



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #9
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, September 13, 2021
Meeting Time:	7:00 p.m.

- A. **CALL TO ORDER**
- B. **ROLL CALL**
- C. **PLEDGE OF ALLEGIANCE**
- D. **AGENDA APPROVAL**
- E. **CITIZENS' FORUM**
- F. **APPROVAL OF MINUTES**
 - 1. Naming/Renaming Committee Meeting, August 5, 2021
 - 2. Non-Public Meeting #4, August 9, 2021
 - 3. Regular Meeting # 8, August 9, 2021
 - 4. Special Session #6/Public Hearing, August 16, 2021
 - 5. Special Session #7, August 23, 2021
 - 6. Non-Public Meeting #5, August 23, 2021
- G. **CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Caitlin McGrath / Teacher / Dover High School CTC / Resignation
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DTU Nominations
 - b. DPA Nomination
 - c. Non-Union Nomination (IT)
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** September Donations
- H. **STUDENT REPORT:**
- I. **POLICY – CHANGES – PROPOSALS:** None
- J. **POLICY ADOPTION:** None
- K. **RESOLUTIONS:** None
- L. **OLD BUSINESS:** None
- M. **NEW BUSINESS:**
 - 1. 2021-2022 Dover School District Initiatives and Plan
 - 2. School Board Initiatives for 2021-2022 and Continuing
 - 3. Multi-Tiered Systems of Support (MTSS) Director Job Description
 - 4. Dover School District Snow Days
 - 5. Review of COVID-19 Metric and Identify Level of Restrictions



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6. Condition of Accounts

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

P. COMMITTEE REPORTS

Q. SCHOOL BOARD MATTERS OF INTEREST

R. ADJOURNMENT

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

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

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

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

From: Caitlin McGrath <c.mcgrath@dover.k12.nh.us>

Sent: Wednesday, August 25, 2021 7:03 AM

To: Samantha Tukey <s.tukey@dover.k12.nh.us>

Subject: HST/EMT

Sam,

It is with much sadness that I need to inform you of my decision to not fulfill my contract for both HST and the expected EMT this year due to deeply personal reasons.

This has been an extremely difficult decision to make. I understand the difficulties that this places on my co teachers and hope that you know that I did not make this decision lightly. I simply feel that I cannot fulfill the obligations associated with this upcoming school year.

I hate that this email is so impersonal in nature as we have formed a firm bond that I respect and will miss. I am so hopeful for all the things you are going to do for Dover and for CTE as you take your career further and further. I truly hope that this decision doesn't sever my connection to you, Dover schools and our CTE community because I truly believe in the student centered, future focused approach that our team takes.

Caitlin

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

TO: **DOVER SCHOOL BOARD**

DATE: September 13, 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
Clark, Lucinda	Social Studies Teacher	Dover High School	Kathryn Fontaine (OYO)	\$33,977.04	MA, Step 7
Houlihan, John	Social Studies Teacher	Dover Middle School	Jessica Botterman	\$77,876.00	MA+30, Step 17
Klotz, Melissa	Teacher	Garrison School	Becca Cotter	\$48,823.00	MA, Step 6
Salzano, Patricia	Art Teacher	Dover Middle School	Deanna Bird	\$72,315.00	BA+30, Step 17

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

TO: **DOVER SCHOOL BOARD**

DATE: September 13, 2021

MEMORANDUM: Nomination and Election of Paraprofessionals

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2021-2022 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Mansfield, Amanda	Paraprofessional	Horne Street School	Kelly Sweet	\$14.44/hr	C2, Step 1

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

TO: **DOVER SCHOOL BOARD**

DATE: September 13, 2021

MEMORANDUM: Nomination and Election of Non-Union Employees

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2021-2022 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Watts, Tyler	Tech Specialist	Dover Middle School	Steve Pellicano	\$48,000	N/A

Donation Request List for Approval
September 13, 2021 School Board Meeting

School	Group Donating	Value	Items/Service	Purpose
WPS	WPS PTO	\$1,300.00	Turf surface	To allow greater access to the gaga ball pit. Will also produce a longer life expectancy than current ground surface.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

2021-2022 Implementation Plan

The following documents were developed to focus and guide the District's initiatives for the 2021-2022 school year:

