



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

BOARD UPDATE – FRIDAY, JULY 9, 2021

UPDATES

▪ **Weekly Review for Monday, July 5 through Friday, July 9:**

- ✓ On Tuesday, July 6, the summer learning program for students started. Currently, there are 270 students registered for the program. Ashley Mowatt is serving as the Director of the Summer Learning program for grades K through 4. Kasey Lewis is serving as the Director of Summer Learning program for grades 5 through 8. Overall, the program got off to a positive start. As with any start up there are logistical issues that must be navigated. Each day there was improvement moving towards more of the daily routines being established.

The ESY summer program started on Monday, June 28 at Garrison School. There are 250 students enrolled in the program. Nettie Vaughn serves as the Director for the ESY program. This is the second week of the ESY program.

- ✓ Interviewing continues for the filling of current vacancies. As of Friday, July 9, there remains 7 positions to fill.
- ✓ I continue to work through the items listed on my summer plan. The plan contains a variety of close out projects as well as planning for the 2021-2022 school year.
- ✓ On Wednesday, July 7, the Virtual School Consortium held its second meeting. The Commissioner has indicated that he will provide \$1.5 million in charter funding to get the consortium started. There were several meetings that were identified for next week to continue the planning process as well as to finalize the support the Commissioner is willing to provide. There are many moving parts and there remains much work to be completed to be prepared to serve students for during the 2021-2022 school year.

- **July 12 Regular Board Meeting** – Before the July 12 Regular Board Meeting, there will be a **Non-Public Meeting to discuss a student issue starting at 6 p.m. in the Superintendent's Conference Room in the SAU Offices.**
- **Joint Committee Board/City Council Meeting** – The meeting will not be held on July 13th. A date will be set for the future.

UPCOMING DATES – JULY 2021

SAU CABINET MEETINGS

- **Tuesday, July 13:** 9:00 – 11:30 p.m. – Superintendent's Conference Room
(Participants: Christine Boston, Paula Glynn, Michael Limanni, Christy Prosser, and Bill Harbron)

BOARD MEETINGS

- **Monday, July 12:** 6 p.m. – Non-Public Meeting – McConnell Center, Supt. Conf. Room
- **Monday, July 12:** 7 p.m. – Regular Meeting – McConnell Center, Room 306

OTHER DATES

- **Monday, July 12:** Chamber of Commerce Meeting – 7:30 a.m. – Zoom Meeting
- **Friday, July 16:** Granite YMCA Advisory Board Meeting, 8:00 – 9:15 a.m. – Zoom Meeting
- **Wednesday, July 21:** SEED Meeting, 8:30 a.m.
- **Tuesday & Wednesday, July 27-28:** Adult Professional Culture PD, all day – Zoom
- **Friday, July 30:** SCPHN Public Health Advisory Council —10:00 a.m. – 11:30 p.m. – Zoom Meeting

WEEKLY CALENDAR REVIEW

Monday, July 5

- **Holiday – No School**

Tuesday, July 6

- **K-4 Summer School** – Present at Garrison School for the start of K-4 summer school program.
- **5-8 Summer School** – Checked in on the 5-8 summer school program.
- **Big Opportunity Task Force** – Meeting with Brittany Granfield, Ted Hall, and Aaron Ward on how to move forward with presenting the information from the Big Opportunity Task Force to the Full Leadership Team. Developed a sequence of meetings.
- **Ted Hall** – Meeting with Ted Hall to update on the progress of the superintendent evaluation meetings.
- **Christine Boston** – Meeting with Christine Boston to discuss and prepare for Friday's meeting with members of the DMHA.
- **Office Work** – Emails, monthly board reports, and summer project work.

Wednesday, July 7

- **K-4 Summer School** – Present at Garrison School for the start of second day K-4 summer school program.
- **Virtual School Consortium Meeting** – Hosted and facilitated the second meeting of the Virtual School Consortium. The districts in attendance included:
- **Guidance Counselor Candidate** – Interviewed a counselor candidate for Dover High School.
- **NH DOE ESSER Construction Meeting** – Attended the NH DOE ESSER Construction information meeting.
- **Michael Joyal** – Meeting with Michael Joyal.
- **Office Work** – Emails, phone calls, follow ups, and continue work on summer projects.

Thursday, July 8

- **Teacher Interview** – Conducted *Ventures for Excellence* interview Woodman Park School Special Education Case Manager.
- **Guidance Counselor Interview** - Conducted *Ventures for Excellence* interview Dover Middle School Guidance Counselor.
- **Half-Day Vacation** – Used the time to pick up my grandson from camp in northern Vermont.
- **Office Work** – Emails and project work.

Friday, July 9

- **Peter Driscoll** – Update meeting with Peter Driscoll
- **Christine Boston** – Planning meeting with Christine Boston.
- **Mental Health Meeting** – Christine Boston and I meet with Cora Long, Suzanne Weete, Michelle Lipinski, and Jodi Langellotti pertaining to the following topics: (1) District's crisis response plan/policy, (2) Michele Lipinski's observations on her son's high school experience, (3) vulnerable youth, and (4) next steps.
- **Helen Rist** – Helen Rist is the new executive director for the Strafford Learning Center. I will be serving as the Chair of the Board for the 2021-2022 school year. The purpose of the meeting was to review and sign documents.

