7
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, July 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. PUBLIC HEARING:** 2021-2022 Dover School District Re-Entry Plan Discussion and Acceptance of Donation.
- G. APPROVAL OF MINUTES**
 - 1. Special Session, June 7, 2021
 - 2. Regular Meeting # 6, June 14, 2021
 - 3. Special Session, June 23, 2021
- H. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Judith Ring / Teacher / Dover High School / Amended Resignation to Retirement
 - b. Danielle Gilmore / Teacher / Woodman Park School / Resignation
 - c. Katherine Leman / Teacher / Dover Middle School / Resignation
 - d. Shawn Kennedy / Counselor / Dover High School / Resignation
 - e. Jessica Botterman / Language Arts Teacher / Dover Middle School / Resignation
 - f. Karen Nadeau / Teacher / Horne Street School
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DTU Nominations
 - b. DEOP Nomination
 - c. DAA Nomination
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** (Public Hearing – See Above)
- I. STUDENT REPORT:**
- J. POLICY – CHANGES – PROPOSALS:** None
- K. POLICY ADOPTION:** None
- L. RESOLUTIONS:**
 - 1. Resolution of Recognition – Amended with addition
- M. OLD BUSINESS:** None



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N. NEW BUSINESS:

1. Seymour Osman Community Center and Woodman Park School Memorandum of Understanding
2. Dover School District Re-Entry Plan for the 2021-2022 School Year (discussion only)
3. Research Request – Kindergarten Play-Based Research Project
4. Bid Award Recommendation
 - a. Printer/Copier
5. Condition of Accounts

O. SUBMISSION AND PAYMENT OF BILLS

P. SUPERINTENDENT'S REPORT

Q. COMMITTEE REPORTS

R. SCHOOL BOARD MATTERS OF INTEREST

S. 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.*

PUBLIC NOTICE

Dover School District

This public hearing is for the Dover School Board to:

Accept the donation of funds from HMFH Architects in the amount of \$5,000 for the Electrical Program at the Dover High School Career Technical Center.

To seek input on the 2021-2022 Dover School District Re-Entry Plan Draft.

Monday, July 12, 2021 at 7:00 p.m.
at the McConnell Center, 61 Locust Street,
Dover, NH. (Room 306)

Amanda Russell, Chair Dover
School Board



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

2021-2022 ENTRY PLAN DRAFT

The Dover School District families and community members are requested to provide feedback on the Entry Plan for the 2021-2022 Academic Year.

The Opening of School Plan 2021-2022

Recommendations in this plan are based on the review of CDC and DHHS Guidance in conjunction with current local and state COVID data as of June 8, 2021. Both organizations continuously update their guidance on a regular basis. This plan should be reviewed at the August 9, 2021 School Board meeting.

POLICY-like: Directed or approved by School Board	PROCEDURE-like: Responsibility of Superintendent
▪ Any reduction in school occupancy (except an immediate, short-term shift) ▪ Process and considerations for changing these decisions ▪ Budget and staffing changes	▪ School day hours and schedule within the school day ▪ Transportation scheduling ▪ School meals – breakfast and lunch ▪ Recess/breaks ▪ Cleaning and disinfection routines ▪ Nursing and health screening ▪ Extra precautions related to specific activities such as music or athletics ▪ Student spacing, and PPE required

For the purposes of this document, the following goals are considered:

1. Provide guidance that the school community, including parents, students, staff, and administrators, can rely on with confidence knowing they will have the support of the School Board.
2. Create an environment where as many students as possible physically attend school.
3. Full in-person days, 5 days per week, with full academic and extracurricular offerings.
4. Provide guidance for staff and the community when we would consider further relaxing or tightening of protocols indicated in the Protocols Applied to Pandemic Education (PAPE).
5. Consider the latest scientific and medical guidance.

This past year has been problematic with many twists, turns, starts, and stops. Fundamentally, what we have learned is that multiple plans and approaches confuse the community and raise anxiety as well as frustration. The District needs to be clear as to our plans and expectations as the District starts the 2021-2022 school year.

Current District Data

The data used to inform this recommendation include the diminishing number of students who continue to be virtual.

Grade Level	In-Person <i>2/9/2021 - Elementary 4/19/2021 - DMS/DHS</i>	Virtual/Remote <i>2/9/2021 - Elementary 4/19/2021 - DMS/DHS</i>	Virtual/Remote <i>6/11/2021</i>
K – GES	41	13	8
K – HSS	44	18	8
K - WPS	51	19	6
1 – GES	59	29	9
1 – HSS	42	29	7
1 – WPS	49	37	12

2 – GES	40	34	11
2 – HSS	47	25	12
2 – WPS	55	26	10
3 – GES	58	29	11
3 – HSS	43	32	5
3 – WPS	66	23	17
4 – GES	38	31	7
4 – HSS	67	42	13
4 – WPS	60	23	5
5 – DMS	243	34	34
6 – DMS	196	49	50
7 – DMS	232	48	48
8 – DMS	223	37	37
9 – DHS	343	58	63
10 – DHS	332	65	75
11 – DHS	325	53	65
12 – DHS	280	66	78

It is predicted the numbers may further decline with the approach of the new school year and as the state continues to transition from the COVID-19 pandemic. It is recommended that virtual/remote learning be provided for those students with documented medical conditions that make in person attendance during high levels of COVID-19 transmission medically unsafe.