- **Strategic Plan Planner 2021-2022** – Each school has identified the areas of the strategic plan that will be their focus for the 2021-2022 school year. The schools are in the process of developing quarterly planners that will establish specific targets and actions for the following periods of time:
 - ✓ September/October – 39 days
 - ✓ November/December – 34 days
 - ✓ January/February – 35 days
 - ✓ March/April – 39 days
 - ✓ May/June – 31 days
- **Leadership Meeting Structure 2021-2022** – The Leadership Team reviewed the meeting structure that has been used over the past four years. Following the review, the document outlines the meeting structure for the 2021-2022 school year.
- **District Committees' Purposes and Targets** – The document outlines the committees, purpose, and targets. An additional document is provided to outline in further detail the Curriculum Advisory Council. Also, an additional document is provided that outlines in more detail the *Dover Improvement Process* that will frame the work of the District Data Leadership Team (DDLT). For the 2021-2022 school year, DDLT will only be implemented.
- **Dover School District Vision** – The vision is under development. Included is the diagram of the vision. The vision is success for every student framed by education equity, excellence – student learning and achievement, and wellbeing – MTSS/SEL.
- **District Communication** – The document outlines the District's communication plan for the 2021-2022 school year.
- **New Hampshire Learning Initiative** – The NH Learning Initiative has provided its initial plan for the 2021-2022 school year. This will continue the work with competency-based education, portrait of a graduate, and professional learning communities.
- **Great School Partnership** – Great Schools Partnership has presented a plan for the 2021-2022 school year. Three areas include: (1) Implement actions in all schools that will have an impact on all students in all classrooms; (2) Engage stakeholders in the work of equity in the district; and (3) plan and coordinate equity focused on district and school professional development. Additional documents will be provided at future meetings that will be inclusive of other plans.



DOVER SCHOOL DISTRICT

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STRATEGIC PLAN
PLANNER 2021-2022

SCHOOL/DEPARTMENT: Dover High School and Regional Career Technical Center

NOTE: The following is The Devil is in the Details by Fullan and Gallagher with modifications by Bill Harbron.

1. Schools can spend their time changing teaching and learning, not just planning it.
2. Plans need to be concise with no more than three or four action targets and with a total plan of ideally fewer than five pages. (Harbron: I recommend selecting no more than two action targets that will have the most significant impact on teaching and learning.)
3. When creating the criteria for success, what evidence will you see in the classroom reflecting the plan changes.
4. The emphasis becomes one of improvement and implementation, accompanied by constant revisions to strategies in response to strategies in response to impact on learning.
5. Student learning, well-being, and engagement increase when teachers are able to use a variety of high-impact strategies well in their classrooms.

STRATEGIC GOAL: Research, use, and refine consistent use of evidence-based strategies and structures that support competency-based learning.

STRATEGIC OBJECTIVE: 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.

ACTION TARGETS	OUTPUTS	CRITERIA FOR SUCCESS	IMPACT
- Teachers will become proficient in the use of formative assessment - Teachers will adopt reassessment practices that give students more than one opportunity to demonstrate competency	1. Professional development focus is on formative assessment with a staff-wide book study of <i>Visible Learning: Feedback</i> by Hattie. 2. Reassessment practices require relearning on the part of students and reteaching on the part of faculty.	1. Teachers use formative assessment to adjust instruction, strategically differentiate, and purposefully organize group learning activities. 2. The opportunity to reassess results in students recognizing where they need more work and increased course specific skills and content knowledge.	1. Students perform better on summative assessments. 2. Students have fewer gaps as they move through a course.

STRATEGIC PLAN
PLANNER 2021-2022

STRATEGIC GOAL: Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school.

STRATEGIC OBJECTIVE: OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL: We will promote and support the overall health and well-being of all students and staff.

ACTION TARGETS	OUTPUTS	CRITERIA FOR SUCCESS	IMPACT
- Develop and support a mental health task force within the building that is integrated into district and community efforts to support mental health. - Develop and implement a system for flagging students experiencing academic or behavioral difficulties. - Provide interventions to support struggling students.	- The building level mental health task force will include students and will develop supports for struggling students. - Grades and referrals will be systematically mined to identify high needs students. - A tiered intervention system will be used to provide students with assistance.	- Task force is in place for the school year. - Timely reports will be provided to appropriate stake holders and support personnel. - Students will receive the academic and social-emotional supports that can best contribute to their success.	- Students feel they have a voice in providing supports to fellow students who are struggling. - Students in need of assistance are recognized in a timely fashion. - Students earn more credits, there are fewer discipline referrals, and better overall social-emotional health.



