



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Special Meeting Agenda #6
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, August 16, 2021
Meeting Time:	6:00 p.m.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. CITIZENS' FORUM**
- E. PUBLIC HEARING: Utilization of ESSER III Funds**
- F. INFORMATION AND DISCUSSION BY THE BOARD TO DETERMINE PRIORITIES:**
 - Wellness
 - Infrastructure
 - Teaching and Learning
 - Draft Job Application – Director or Coordinator of Multi-Tiered System of Support (MTSS)
- G. NOMINATIONS**
 - a. DTU Nomination
 - b. Fall Coach Nomination
- H. RESIGNATIONS**
 - a. Patricia VanDeventer / Special Education Teacher / Dover Middle School / Resignation
 - b. Deanna Bird / Art Teacher / Dover Middle School / Resignation
- I. REVIEW OF FISCAL YEAR 2022 BUDGET AND STAFFING PRIORITIES**
- J. PRINT MANAGEMENT UPDATE**
- K. SEACOAST VIRTUAL SCHOOL CONSORTIUM UPDATE**
- L. SCHOOL BOARD MATTERS OF INTEREST**
- M. ADJOURNMENT**



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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.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Review of Agenda Items

Monday, August 16, 2021

Hearing & Special Meeting

The following is a brief review of the board agenda items:

1. **Hearing** – The purpose of the hearing is to have input from stakeholders on the items that have been identified to be financed by ESSER III Funds. The proposed projects have been divided into three categories – Wellness, Teaching and Learning, and Infrastructure. The three categories and identified projects have been aligned with the District's strategic goals and objectives. The projects identified were selected for the potential of having a long-term effect in the District.

- **Wellness** – Multi-Tiered System of Support (MTSS) was selected to put an effective system in place to address learning needs of students as well as addressing Social Emotional Learning (SEL). MTSS is inclusive of the SEL. Travis Bickford will present to provide an overview of what is proposed in this area.

In addition, it is proposed that Mr. Bickford be funded to lead this work over the next three years. A proposed job description is also included in the agenda for review. With an individual dedicated to this work, it will provide the necessary support to bring this to fruition. Mr. Bickford led the SEL Task Force that has developed the plan that would complement this work.

- **Infrastructure** – The focus in this area is to improve the HVAC systems at Dover Middle School, Horne Street School, and Woodman Park School. Michael Limanni will provide the Board additional information pertaining to the projects in this category.
- **Teaching and Learning** – This area is not well defined at this time. The funding can be used to fund after school tutoring, future summer school programs, and/or the continuation of the equity work with the Great Schools Partnership. Approximately \$700,000 was allocated to this area.

Based on the feedback from the Public Hearing or from a Board's perspective, the Board may choose to make modifications in the plan. The funding is for a three-year period. The initial plan must be submitted to the state by August 23, 2021.

2. **Director or Coordinator of Multi-Tiered System of Support (MTSS)** – This a proposed position and job description to support the work surrounding MTSS work. As indicated earlier, it is essential that a knowledgeable person oversee the development and implementation of the system. The district is seeking Board feedback on the proposed job description, there is no action requested on the job description at this time. The administration is working through the issue to make the position a Director or Coordinator.



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Superintendent's Review of Agenda Items