Currently, we have 225 homeschool students in the district. Normally we have approximately 120 children homeschooled. It is predicted that some of these students may return once the reopening plan for the opening of the 2021-2022 school year is announced. Principals are in the process of contacting families who elected homeschooling for the 2020-2021 school year. Below shows district data for homeschool students.

Grade Level	2018-2019	2019-2020	2020-2021
K	1	2	11
1	4	11	19
2	9	6	11
3	7	9	17
4	11	9	21
5	8	12	14
6	9	11	16
7	7	12	17
8	13	12	16
9	9	18	14
10	14	16	25
11	14	24	19
12	15	13	25
TOTAL	121	155	225

Core Recommendation:

Given the considerations outlined above, the goal for the 2021-2022 school year is to open school in the fall to as close to normal as possible.

In-person School Day

The District defines opening school “as normal as possible” as operating in-person 5 days per week per the School Board approved academic calendar. Most, if not all children are in attendance in their classrooms. The District will follow a traditional 5-day per week schedule, and the virtual learning option is limited to health-related issues; students with documented medical conditions that make in person attendance during high levels of COVID-19 transmission medically unsafe. This will be on an exception basis only.

If necessary, virtual support may take the form of a combination of partial live synchronous instruction, asynchronous learning, and/or online instruction such as VLACS or FLVL. Staff and instruction may not be Dover School District, SAU 11 personnel and material. The District is investigating a possible shared virtual model with Oyster River School District, Somersworth School District, Rochester School District, Barrington School District, Farmington School District and SAU 44.

Until children ages 3-11 are vaccinated, which typically represents grades PK-8, it is prudent to maintain a mask mandate, as well as 3-foot distancing in classrooms and 6-foot distancing in cafeterias. Should vaccinations be allowed for this age group, this recommendation may be changed to reflect the same guidance offered for the high school. In PK-8, mask breaks will continue to be coordinated for students as needed.

Since staff and all high school aged students have had the opportunity to be vaccinated, the District can consider eliminating the 6-foot social distancing in the cafeteria and lift the mask requirements throughout the school.

Specific Operational Recommendations School Day

SCHOOL	<u>TEACHER</u> START TIME	<u>STUDENT</u> ARRIVAL TIME	<u>INSTRUCTIONAL</u> START TIME	<u>STUDENT</u> DISMISSAL TIME	<u>TEACHER</u> DISMISSAL TIME
Kindergarten & Elementary	8:00 a.m.	8:05 a.m.	8:15 a.m.	3:05 p.m.	3:15 p.m.
Middle	7:10 a.m.	7:10 a.m.	7:30 a.m.	2:20 p.m.	2:25 p.m.
High School	7:20 a.m.	7:00 a.m.	7:40 a.m.	2:30 p.m.	2:35 p.m.
Bellamy Academy	7:20 a.m.	7:00 a.m.	7:40 a.m.	2:30 p.m.	2:35 p.m.

Dover High School and Dover Regional CTE will utilize the following schedule for the 2021-2022 academic year:

Block	Time	Minutes
1	7:40 am to 9:00 am	80
2	9:05 am to 10:25 am	80
Flex	10:30 am to 11:10 am	40
3	11:15 am to 1:05 pm	80 + Lunch
3A	A Lunch: 11:15 am to 11:40 am	25
3B	B Lunch: 11:55 am to 12:20 pm	25
3C	C Lunch: 12:35 pm to 1:05 pm	30
4	1:10 pm to 2:30 pm	80

Teachers will be teaching 6 blocks.

PAPE

The District's PAPE will be reviewed and revised to reflect the conditions the District is presented with at the start of the 2021-2022 school year. At this time, the PAPE reflects the most current revisions based on the current COVID-19 conditions.

Classroom Social Distancing

The current recommendation is to continue classroom social distancing at 3-feet. This allows class sizes to return to the levels recommended in the District guidelines, and to fully accommodate an all-in return model. Currently, the District is using 3-foot social distancing as recommended by the CDC. Depending on CDC and other health guidelines, the recommended social distancing may change. Three-foot social distancing allows us to accommodate class sizes in line with our maximum district guidelines.

Managing Breakfast and Lunch Under Current Guidelines

Based on current guidelines, breakfast and lunch times should maintain 6-foot social distancing. Note that the lunch schedule impacts the entire instructional day as the number of lunches required increases when social distancing increases. Garrison School, Horne Street School, Woodman Park School, and Dover Middle School will require 6-foot social distancing due to the fact that the vaccine is not available yet for 3-11-year-olds. If this changes the necessary adjustments will be made.

Managing Recess

At the PK-8 level, recess will need to be carefully planned given that there is no vaccine for this age group. At Garrison School, Horne Street School, Woodman Park School, and Dover Middle School this means keeping numbers manageable on the playground.

Athletics

A full range of athletic programming for Dover Middle School and Dover High School is recommended. Individual activities may need to be adjusted to meet health and safety guidelines or NHIAA rules and

procedures. The District will continue to monitor and to modify guidelines into the fall unless the pandemic is declared over, in which case, we would return to normal pre-pandemic rules.