SCHOOL/DEPARTMENT: Dover Middle School

STRATEGIC GOAL: #2 Meeting the needs of all learners- The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, physical, and rigorous academic learning.

STRATEGIC 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.

NOTE: The following is The Devil is in the Details by Fullan and Gallagher with modifications by Bill Harbron.

1. Schools can spend their time changing teaching and learning, not just planning it.
2. Plans need to be concise with no more than three or four action targets and with a total plan of ideally fewer than five pages. (Harbron: I recommend selecting no more than two action targets that will have the most significant impact on teaching and learning.)
3. When creating the criteria for success, what evidence will you see in the classroom reflecting the plan changes.
4. The emphasis becomes one of improvement and implementation, accompanied by constant revisions to strategies in response to impact on learning.
5. Student learning, well-being, and engagement increase when teachers are able to use a variety of high-impact strategies well in their classrooms.

ACTION TARGETS	OUTPUTS	CRITERIA FOR SUCCESS	IMPACT
DMS Faculty will continue the transition to competency education by: -Developing common language and understanding of formative and summative assessments -Practicing grading and reporting based on evidence of learning -Develop grade level content common assessments -Use common formative assessment data to drive instruction.	This work will be completed through our Professional Learning Communities by working collaboratively to understand, develop and change teaching strategies and interventions based on data	-Increased common knowledge on assessments -Changes in gradebooks to reflect grading on evidence of learning -Two common assessments developed and utilized in each grade level content area -Analyze data from common assessments and document strategies for instructional improvement.	-Students will receive increased whole class, small group and/or individual instruction based on their needs through data analysis -Students will be assessed and graded based on evidence of learning -Teachers will develop addition teaching strategies and interventions through PLC collaboration ultimately leading to improved learning for all students.



DOVER SCHOOL DISTRICT

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STRATEGIC PLAN
PLANNER 2021-2022

STRATEGIC GOAL: #2 Meeting the needs of all learners- The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, physical, and rigorous academic learning.

STRATEGIC OBJECTIVE: 2.1 Social, Emotional, Physical: We will promote and support the overall health and well-being of all students and staff.

NOTE: The following is The Devil is in the Details by Fullan and Gallagher with modifications by Bill Harbron.

6. Schools can spend their time changing teaching and learning, not just planning it.
7. Plans need to be concise with no more than three or four action targets and with a total plan of ideally fewer than five pages. (Harbron: I recommend selecting no more than two action targets that will have the most significant impact on teaching and learning.)
8. When creating the criteria for success, what evidence will you see in the classroom reflecting the plan changes.
9. The emphasis becomes one of improvement and implementation, accompanied by constant revisions to strategies in response to strategies in response to impact on learning.
10. Student learning, well-being, and engagement increase when teachers are able to use a variety of high-impact strategies well in their classrooms.

ACTION TARGETS	OUTPUTS	CRITERIA FOR SUCCESS	IMPACT
DMS school cultural will improve through the implementation of restorative practices. -Complete de-escalation training with all staff -Introduction of adult advisories -Train administration and school counselors on restorative practices -Administration will pilot restorative conferences with students and teachers -Create restorative practices committee	This work will be completed by the Dean of Students, School Counselors, Administration, Advisory Committee, and a newly formed restorative practices committee by working collaboratively to learn and implement restorative practices.	-de-escalation training will add positive strategies for all staff when dealing with behaviors. -Teacher participation in adult advisories to learn skills on communication and running restorative circles. -A group of school personnel will be formally trained in restorative practices to support and model for all staff. -Fewer behavioral referrals and increased skills for classroom teachers to deal with student behavior appropriately and positively. -Functioning restorative practices committee to plan and support year 2 and 3 of this work.	This is year one of a three-year plan of implementation. Overall restorative practices will improve the DMS culture. There will still be traditional disciplinary measures when appropriate but more of a focus of learning about the impact of one's behavior towards a person or group. Students will gain replacement behaviors to support their individual needs without causing harm to others.



DOVER SCHOOL DISTRICT

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STRATEGIC PLAN
PLANNER 2021-2022

SCHOOL/DEPARTMENT: Garrison Elementary School

STRATEGIC GOAL: 1.2 Student Support and Wellness - We will enhance support and wellness for all students through purposeful engagement in school and community-based activities.

STRATEGIC OBJECTIVE: Students will become acclimated (re-acclimated) to Garrison procedures and traditions, creating a strong school community and sense of belonging for all students.