Monday, August 16, 2021

Hearing & Special Meeting

3. **Nominations** – As writing of this report, the DHS Baseball Coach is being submitted. There may be additional nominations as the administration continues to work through the interview cycle. I recommend the Board approve the nominations as listed.
4. **Resignations** – I recommend the Board approve the resignations as listed.
5. **Fiscal Year 22 Budget** – The District will be receiving additional adequacy aid. Michael Limanni will be providing a report to the Board on the amount and the process that needs to be followed for the District to secure the funding. A meeting was held with Peter Driscoll, Samantha Tukey, and Kimberly Lyndes to identify staffing priorities if funding became available. The following were the funding priorities that were identified.
 - **Dover High School**
 - ✓ First priority is to restore Science teacher – 1.0 FTE
 - ✓ Second priority is to restore Math teacher – 1.0 FTE
 - ✓ Third priority is to restore English teacher – 1.0 FTE
 - ✓ Fourth priority is to restore Spanish teacher - .33 FTE
 - **Dover Regional CTE**
 - ✓ First priority is to restore EMT teacher - .33 FTE
 - **Dover Middle School**
 - ✓ First priority is to restore fifth grade teacher – 1.0 FTE – Enrollment currently 279 – This would create a ration of 1:23. Class with a significant high needs population.
 - ✓ Second priority is to restore sixth grade teacher – 1.0 FTE – Allows sixth grade to return to four-member teams.
6. **Print Management Update** – Michael Limanni will update the Board on the final cost of the Print Management project. A cost savings has been realized with the project.
7. **Seacoast Virtual School Consortium Update** - The Seacoast Virtual School Consortium of inclusive special education representatives did meet on Thursday, August 12, 2021. The Commissioner was willing to provide funding with the participating school districts also contributing funds. Discussion also focused on sustainability. There were also further discussions with the Florida Virtual School (FLVS) pertaining to how the participating districts could work with FLVS to accommodate the needs and legal requirements for students with special needs. It was felt the legal requirements and educational needs of the special education students could not be addressed. Other alternatives were discussed but will require additional planning to provide a quality program. The Seacoast Virtual School Consortium will not be an option for the 2021-2022 school year.



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I do feel the District will need to offer an alternative for families requesting virtual learning. VLACS is now available for students in grades K-4 and 5-12. With students in grades K-8, there is no cost for the District, but students do not count in the enrollment. The Board will need to determine if the District will need make this option available for families.



DOVER SCHOOL DISTRICT

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ESSER III FUNDS FRAMEWORK

PROPOSAL

August 16, 2021

STUDENT SUCCESS: SOCIALLY – EMOTIONALLY – PHYSICALLY – ACADEMICALLY

ALIGNMENT TO THE DISTRICT’S STRATEGIC PLAN

STUDENT WELLNESS	STUDENT LEARNING	INFRASTRUCTURE
GOAL 2: The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.	GOAL 2: The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical and rigorous academic learning. GOAL 4: The Dover School District will recruit, hire, develop and retain effective and caring educators and support them in their growth as a strong school.	GOAL 3: The Dover School District is committed to continued investments in infrastructure to support student learning inclusive of facilities, technology, safety, and security.
Objective 2.1: Social, Emotional, Physical - We will promote and support the overall health and well-being for all students and staff.	Objective 2.1: Student Engagement in Learning – We will maximize each student’s engagement in learning. Objective 2.3: Student Achievement – We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs. Objective 4.2: Professional Development – We will cultivate continuous improvement of instructional and leadership capacities to increase student growth and achievement through individual and collective professional development.	Objective 3.1: Facilities Maintenance and Development - We will provide, manage, and maintain clean, safe, and adequate facilities to support student learning, effective instruction, and community engagement.
Identified Action Areas - Multi-Tiered System of Supports (MTSS) inclusive of SEL	Potential Areas for Action Areas - Summer Learning Programs - School Year Academic Support ✓ Before and after school programming & support ✓ Tutoring - Professional Development - Educational Equity	Identified Action Area Facilities



DOVER SCHOOL DISTRICT

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ESSER III FUNDS FRAMEWORK

PROPOSAL

August 16, 2021

STUDENT WELLNESS – 2021-2022

ACTION	TARGETS	COST	SUCCESS INDICATORS
Multi-Tiered System of Supports (MTSS)	Develop Infrastructure of MTSS - Conduct Needs Assessment - Identify Priorities - Establish Vision for MTSS - Inventory current resources - Develop Implementation Plan - Develop Evaluation Plan - PD Focus on cultivating staff engagement and capacity to implement the essential MTSS Components	\$ 162,387.13	The MTSS initiative will use a stage-based approach to implementation so that the essential components of the framework can be successfully integrated, including a multi-level prevention system, screening, progress monitoring, and data-based decision making. To monitor the progress of the district's implementation efforts, assessment tools developed by the National Implementation Research Network (NIRN) will be periodically administered. This process will allow the district to identify strengths and opportunities of improvement so that action plans can be developed. Results from a March 2019 administration of the District Capacity Assessment (DCA) indicated the school district was at 9% readiness to facilitate MTSS, which is in the Exploration stage. To move towards the Installing stage, the district needs to reach a target level around 60% on the DCA assessment.