Large Group Gatherings

Large group school-sponsored gatherings outside of the school day (concerts, sports, events) will be allowed. All spectator attendees of indoor events must wear masks due to the likely variety of ages in attendance. Athletes and performers will follow the same practices as in their classes/practices related to the event.

Visitors

Because the District has no ability to know who is vaccinated, visitors will be required to answer the Dover School District prescreening questionnaire prior to entering any school building and wear a mask while on school grounds. The District will follow the most recent guidelines for outdoor events.

Busing

Capacity on buses will increase to reduce traffic congestion at all schools. Students riding school transportation will wear a mask, regardless of grade level.

ESSER Funds

The District has received federal funds in the form of ESSER Grants that the District does not normally receive; these will be short term. The ESSER I will expire September 30, 2022. The ESSER II funds will expire September 30, 2023. The ESSER III (ARP) will expire September 30, 2024. These funds are dedicated to the reopening of schools and will be applied to the following general areas: social emotional learning and wellness, teaching and learning, and infrastructure inclusive of facilities, technology, and staffing.

Conditions where the School Board would consider reducing restrictions and precautions:

- If the opportunity for vaccination is extended to younger people, precautions described above should be reviewed and further relaxed accordingly.
- If public health agencies declare an end to the COVID-19 pandemic.
- If the number of circulating cases is extremely low, as evidenced by zero new cases in Dover for at least 2 weeks and fewer than 95 new cases statewide in the last 7 days (corresponds to <1 per 100,000 per day, "Low Risk" per covidactnow.org).
- If the District obtains the authority from the State to maintain records as to which student and staff are vaccinated and are able to use that information to manage potential exposure risk.

Conditions where the School Board would consider increasing restrictions and precautions:

- Unable to maintain staffing due to COVID-19 cases.
- Changes in FDA or CDC guidance regarding vaccination limitations (i.e. need for a booster injection or emergence of a variant that renders vaccines ineffective).
- Local active COVID-19 cases rise significantly, if new cases in Dover exceed 60 in 7 days (corresponding to 25 per 100,000 per day, the "Critical" threshold from covidactnow.org).

Dover Medical Advisory Council

The Dover Medical Advisory Council consisting of pediatricians, nurse practitioner, school nurses, public health officials, epidemiologist, City of Dover Emergency Management, and selected District leadership will be reconvened.

The purpose of the Medical Advisory Council is to provide guidance from a health science perspective pertaining to the District's potential decisions and actions as related to the ever-changing environment of the COVID-19 pandemic.

The scope of the work will include:

- Review health information and data related to the SARS-CoV-2 pandemic.
- Review and assess the District's health and safety protocols in response to the pandemic.
- Advise the District on what instructional model to implement based on health and scientific data and best practices.
- Evaluate the trends and implications of the spread of the virus in the City of Dover and Strafford County, to advise the District when school closures are in the best interest of the health and safety of students, families, educators, staff, and administrators; and
- Assist the District in locating and securing support services and/or other resources for students, families, educators, staff, and administrators.

COVID Related Challenges to Monitor

Assuming that COVID-19 is still part of our lives in the fall, the District can predict that some of the same challenges we faced in the 2020-2021 school year will re-occur.

- Students in Quarantine (past practices for absences will be used)
- Program closures
- Classroom closures
- School closures
- Individual quarantines
- Athletic program pauses
- Staffing capacity issues
- Contact tracing challenges
- Vaccine availability and changes in quarantine rules
- No close contact quarantine for vaccinated staff and students
- Because we have no way to verify vaccinations, truthfulness of reporting will be a challenge

Summary

Again, the recommendations in this plan are based on the review of current CDC and DHHS Guidance in conjunction with current local and state COVID-19 data as of Tuesday, June 8, 2021. Both organizations continuously update their guidance on a regular basis. This plan will be reviewed at the August 9, 2021 School Board meeting, along with specific details for reopening.

Donation Request List for Approval
July 12, 2021 School Board Meeting / Public Hearing

School	Group Donating	Value	Items/Service	Purpose
DHS CTC	HMFH Architects	\$5,000.00	Monetary donation	To help students in the Electrical Program learn about renewable energy programs.

From: [Judith Ring](#)
To: [Tammy Badger](#)
Subject: Retirement
Date: Wednesday, June 16, 2021 10:18:45 AM

Tammy,

I should have put retirement in my letter and not resigning. Thank you for taking care of this.
Have a great day!

Judith Ring
Cosmetology Instructor
Dover High School and Regional Career Technical Center
25 Alumni Drive
Dover NH 03820
603-516-6990
J.ring@dover.k12.nh.us

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Danielle Gilmore
9 Rogers St. Dover, NH 03820

June 17, 2021

Mr. Patrick Boodey
Principal
Woodman Park School
11 Towle Ave.
Dover, NH 03820

Dear Mr. Boodey,

Please accept this letter as my formal resignation from my position as second grade teacher effective at the completion of my school employment contract for 2020-2021.

As we discussed, my family circumstances have changed and I am unable to sign a contract for the full 2021-2022 school year. I have very much enjoyed my time at Woodman Park School and appreciate the opportunities the district has given me.

I wish all the best for Woodman Park School and Dover School District. If I can be of any assistance to you during the remainder of the school year, please let me know.