- **Event** – Attended the musical presented by Jeff Leaf’s summer theatre workshop students.
- **Office Work** – Emails, phone calls, follow ups, project work, finalize weekly update, and update summer planning document.

ATTACHMENTS

- **Elementary Enrollment** – The elementary enrollment as of July 9 are not available this week. Tammy Badger is on vacation this week. Updated will be provided on July 16.
- **Board Packet Documents** – Two July 12th Board Packet items were included in this email – July 12th Superintendent’s Board Report and Re-Entry Plan Survey Data Report.

SOMETHING TO THINK ABOUT

Marshall memo 894: A Historian Reflects on Attempts to Control How History Is Taught

In this *New York Times Magazine* article, Timothy Snyder (Yale University) describes the famine in the Soviet republic of Ukraine in the early 1930s, in which 3.9 million Ukrainians died as a result of Stalin’s policies. “The Soviet Union took drastic steps to ensure that these events went unnoticed,” says Snyder. Foreign journalists were not allowed to travel to Ukraine. The *New York Times* correspondent in Moscow followed the party line and downplayed the genocide. Subsequently, Soviet and Russian history textbooks portrayed the Ukrainian famine as the result of administrative errors.

In 2009, Russian president Medvedev established a Commission to Counter Attempts to Falsify History to the Detriment of Russia’s Interests. Any attempt to revive the memory of what happened in Ukraine, anything that might cause Russians to feel uncomfortable, was deemed divisive, unpatriotic, and criminal. “These Russian policies,” says Snyder, “belong to a growing international body of what are called ‘memory laws’: government actions designed to guide public interpretation of the past. Such measures work by asserting a mandatory view of historical events, by forbidding the discussion of historical facts or interpretations, or by providing vague guidelines that lead to self-censorship.”

Snyder notes the similarity of these memory laws and what happened in the wake of the 1921 Tulsa race riot. “Documents concerning the massacre vanished from state archives,” he says. “Oklahoma history textbooks had nothing to say. Young Tulsans and Oklahomans were denied the chance to think about their own history for themselves. Silence prevailed for decades.” One hundred years after the tragedy, the Oklahoma legislature passed a law forbidding schools to act in a way that “any individual should feel discomfort, guilt, anguish, or any other form of psychological distress” on issues related to race. The governor of Oklahoma said recently that the Tulsa massacre can still be taught, but educators have their doubts, and the chilling effect is clear. One community college has already cancelled a course on race and ethnicity.

In recent months, dozens of similar bills have been introduced in state legislatures across the U.S. They attack Critical Race Theory and attempt to guide and control the teaching of history in K-12 schools. So far, Idaho, Iowa, Tennessee, Texas, and Oklahoma have passed laws that direct and restrict classroom discussions, and a number of other states are following a similar path. The most common feature of the bills, says Snyder, “is their attention to feelings. In almost identical language, several forbid any classroom activity that would give rise to “discomfort, guilt, anguish, or any other form of psychological distress on account of the individual’s race or sex.”

At the center of this activity is the way the word *racism* is perceived. The traditional understanding is that the term refers to an individual’s irrational beliefs (most often negative) about people of another race. A more recent understanding (included in Critical Race Theory and a number of books and diversity, equity, and inclusion initiatives) is that there can be racism without racists – that racial advantage and disadvantage can become embedded in economic, social, and political systems and endure for centuries.

Many white people, still thinking in terms of the traditional definition, see talk of “systemic racism” as a personal attack (*I’m not a racist!*). Taking it a step further, they fear that a detailed study of the nation’s racial history will result in their being called racists and asked to shoulder personal responsibility and guilt because of their race. Of course white people’s perceptions and fears are only part of the story. “What would it really take,” asks Snyder, “to remove ‘discomfort, guilt, anguish, or any other form of psychological distress’ on account of race from the lives of black people, or from the school days of black students?” He believes that, in an age-appropriate way, the facts of U.S. racial history need to be taught.

"Facts do tend to be controversial," Snyder acknowledges. "It would be controversial to note, for example, that the Tulsa massacre was one of many such instances of racial cleansing in the United States, or that its consequences are manifest in Oklahoma to this day. It would be controversial to note that racial pogroms, alongside whippings, shootings, and lynchings, are traditional tools to intimidate black Americans and to keep them away from the ballot box."

But in the final analysis, he concludes, "History is not therapy, and discomfort is part of growing up... My experience as a historian of mass killing tells me that everything worth knowing is discomforting; my experience as a teacher tells me that the process is worth it. Trying to shield young people from guilt prevents them from seeing history for what it was and becoming the citizens that they might be. Part of becoming an adult is seeing your life in its broader settings. Only that process enables a sense of responsibility that, in its turn, activates thought about the future. Democracy requires individual responsibility, which is impossible without critical history. It thrives in a spirit of self-awareness and self-correction. Authoritarianism, on the other hand, is infantilizing. We should not have to feel any negative emotions; difficult subjects should be kept from us. Our memory laws amount to therapy, a talking cure."

["Forced Forgetting"](#) by Timothy Snyder in *The New York Times Magazine*, July 4, 2021; Snyder can be reached at timothy.snyder@yale.edu.

I wish you a safe and enjoyable weekend.

Bill