STUDENT WELLNESS – 2022-2023

ACTION	TARGETS	COST	SUCCESS INDICATORS
Multi-Tiered System of Supports (MTSS)	- Install initial implementation plan for year one including processes assessment and interventions - CRITICAL**Monitor fidelity of implementation efforts** - Identify and address barriers to implementation utilizing collaborative teaming with an emphasis on data-based decision making	\$ 762,757.02	The district will continue to administer assessment tools developed by NIRN to measure implementation capacity to help guide improvement efforts. Additionally, a MTSS Fidelity of Implementation Rubric will be administered at the school building-level to monitor essential components and supporting infrastructure. This tool will help building level MTSS teams develop and monitor action plans. Higher scores on the fidelity rubric will suggest all students have access to a full array of academic, behavioral, and school-based mental health resources.

Total for Student Wellness - \$925,144.15



DOVER SCHOOL DISTRICT

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ESSER III FUNDS FRAMEWORK

PROPOSAL

August 16, 2021

STUDENT LEARNING – 2021-2022

ACTION	TARGETS	COST	SUCCESS INDICATORS
Summer Learning			
School Year Academic Support			
Professional Development			
Educational Equity			
Other			

STUDENT LEARNING – 2022-2023

ACTION	TARGETS	COST	SUCCESS INDICATORS
Summer Learning			
School Year Academic Support			
Professional Development			
Educational Equity			
Other			

Total Allocation for Teaching and Learning - \$801,802.94



DOVER SCHOOL DISTRICT

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ESSER III FUNDS FRAMEWORK

PROPOSAL

August 16, 2021

INFRASTRUCTURE – FACILITIES - 2021-2022

ACTION	TARGETS	COST	SUCCESS INDICATORS
Contract for the design, engineering, and project management fees for HVAC upgrades.	To complete a design and engineering plan for HVAC upgrades at Woodman Park Elementary School, Dover Middle School, and Horne Street Elementary School to improve indoor air quality in the schools.	\$260,000	The HVAC design and engineering plan has been developed to improve each school's indoor air quality using advanced air filtration systems, humidity management systems, and integrated control systems necessary to support student learning environments, and to mitigate health risks that could impede the reopening the identified schools.

INFRASTRUCTURE – FACILITIES - 2022-2023

ACTION	TARGETS	COST	SUCCESS INDICATORS
Purchase of equipment, labor, and materials to complete the approved HVAC upgrades.	To upgrade the effectiveness of the HVAC systems at Woodman Park Elementary School, Dover Middle School, and Horne Street Elementary School to improve indoor air quality in the schools.	\$4,240,000	The HVAC improvements will improve each school's indoor air quality using advanced air filtration systems, humidity management systems, and integrated control systems necessary to support student learning environments, and to mitigate health risks that could impede the reopening of the identified schools.

Total for Infrastructure - \$4,500,000.00

ESSER III Total Allocation -- \$6,226,947.09

20% Designated for Student Learning - \$1,245,389.41

Integrated Model of Academic and Behavior Supports

The National Association of School Psychologists (NASP) is committed to ensuring that all children receive an appropriate public education, regardless of race, culture and background, language, sexual orientation, gender identity and expression, socioeconomic status, or educational need. NASP maintains that all students learn best in inclusive environments that implement high-quality, evidence-based instruction. Inclusive programs are those in which students with and without disabilities receive appropriate instruction and related services in age-appropriate general-education settings. Furthermore, an optimal service delivery system is one that is aligned with a multitiered system of support (MTSS) in which evidence-based instruction is delivered along a continuum, based on student need, includes both academics and behavior, and uses data to guide instructional decision-making. The following are some features of such a system.

- All children can learn. Schools have a responsibility to teach them both academic and behavior skills. Behavior skills include the appropriate interpersonal, emotional, and social skills needed by students in all school settings.
- School personnel and parents partner on every aspect of a child's education.
- General education includes all children. Instructional options are based on individual student needs and include collaboration by general education, special education, and specialized instructional support personnel.
- Schools implement a process for early identification of struggling students so that swift remediation through evidence-based interventions can occur.