Sincerely,

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

Danielle Gilmore

June 15th, 2021

To Whom It May Concern,

I write this letter to confirm that I will be resigning from my position in the Dover School District. This resignation is due to a family move out of state.

It has been my sincere pleasure to work here for the 2020-2021 school year, and I wish Dover the very best moving forward.

Gratefully,
Katherine Leman
7th Grade Math Teacher
Dover Middle School

6/17/21

Mr. Driscoll,

Please accept this letter as my resignation from my position as School Counselor at Dover High School for the 2021-2022 school year. It has been a pleasure to be a part of the Green Wave community. I have sincerely enjoyed the opportunity to work with you and the rest of the staff here, and wish you all the best moving forward.

Thank you,
Shawn Kennedy

June 18, 2021

To Whom it May Concern:

It is with regret that I tender my resignation from the Dover School District effective Monday, June 21, 2021.

I am grateful for the opportunity I had to work at the middle school with a wonderful team of teachers.

Sincerely,

Jessica Botterman
6th Grade Language Arts

Karen Nadeau
711 Long John Road
Rye, NH 03870
(603) 498-7007
jaknadeau@gmail.com

June 23, 2021

Patty Driscoll, Principal
Horne Street School
78 Horne Street School
Dover, NH 03820

To Principal Driscoll:

Please accept this letter as my formal resignation. I would like to thank you for the opportunity to have taught for the Dover School District.

Best regards.

Karen Nadeau

Karen Nadeau

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

TO: **DOVER SCHOOL BOARD**

DATE: July 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
Doore, Christina	Special Education Teacher	Dover High School	Nikoll Lauze	\$47,545	MA+30, Step 4
Chamberland, Richard	Math Teacher	Dover High School	Sara Maurais	\$37,500	BA, Step 1

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

TO: **DOVER SCHOOL BOARD**

DATE: July 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 2021-2022 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Cunio, Valerie	Admin Assistant	Dover High School	Emily McGrail	\$/hr 19.17	C4, Step 3



DOVER SCHOOL DISTRICT SAU 11

McConnell Center | 61 Locust Street, Suite 409 | Dover, NH 03820-4132
Phone: 603-516-6800 | Fax: 603-516-6809

Empowering all Learners

To: Dover School Board
From: William R. Harbron, Superintendent
Date: July 12, 2021
Re: Nomination of Bellamy Academy Dean of Students

It is with pleasure that I nominate Robin Eich for the position of the Dean of Students for Bellamy Academy for the Dover School District.

Ms. Eich is currently employed in the District as the Oasis program case manager and special educator.

Ms. Eich's start date will be July 1, 2021 with a salary of \$83,048.44 for the 2021-2022 school year, with no additional stipends and/or contractual obligations. This is in keeping with policy GCBD.

The District looks forward to her leadership and expertise in her new role as Dean of Students.

RESOLUTION OF RECOGNITION

RE: *Dover School District Staff Retirements 2021*

WHEREAS *the Dover School District relies upon dedicated individuals to work with our students, and*

WHEREAS *those dedicated teachers and staff members can have a life-long impact in the life of a child, and*

WHEREAS *this level of dedication demonstrates a sense of compassion, caring, and love for students, and*

WHEREAS *one measure of dedication is their many years of service to the community, and*

WHEREAS *those individuals worked tirelessly for many years and each day arrived at work with one goal in mind: to make the Dover School District a safe and exciting place for children, and*

WHEREAS *the following individuals have worked selflessly for a total of 365 combined years for the Dover School District:*

*Margaret Buckingham
Bethann Cancellieri
Nancy Colarusso
Steve Comeau
Judith Daniels
Carol Finn
Judith Ring
Fran Meffen
Lynda Nelson
Bruce Patrick
Val Silberberg
Christopher Taylor
Lizabeth Taylor
Joe Tenuta
Peter Wons*

NOW THEREFORE BE IT RESOLVED *that the Dover School Board and the Dover School community acknowledge the contribution and thank these most important individuals for their many years of dedicated service and devotion to the children and community of the Dover School District.*

SUBMITTED BY:

Amanda L. Russell, Chairperson

Keith Holt, Vice Chairperson

Kathleen Morrison, Secretary

Zachary Koehler

Rachel Burdin

Carolyn Mebert

Jessica Rozzo

July 12, 2021

Memorandum of Understanding

Woodman Park Elementary School will partner with the Seymour Osman Community Center and Youth Safe Haven by participating in the SOCC Afterschool Program, and commits to do the following for the year starting July 1, 2021 and ending June 30, 2022:

1. Information and data

- a. Provide report cards, progress reports, and test scores for program participants (with parent-signed information releases), to be used as evaluation and assessment tools by SOCC staff.
- b. Provide oral and written communication with SOCC staff to report program participants' achievements and obstacles (for students with parent-signed information releases).
- c. Provide aggregate data on behavior incident reports for program participants.
- d. Provide e-mail address of staff and mailbox at school to facilitate communication between SOCC staff and school personnel.
- e. Provide curriculum resources to allow SOCC staff to develop activities that are aligned with school-day instruction.

2. Volunteer time

- a. Provide representation on SOCC Board of Directors.