USE OF A MULTITIERED SYSTEM OF SUPPORT

Assessment and intervention activities must always link directly to the needs of students. NASP supports an integrated MTSS as an effective approach for meeting the learning needs of all students. An MTSS incorporates multiple tiers of instruction for academic and behavior skill development. Providing a multitiered continuum of prevention and intervention services that are evidence-based, data-driven, and culturally responsive is consistent with NASP's *Model for Comprehensive and Integrated School Psychological Services* (NASP, 2010).

General Features of an MTSS

Multitiered systems are evidence-based. Intervention strategies are selected according to their proven effectiveness and student need, they are correctly and fully implemented, and student progress is monitored through objective and valid measures (National Center on Intensive Intervention, 2015). There is a focus on prevention strategies that lead to positive academic and behavior outcomes that are delivered to all students. An MTSS includes a systematic problem-solving and data-based approach to decision making. Finally, tiered supports are culturally responsive and provide a continuum of both

academic and behavior supports that incorporate awareness of student diversity in race, culture and background, language, socioeconomic status, sexual orientation, gender identity and expression, and educational need.

Specific Practices in an MTSS

Specific critical features of a multitiered system of support include the following (Kovaleski,

- Comprehensive Tier 1 core instructional programs that include:
 - Clearly stated learning expectations and goals;
 - Explicit instruction;
 - Strategies to enhance student engagement;
 - Scaffolding and support for learners to move from acquisition through fluency, building to mastery, and generalization; and
 - High doses of corrective feedback.
- Early identification of student needs through implementation of universal screening measures completed with the entire school population.
- Identification of appropriate interventions of increasing intensity.
- Evidence-based, reliable, valid, and sensitive assessments used to monitor how students are responding to instruction and to make changes, as necessary, based on data.

MTSS can be used to improve outcomes for individuals and groups of vulnerable students who might otherwise experience exclusionary discipline through suspension and expulsion, grade-level retention, slower learning trajectories, dropout, lower postsecondary enrollment, and lower rates of employment (Cortiella, 2014). Examples of tiered supports are shown below.

1	Universal Support. In Tier 1 , all students are taught using high-quality instruction, and support is provided for all students in the general education setting. Universal (i.e., school-wide) screenings for all children are conducted regularly to identify the needs of each and every student.	
	Universal Academic Instruction • Schools select evidence-based core curricula and use them with differentiated instruction in response to student needs. • Teachers are trained and prepared to use adopted materials and methods effectively. • There are regular observations of teaching to confirm that materials and methods are used as intended. • Regular (i.e., triannual) screening of all students is conducted. • School teams analyze screening data to inform core instruction. • School teams use screening data to identify students needing additional instruction.	Universal Behavior Instruction • All expected student behaviors are taught, prompted, and reinforced when observed. • Skills related to self-management, responsible decision making, empathy, positive interpersonal relationships, and goal setting are taught. • School teams conduct primary prevention screenings that gather information about all students. • School teams gather and analyze data from existing school-wide information (e.g., office disciplinary referrals) to identify which students and/or settings need additional resources.