3. Provide space

- a. Five classrooms every school day for homework lab (3:00-4:00).
- b. Three classrooms every school day for enrichment programs (4:00-6:00).
- c. Technology devices (Chrome Cart, Ipads, tablets, etc) for weekly enrichment program (4:00-6:00).
- d. Gymnasium every school day for enrichment programs (3:00-6:00).
- e. Gymnasium/Cafeteria/Black Top for quarterly fundraisers or family events.
- f. Provide SOCC Program Director and Site Coordinator with swipe card entry to building.

4. Staff development

- a. Provide opportunities for SOCC staff to participate in relevant teacher workshops.
- b. Provide opportunities for SOCC staff to invite teachers and interns to afterschool program activities.

5. Support

- a. Provide SOCC staff access to Title IX Coordinator, 504 Coordinator and an English Language Learners (ELL) Coordinator, as needed for consultation on issues related to students requiring additional services.

Woodman Park Elementary School sees its role as supporting the SOCC Afterschool Program toward achievement of its goals. In carrying out the program, the Seymour Osman Community Center and Youth Safe Haven will manage, fund, and evaluate program operations.

Signed this _____ day of _____, 20_____:

Allan Krans
Executive Director
Seymour Osman Community Center

Patrick Boodey/William Harbron
Principal/Superintendent
Woodman Park Elementary School



Kindergarten Play-Based Coaching Project

Developed by the Preschool Development Grant Team, University of New Hampshire

Why Are We Focused on Play-Based Learning? What Does “Play-Based Learning” Mean to Us?

We launched our project during the 2019-20 school year in response to the 2018 amendment of New Hampshire's education law to mandate play-based learning in kindergarten.¹ As early childhood researchers, this change represented an important alignment between extensive evidence on the value of play for child development and statewide educational policy and practice.

However, it was important for us to collaborate with teachers, administrators, and other educational stakeholders on the identification and implementation of play-based learning practices that are most consistent with the research on *how* children learn best and *what* skills all children need to gain for success in the 21st century. It is well-established that children benefit most when education is **active** with room for discovery and experiential learning through inquiry and reflection, consistently **engaging** without distraction, made **meaningful** through connections between new and prior knowledge gained inside and outside the classroom, **socially interactive** with peer collaboration and adult support, an **iterative** process with opportunities to develop, test, and revise hypotheses about how the world works, and **joyful**.²⁻⁴ These features of the learning environment enable students to gain six 21st century skills we identify as the “6 Cs”: **Collaboration, communication, content, critical thinking, creativity, and confidence**.^{2,5}

Our project helps teachers recognize and implement **guided play** with their kindergarten students as a best practice in play-based learning. **Guided play** provides opportunities for child-led educational activities, while integrating the support of teachers in pursuit of a learning goal that can be integrated into the activities themselves.³ In this way, it is teacher-initiated (i.e., the teachers set up the environment to foster desired learning outcomes and provide support), but student-directed (i.e., the students retain agency as they learn, engaging with the materials, their peers, and their teacher). Guided play seamlessly incorporates evidence-based principles of *how* children learn and promotes the 6 Cs of *what* they need to learn.

How Do We Support Play-Based Learning?

Our model uses **embedded practice-based coaching** to support and empower kindergarten teachers as they facilitate guided play. The playful learning principles (i.e., active learning, engaged learning, etc.) and “6 Cs” are intentionally flexible. This enables teachers to exercise their professional discretion to develop activities that simultaneously align with their curricular learning objectives, the playful learning principles, and their students’ backgrounds and experiences inside and outside the classroom. The goal is for teachers to implement at least one hour of guided play per day at the conclusion of the coaching experience.

The coaching process is highly collaborative and individualized with each participating teacher receiving support from one of our instructional coaches. It includes the following six components organized according to the following schedule:

1. **Spring:** Interested teachers and administrators attend an information session with the coaching team to learn about the embedded practice-based coaching model before committing to participate.

¹ Substantive Educational Content of an Adequate Education, NH Rev Statutes § 193-E:2-a (2018). ² Hirsh-Pasek, K., Hadani, H., Blinkoff, E., & Golinkoff, R. M. (2020). *A new path to education reform: Playful learning promotes 21st century skills in school and beyond*. The Brookings Institution. ³ Hirsh-Pasek, K., Zosh, J. M., Golinkoff, R. M., Gray, J. H., Robb, M. B., & Kaufman, J. (2015). Putting education in “educational” apps: Lessons from the science of learning. *Psychological Science in the Public Interest*, 16(1), 3–34. ⁴ Zosh, J. M., Hirsh-Pasek, K., Hopkins, E. J., Jensen, H., Liu, C., Neale, D., Solls, S. L., & Whitebread, D. (2018). Accessing the inaccessible: Redefining play as a spectrum. *Frontiers in Psychology*, 9, 1124. ⁵ Golinkoff, R. M., & Hirsh-Pasek, K. (2016). *Becoming brilliant: What science tells us about raising successful children*. American Psychological Association.