2	Targeted Support. At Tier 2, based on data from school-wide screening conducted at Tier 1, school teams identify students whose academic and/or behavior performance and rate of progress are below what is expected for their grade and educational setting. Instructional materials and appropriate progress measures are selected based on individual students' learning needs. Tier 2 instruction is provided in addition to the Tier 1 core instruction, and students complete weekly progress measures. <table border="1"> <tr> <td data-bbox="253 348 797 926"> Supplemental Instruction - Targeted supplemental instruction is provided to students in small groups. - Tier 2 instruction is aligned with student need according to assessment data. - Instruction provides high doses of opportunities to respond. - Instruction includes immediate corrective feedback. - Instruction incorporates procedures for maximizing student motivation. - School personnel conduct observations to ensure that supplemental instruction is implemented as intended. - School personnel monitor student progress on a weekly basis using psychometrically valid progress measures. </td><td data-bbox="797 348 1360 926"> Environmental Adjustments and Social Behavior Instruction - School personnel use additional assessments such as student/parent/teacher rating scales, observations, and/or interviews to identify appropriate interventions. - Small group and individualized behavior supports are provided to improve students' behavior and social skills. - As needed, teacher practices are modified to meet students' needs. - Progress is regularly monitored with student-specific measures such as direct behavior ratings and daily report cards. - Students, parents, and teachers stay informed about student progress through regular communication. </td></tr> </table>	Supplemental Instruction - Targeted supplemental instruction is provided to students in small groups. - Tier 2 instruction is aligned with student need according to assessment data. - Instruction provides high doses of opportunities to respond. - Instruction includes immediate corrective feedback. - Instruction incorporates procedures for maximizing student motivation. - School personnel conduct observations to ensure that supplemental instruction is implemented as intended. - School personnel monitor student progress on a weekly basis using psychometrically valid progress measures.	Environmental Adjustments and Social Behavior Instruction - School personnel use additional assessments such as student/parent/teacher rating scales, observations, and/or interviews to identify appropriate interventions. - Small group and individualized behavior supports are provided to improve students' behavior and social skills. - As needed, teacher practices are modified to meet students' needs. - Progress is regularly monitored with student-specific measures such as direct behavior ratings and daily report cards. - Students, parents, and teachers stay informed about student progress through regular communication.
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3	Intensive Support. At Tier 3, students who continue to struggle despite high-quality Tier 1 and 2 instruction, or whose needs are more intense than can be addressed by typical Tier 2 interventions, require the most intensive, and sometimes individualized, instruction. A problem-solving team typically determines the need for intensive supports based on a variety of assessments that include data collected during prior interventions and instruction. More frequent progress monitoring (e.g., hourly, daily, or weekly) is used to document progress toward grade level standards. A student's inadequate response to interventions at all three tiers may be used as part of the documentation for special education eligibility in relation to a specific learning disability (e.g., a specific learning disability for limited progress in academics). <table border="1"> <tr> <td data-bbox="253 1230 797 1824"> Intensive Instruction - School personnel conduct enhanced assessments of students' academic skills to closely match interventions to specific student needs. - Intensive instruction is provided to students in very small groups or individually. - The instruction includes modeling, scaffolded practice, many opportunities for students to respond, immediate performance feedback, and regular mastery assessments. - Strategies related to student motivation are included. - School personnel monitor student progress weekly or more frequently. - School personnel conduct observations to ensure that instruction is implemented as intended. </td><td data-bbox="797 1230 1360 1824"> Intensive Social Behavior Instruction - Behavior interventions are individualized and may be provided by specialized personnel. - As needed, functional behavior assessments are conducted to determine the environmental factors that are maintaining the behavior. Such data are used to create multisystemic interventions across a range of environments, including school, home, and community. - Wraparound support that involves collaboration between school and community service providers might be needed. - School personnel monitor student progress very frequently (e.g., hourly to daily) with measures specifically matched to the student's individual learning goals. </td></tr> </table>	Intensive Instruction - School personnel conduct enhanced assessments of students' academic skills to closely match interventions to specific student needs. - Intensive instruction is provided to students in very small groups or individually. - The instruction includes modeling, scaffolded practice, many opportunities for students to respond, immediate performance feedback, and regular mastery assessments. - Strategies related to student motivation are included. - School personnel monitor student progress weekly or more frequently. - School personnel conduct observations to ensure that instruction is implemented as intended.	Intensive Social Behavior Instruction - Behavior interventions are individualized and may be provided by specialized personnel. - As needed, functional behavior assessments are conducted to determine the environmental factors that are maintaining the behavior. Such data are used to create multisystemic interventions across a range of environments, including school, home, and community. - Wraparound support that involves collaboration between school and community service providers might be needed. - School personnel monitor student progress very frequently (e.g., hourly to daily) with measures specifically matched to the student's individual learning goals.
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Having sufficient reliable data from validated progress measures is essential for the accurate interpretation of student progress (National Council for Measurement in Education, 2014). Progress data review must begin with consideration of whether there are sufficient data points for interpretation and include an assessment of whether the intervention strategies were implemented as planned.

ROLE OF THE SCHOOL PSYCHOLOGIST

School psychologists can be instrumental agents in the application of a multitiered system of academic and behavioral supports because of their broad training in evidence-based practice, consultation, assessment, and data-driven instructional decision making for students from diverse backgrounds (NASP, 2010).