2. **Late Spring:** To enroll in the coaching program, teachers, administrators, and coaches sign an agreement to participate. In this agreement, administrators commit to observe their participating teachers' classrooms during guided play and participate in at least one meeting with each of their participating teachers and that teacher's coach during the program.
3. **August:** Teachers participate in a professional development session led by the instructional coaches on the principles of guided play in relation to other forms of play and the "6 Cs."
4. **Early September:** Teachers have an initial contact visit with their coach to begin establishing a collaborative partnership. During this visit, teachers reflect on their practice in relation to guided play and consider areas for development throughout the coaching program. The teacher's coach then conducts an initial classroom observation, followed by a debriefing meeting, during which the teacher works with their coach to develop 2-3 actionable goals for future coaching sessions to foster guided play in their classroom.
5. **September-February:** Teachers receive individualized coaching sessions every other week. Each session includes an hour-long observation during which the coach may be modeling guided play, engaging with students, or sharing resources and best practices. A 45-60 minute debriefing meeting follows each observation. This permits the teacher and coach to reflect on the lesson that just occurred. The coach offers specific and objective feedback, allowing the teacher to set goals for the next coaching session. Teachers receive observation and debriefing meeting notes from their coach for reference.

In addition to the coaching sessions, teachers join monthly regional cluster meetings and two meetings attended by all participating teachers from across the state between September and February. These professional development opportunities permit teachers to share best practices and learn about new ways to support guided play and the development of the children's "6 Cs".

How Do We Measure Play-Based Learning?

We ask participating teachers to commit to completing several evaluation measures as part of our project. These measures are intended only to evaluate the effectiveness of our own guided play coaching program, not any teachers, administrators, or schools. Teachers are compensated \$700 for their completion of these measures, which will require time outside of their normal school day to complete. The evaluation of the Kindergarten Play-Based Coaching Project will be overseen by UNH's Institutional Review Board and includes the following elements:

1. **Online Surveys:** Administered in August and May, this survey asks teachers about their 1) Experience, education, and credentials; 2) Knowledge of guided play and play-based learning; 3) Opinions of guided play and play-based learning; and 4) Implementation of guided play and play-based learning, as well as other classroom practices.
2. **Children's academic and socio-emotional skills and Assessment of Class's "6 Cs":** In late September (or early October) and May, teachers will provide information on their students, recording their academic and socio-emotional skills. At this time, teachers will also report on their students' "6 Cs" skills.
3. **Classroom Observation:** In mid-late October and April, participating teachers will be asked to open their classroom to an outside observer for one school day. The observer will gather information about the overall classroom environment and socio-emotional environment, the teacher's behaviors and their classroom management style, and student learning. This observation is exclusively for the evaluation of our coaching program.

Do You Have Any Other Questions?

Please contact Dr. Kimberly Nesbitt, Ph.D., Principal Investigator of the Preschool Development Grant at the University of New Hampshire. Email: Kimberly.Nesbitt@unh.edu Phone: 603-862-2159.

A KEY TO SUCCESS
Coaching Agreement
Coach-Teacher-Administrator

Completed signatures found on the last page of this document (page 3) indicate that the coach, practitioner and administrator have carefully reviewed and are in agreement with all items.

Instructional Coach:

As I coach you to implement play-based teaching and learning practices into your classroom I, the coach, agree to:

- ☐ Be punctual and organized. I will schedule, plan, and facilitate focused observations and coaching meetings on a two-week cycle or as needed.
- ☐ Use all components of the Practice-Based Coaching model with fidelity:
 - Shared goals and action planning
 - Focused observation
 - Reflection and feedback
 - Effective teaching practices in the context of a collaborative partnership
- ☐ Provide additional support by:
 - Sharing resources.
 - Modeling of effective teaching practices.
 - Watching, listening, and learning from you about your educational beliefs and values.
 - Focusing on your strengths, your emerging skills, and your individual professional goals related to play-based teaching and learning.
- ☐ Maintain confidentiality about the details of our coaching partnership. I may talk about coaching meetings or activities with other coaches in my coaching team. Anything discussed with the cohort will be kept confidential by all participants.

Practitioner:

As I work to implement play-based teaching and learning practices into my classroom I, the teacher, understand that coaching information will not be used in my performance evaluation and agree to:

- ☐ Complete pre/post online reflection surveys.
- ☐ Complete a pre/post online survey about your the Desired Results Developmental Profile (DRDP-K) for each child in your classroom's academic and social-emotional skills (Fall and Spring).
- ☐ Welcome an independent observer to spend the day in my classroom (October/April) to collect information about:
 - Classroom Environment (including social/emotional atmosphere)
 - Teacher Behaviors/strategies
 - Classroom Management Style
 - Student Learning
- ☐ Identify and work toward goals related to implementation of play-based teaching and learning practices. These goals will be established in collaboration with my coach based on my own self-assessment and reflection related to my play-based teaching practices.
- ☐ Attend coaching meetings as scheduled, approximately every two weeks or as needed.
- ☐ Actively engage in coaching meetings by:
 - Assessing my strengths and needs
 - Asking questions

- Sharing pertinent information
- Reflecting and listening
- Giving my coach feedback about how our partnership is working and offering suggestions for making it more effective.
- Be open to being observed and receiving feedback.
- Be open to exploring new strategies and developing my practice.
- ☐ Participate in additional off-hours coaching activities and other professional development (e.g., full cohort meetings, focus groups, workshops, etc.) as needed.
- Other agreement(s):
 - Serve as a mentor/coach to other teachers in your school/district.
 - Establish/create a model classroom for educators from across the state to visit.
 - Facilitate/participate in Professional Learning Communities focused on play-based learning.