Tier 1

- Participate in the design and implementation of core academic and behavior curricula.
- Lead teams in designing and implementing school-wide universal screening systems and using these data to guide core instruction and to help identify students at-risk.
- Collaborate with family members and other professionals who support students with academic and behavioral challenges.
- Advocate for the mental health needs of all students by leading efforts to incorporate regular instruction and progress monitoring (routine checks of student proficiency during the instructional year to verify growth) of student wellness at the universal level (NASP, 2015a).

Tier 2

- Assist teachers and school teams in selecting evidence-based interventions and progress monitoring tools match to student need.
- Support regular progress monitoring and data reviews, including reviews of treatment integrity.
- Consult with teachers and other school staff to boost understanding and interpretation of progress data to determine if students are making adequate progress and whether intervention changes are needed.
- Lead small-group interventions to support students' social skills and mental health (NASP, 2015b).

Tier 3

- Participate in functional behavior and academic assessments to customize individual plans for students' interfering behaviors and development of appropriate behaviors and academic skills.
- Assist school teams in selecting evidence-based interventions that align to the intensive needs of specific students.
- Examine the systems that influence the development of individual students to support better alignment with student development and needs.
- Provide individualized counseling and therapy for students with intensive mental health needs (NASP, 2015b).
- Collaborate with parents and school teams as part of the frequent review and interpretation of Tier 3 data to determine whether a student should be referred for a comprehensive evaluation.

Throughout all tiers, school psychologists can evaluate implemented programs and supports to assist in determining the effects of multitiered approaches on school-wide academic and behavioral outcomes. Important data to consider are the percentages of students meeting learning goals, rates of special education referral and placement, and disproportionate placements of students from diverse backgrounds in programs that remove them from the general education classroom.

SUMMARY

NASP believes that children learn best in inclusive environments that provide evidence-based instruction to all students. Recent research suggests that an effective education for students can be accomplished with a multitiered system that incorporates evidence-based core academic and behavior curricula as well as supplemental targeted and intensive interventions. School psychologists play important roles in implementing this model by leading school teams and facilitating the design and delivery of multitiered, problem-solving systems of support for all students. School psychologists effectively use their training in data-based decision making to identify potentially vulnerable groups of children, consult with school teams to improve student outcomes, and reduce risk for academic, behavioral, and social–emotional concerns over time (Greenberg et al., 2003). School psychologists can serve as facilitators of school teams, including problem-solving teams, and assist in the evaluation of student responses to intervention through program evaluation efforts.

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- Cortiella, C., & Horowitz, S. H. (2014). *The state of learning disabilities: Facts, trends and emerging issues*. New York, NY: National Center for Learning Disabilities.
- Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L. R., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58, 466–474.
- Kovaleski, J. F., VanDerHeyden, A. M., & Shapiro, E. S. (2013). *The RTI approach to evaluating learning disabilities*. New York, NY: Guilford Press.
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Acknowledgment of position statement writing group members: Rachel Brown (Chair), Rebekah Bickford, Matthew Burns, Joe Kovaleski, Diane Morrison, Chris Riley-Tillman, David Tilly, and Amanda VanDerHeyden.

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DOVER SCHOOL DISTRICT

JOB DESCRIPTION

Title: Director (DAA) or Coordinator (DTU) of Multi-Tiered Systems of Support (MTSS)

Reports To: Assistant Superintendent of Student Services; Assistant Superintendent of Teaching & Learning

Department: MTSS/Psychoeducational Services???

Length: 200+ days??? (July 1st – June 30th)

Location: Dover School District

Position Description:

The MTSS Director/Coordinator will set the vision and direction of prevention and intervention services as it relates to Multi-Tiered Systems of Support (MTSS) and Social-Emotional Learning (SEL) to address the academic, social-emotional, and behavioral needs of the district's students.