Administrator:

As I support the implementation of play-based teaching and learning practices in my program I, the Administrator, agree:

- ☐ To respect the confidentiality of the coaching partnership.
- ☐ Coaching will not be used as a method of performance evaluation.
- ☐ To commit to providing time, private space, and classroom coverage so that coaching meetings can happen every two weeks or as needed.
- ☐ Welcome an independent observer to spend the day in my teacher's classroom (October/April) to collect information about:
 - Classroom Environment (including social/emotional atmosphere)
 - Teacher Behaviors/strategies
 - Classroom Management Style
 - Student Learning
- ☐ To commit to partnering with teachers in facilitation of play-based teaching and learning by:
 - visiting
 - participating
 - reflecting
- ☐ To participate in a three-way meeting (teacher-coach-administrator) in support of play-based teaching and learning at least once during the program.
- ☐ I may be asked to participate in an administrative cohort meeting in support of play-based teaching and learning.
- ☐ To support teachers' ongoing professional development related to play-based teaching and learning (e.g., workshops).
- ☐ That any data collected related to the coaching program may be shared with Preschool Development Grant's stakeholders.

I, the coach, commit to the above and to being respectful, approachable, trustworthy, and non-judgmental in all our coaching interactions to create a positive collaborative partnership that supports your professional development.

Coach's Name (Please Print)

Coach's Signature

Date

I, the teacher, commit to the above and being open to suggestions, asking for what I need, and to exploring new strategies and developing practices. I am committed to creating a positive collaborative partnership that supports my professional development.

Teacher's Name (Please Print)

Teacher's Signature

Date

I, the administrator, have reviewed this agreement and am committed to supporting its implementation.

Administrator's Name (Please Print)

Administrator's Signature

Date



University of New Hampshire

INFORMED CONSENT LETTER

DATE

Dear Play-Based Learning Teacher:

I am the primary investigator on the NH's Preschool Development Grant that supports the play-based learning coaching that you will receive this year from Karen DuBois-Garofalo and Jennifer Berube. I am writing to request the ability to share what we will learn from your experiences this year through research publications and presentations.

This consent form describes the research study and helps you to decide if your willingness to allow us to use the data collected as part of your participation in coaching to inform refinement of our coaching model and share project findings with a broad audience. It provides important information about what you will be asked to do in the study, about the risks and benefits of participating in the study, and about your rights as a research participant. You should:

- Read the information in this document carefully, and ask me or the research personnel any questions, particularly if you do not understand something.
- Not agree to participate until all your questions have been answered, or until you are sure that you want to.
- Understand that your participation in this study involves you to allowing us to use information you have provided us in the past year as you participated in the coaching, including surveys, interviews, and coaching logs.
- Understand that the potential risks of participating in this study are minimal. As we are focusing on the effectiveness of our coaching, we will not share your personal information and present findings in aggregate across all teachers receiving coaching this year.

This study will include you and your fellow 19 teachers who are participating in play-based coaching for the 2021-2022 school year. You must be at least 18 years old to consent to allow us to use the data we collected as part of your coaching.

If you agree to participate in this study after reading this document, there are no new actions required on your part.

Although you are not anticipated to receive any direct benefits from participating in this study, the benefits of the knowledge gained are expected to help inform teachers, school administrators, and those interested in how to effectively support your children's learning and development about the benefits of one-on-one coaching and play-based learning.

Taking part in this study is completely voluntary. If you decide not to participate, you will not be penalized or lose any benefits for which you would otherwise qualify.

I plan to maintain the confidentiality of all data and records associated with your participation in this research. To help protect the confidentiality of your information all identifiable information will be removed, including the removal of any information that would identify you or your school. I and your coaches will be the only individuals with access to any identifiable data. Once de-identified, data may be used for future studies or may be shared with other researchers. Data will only be reported in aggregate and not tied to your individual coaching experience. The results may be used in reports, presentations, and publications.

If you have any questions about this research project, you may contact Kimberly Nesbitt at 603-862-2159 or Kimberly.Nesbitt@unh.edu If you have questions about your rights as a research subject, you may

contact Melissa McGee at UNH Research Integrity Services at 603-862-2005 or Melissa.McGee@unh.edu to discuss them.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Kimberly Nesbitt".

Kimberly Nesbitt, Ph.D.
Assistant Professor

- Click here if you consent to participate in the research study.
- Click here if you decline to participate in the research study.



New Hampshire's
Preschool Development Grant



University of New Hampshire

An Introduction to Kindergarten Play-based Coaching 2021-2022

Karen DuBois -Garofalo, M.Ed.
Lead Early Learning Coach & Coordinator
Karen.DuBois-Garofalo@unh.edu

Jennifer Berube, M.Ed.
Early Learning Instructional Coach
Jennifer.Berube@unh.edu

Sarah Bond, Ed.D.
Early Learning Instructional Coach
Sarah.Bond@unh.edu

Dr. Kimberly Nesbitt, Ph.D.
Associate Professor/Principal Investigator
Kimberly.Nesbitt@unh.edu

Continuum of Play-Based Learning

Child-
Directed
Free Play

Teacher-
guided
play

Teacher-
created
play

Teacher-guided Play

- ❖ Guided play activities provide a level of teacher support and involvement to drive/provoke specific learning
- ❖ Guided play time should provide children with meaningful, relevant, authentic opportunities



The Teacher's Roles

- ❖ Intentional Planner
- ❖ Observer
- ❖ Active Participant
- ❖ Guide
- ❖ Facilitator
- ❖ Researcher



What are we striving for in our coaching of play -based learning?

As coaches we will:

- ◆ Establish goals with each teacher to expand play-based learning opportunities available for children
- ◆ Work with each individual teacher with what is already in place within his/her classroom

The Ultimate Goal:

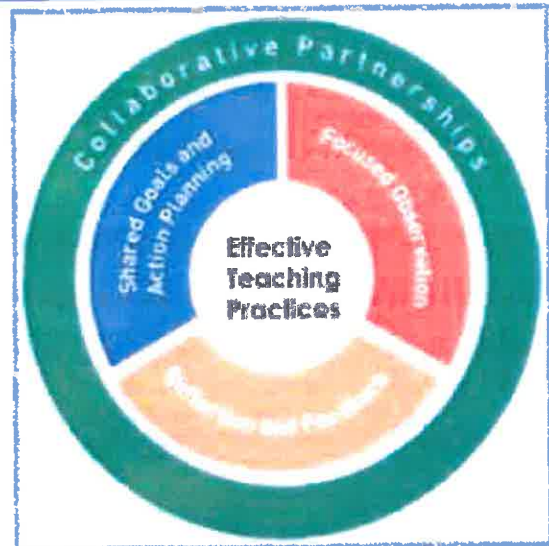
One Hour of guided -play within classroom daily schedule

(includes invitation and provocation, guided -play and reflection/share)



Coaching Model/Process

- ◆ **Application review/acceptance**
criteria : application, population served and previous coaching within school/district
- ◆ **Agreements**
- ◆ **Professional Development (early August)**
- ◆ **Coach assignments and initial contact visits**
- ◆ **BI-weekly Coaching Cycle**
(September through February) includes:
 - Classroom visit/observation (about 1 hour)
 - Reflection and feedback meeting (about 1 hour)
 - Includes goal review, setting and action planning for next steps
- ◆ **Monthly regional cluster meetings** (likely virtual)
- ◆ **Cohort meetings (2xs)**



Model of Practice-based Coaching from:
<https://challengeinbehavior.chcs.ua1.edu/implementation/coach.htm>



FALL 2021 PLAY-BASED LEARNING COACHING EVALUATION

Kimberly Nesbitt, Ph.D.
kimberly.Nesbitt@unh.edu

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HELP US KNOW HOW WE ARE IMPACTING YOUR CLASSROOM

- We must be accountable to you, so we would like you to help us know how our coaching is impacting your
 - Teaching philosophy and approach
 - Teaching practice and interactions with your children
 - Children's interactions and engagement in your classroom
 - Children's learning and development
- By helping us evaluate your experience, we can improve our coaching and increase our opportunity to expand our reach in New Hampshire and across the country.

HELP US KNOW HOW WE ARE IMPACTING YOUR CLASSROOM

- This is not an evaluation of you, it is an evaluation of us.
 - We will not share information about you or your classroom with anyone
 - All information we will do share will be summarized across classrooms
 - We have strict confidentiality, your names will not be attached to your information
- We need an honest judgement of our impact and only you can provide it.
- We value your perspective and will compensate you \$700 for your time and expertise on top of the coaching you will receive.
- If you agree to help, we will reach out to your administrator about the project.

MID TO LATE AUGUST & MAY*

45-minute online survey

- Teaching Experience, Education, and Credentials
- Experience and knowledge about play-based learning
- Your perspective on play-based learning and guided play
- How do you teach and key features of your classroom
- Your thoughts on the effectiveness of the coaching*



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LATE SEPTEMBER/
EARLY OCTOBER &
MAY

All about your children: Provide overall ratings about your classrooms'

- Academic knowledge
- Collaboration
- Communication
- Critical thinking
- Creativity
- Confidence



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MID TO LATE OCTOBER
& APRIL

Classroom Observation

- Allow an independent observer to spend the day in your classroom
- The observer will collect information about
 - Classroom Environment
 - Social Emotional Environment
 - Teacher Behaviors
 - Classroom Management Style
 - Student Learning
 - Community



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THANK YOU FOR YOUR CONSIDERATION

Your consideration of helping us evaluate our impact on you and your students is invaluable.

By helping us, we can improve our coaching and increase our opportunity to expand our reach in New Hampshire and across the country.

Please reach out if you have any questions.

Kimberly.Nesbitt@unh.edu



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Next Steps

- Submit application by June 4th.
- Notified of acceptance by June 9th.
- Review, sign and send three way agreement week of June 14th.
- Teachers to attend preparatory full-day professional development in early August focused on essential elements of play-based learning:
 - ❖ Why playful learning?
 - ❖ Environments
 - ❖ Communities of learners
 - ❖ Teacher-guided play
 - ❖ Balancing instructional strategies