Job Duties and Responsibilities:

- Provides technical assistance to administrators, teachers, and school-based leadership teams to facilitate implementation of MTSS/SEL at the district and school levels, which includes providing necessary tools, training, and regular cycles of observation and feedback.
- Coordinates high quality MTSS/SEL related professional development activities for all school and district employees.
- Manages and evaluates external partnerships related to MTSS/SEL services and develops additional opportunities for new organizational relationships.
- Seeks out and manages MTSS/SEL-related grant opportunities.
- Acts as subject matter expert on MTSS/SEL issues, including articulating trends in MTSS/SEL research and best practices, along with, networking with other MTSS/SEL experts.
- Collaborates with district committees that would be involved in the scaling up and sustainability of a MTSS/SEL framework in order to ensure student needs are addressed.
- Develops and prepares annual budgets for MTSS/SEL programming
- Performs other duties as assigned

Qualifications:

- Experience/background in PBIS/RTI/MTSS philosophy and methodology.
- Ability to identify appropriate steps and/or interventions to improve student achievement for ALL learners
- Proven ability to execute a mission that accomplishes significant outcomes for students

- Ability to advocate for students' needs to ensure an equitable education
- Ability to organize, prioritize, and handle multiple projects with attention to detail and execute responsibilities independently.

Education and/or Experience:

This position requires a minimum of:

- A specialist-level degree in school psychology (e.g., MS, Eds, SSP, CAGS, PsyS)
- Successful experience as a school psychologist in a school setting
- Successful experience in district-level leadership positions as it relates to MTSS/SEL initiatives.

Technology Skills:

To perform this job successfully, an individual should have:

- Working knowledge of word processing
- Internet navigation
- Excel and PowerPoint knowledge helpful
- Data analysis

Certificates, Licenses, Registrations:

The follow certifications/licenses/registrations are required for this position:

- New Hampshire Department of Education License in School Psychology

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds.

Work Environment:

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

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

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

TO: **DOVER SCHOOL BOARD**

DATE: August 16, 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
Burns, Lisa	Special Education Teacher	Dover Middle School	Patricia VanDeventer	\$74,975	MA+30, Step 16
Mann, Nathan	English/LA Teacher	Dover High School	Samantha Sanella	\$50,044	MA+15, Step 6

Recommendations

To: Dr. William Harbron
From: Peter Wotton
Re: Fall Coaching Recommendations - 2021
Date: August 16, 2021
Cc: Kim Lyndes, Peter Driscoll, Tammy Badger

I am recommending the following individuals be nominated for FALL 2021 coaching positions.

<u><i>Position</i></u>	<u><i>Name</i></u>	<u><i>Stipend</i></u>	<u><i>Replaces</i></u>
Head Varsity Baseball Coach	Scott Dubben	\$4398.75	John Carver

-----Original Message-----

From: Patricia VanDeventer <trishvandeventer@gmail.com>

Sent: Wednesday, July 28, 2021 10:08 AM

To: William Harbron <w.harbron@doover.k12.nh.us>; Christine Boston <c.boston@doover.k12.nh.us>

Cc: Kimberly Lyndes <k.lyndes@doover.k12.nh.us>; Ada Vadeboncoeur

<A.Vadeboncoeur@doover.k12.nh.us>; Lisa Dillingham <l.dillingham@doover.k12.nh.us>; Stephanie Levin

<s.levin@doover.k12.nh.us>

Subject: Letter of Resignation

July 28, 2021

Dear Dr. Harbron and Dr. Boston,

Please accept this letter as notice that I will be resigning from my position as special education teacher at Dover Middle School. I will not be returning in the fall.

Thank you for the support and opportunities you have provided me with over the last several years.

If you have any questions regarding specific deciding factors, please feel free to reach out to me by phone.

Sincerely,

Patricia J. VanDeventer

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August 12, 2021

Kim Lyndes
Dover Middle School
16 Daley Drive
Dover, NH 03820

Dear Kim,

It is with a heavy heart that I am writing this letter to inform you that I wish to resign from the position of Art teacher at Dover Middle School. I understand my last day in the district is contingent on the start date of the new DMS Art teacher.

With this resignation letter, I would like to thank the district of Dover for eight wonderful years. I've made many friends here. I also have so many great memories as a new teacher in this district.

Last school year was challenging for so many on so many different levels. I was especially struggling because of the loss of my mother due to Covid-19 and teaching during the pandemic to such a large student population. As a result I decided a smaller student population would be more manageable for me going into another pandemic school year.

I hope you accept my sincerest apologies that my decision to leave DMS is happening so late in the summer. I made every attempt to avoid that but it was ultimately out of my hands.

Wishing you a safe and happy school year,
~ Deanna Bird