Garrison's work this year will focus on two main areas: Student achievement and student belonging and wellness at school. As a school, much of our work supports these goals, and refocusing on student learning and well-being after the pandemic is of the utmost importance. GES will be using some strategies and work that will cross all goals such as working to incorporate the tenets of Adult Professional Culture from Research for Better Teaching. GES will also be working through Robyn Jackson's book, "Stop Leading, Start Building" to create a vision/mission/values that drive our work in 90-day cycles. Our first step in this process is to come together as a staff to create a common goal that drives our work that is free of jargon. It is suggested that the work starts with the principal sharing their vision, which is: Garrison is a school where all people feel that they belong and that all students are on grade level."

ACTION TARGETS		OUTPUTS		CRITERIA FOR SUCCESS	IMPACT
Climate and Culture team will create opportunities for students to re-engage with the Garrison community through strategically designed and chosen activities throughout the year.		Student assemblies, classroom and grade level meetings, school wide realignment with procedures and traditions.		Students will know school routines and expectations and get to know (or refamiliarize themselves) Garrison traditions.	Increased sense of belonging, lower referrals.
Re-instatement of Community Block		Students will have grade level opportunities each week to engage with their community – sometimes as a grade level, sometimes with smaller facilitated groups. Students will get to know their grade level peers.		Students will know their peers and be able to work with them in a variety of situations – problem solving, social, academic.	Increased recess interactions between different groups of students, lower referrals.



SCHOOL/DEPARTMENT: Garrison Elementary School

STRATEGIC GOAL: 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.

STRATEGIC OBJECTIVE: Teachers will engage in the work of Strong Adult Professional Culture to improve student learning.

NOTE: The following is The Devil is in the Details by Fullan and Gallagher with modifications by Bill Harbron.

1. Schools can spend their time changing teaching and learning, not just planning it.
2. Plans need to be concise with no more than three or four action targets and with a total plan of ideally fewer than five pages. (Harbron: I recommend selecting no more than two action targets that will have the most significant impact on teaching and learning.)
3. When creating the criteria for success, what evidence will you see in the classroom reflecting the plan changes.
4. The emphasis becomes one of improvement and implementation, accompanied by constant revisions to strategies in response to impact on learning.
5. Student learning, well-being, and engagement increase when teachers are able to use a variety of high-impact strategies well in their classrooms.

ACTION TARGETS		OUTPUTS		CRITERIA FOR SUCCESS	IMPACT
Re-Instatement of PLCs		Increased focus on competencies, assessment, and sharing of students across a grade level.		Number of students on grade level and needing intervention.	Increased number of students on grade level at each marking period.
		Increased use of data to drive student intervention groups.			
Staff meetings will be built around the 12 norms of APC, and how it supports student achievement.		Increased staff collaboration for student learning		Increased sharing of students, authentic conversations around data and learning.	Increased student growth.



DOVER SCHOOL DISTRICT

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STRATEGIC PLAN
PLANNER 2021-2022

SCHOOL/DEPARTMENT: Horne Street School

STRATEGIC GOAL: GOAL 2: FOCUS: MEETING THE NEEDS OF ALL LEARNERS - The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

STRATEGIC OBJECTIVE: 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.

Horne Street School GOAL: All students will be reading at or above grade level by the end of grade three by ensuring every student receives academic instruction that is culturally responsive, evidenced/researched-based, and matched to developmental and learning needs.

ACTION TARGETS	OUTPUTS	CRITERIA FOR SUCCESS	IMPACT
Implement High Effect Reading Intervention Strategies within Classroom Universal Instruction (Tier 1) - Focus on teacher clarity - Focus on teacher/student feedback	Increased teacher/staff collective efficacy regarding research based, high effect teaching strategies Increased number of students receiving Tier 1 reading instruction matched to their needs.	Decreased number of students requiring reading Tier 2 interventions and/or Special Education reading support. Increased number of students consistently scoring "at or above" benchmark in reading	Increased student reading achievement Increased teacher/staff collective efficacy regarding research based, high effect teaching strategies
Redevelop and focus Professional Learning Communities around highly effective reading instruction leading to increased student reading growth and achievement - Developing teacher clarity and feedback - Focus on high effect universal (Tier 1) reading intervention strategies.	Increased teacher/staff collective efficacy regarding research based, high effect teaching strategies Increased number of students receiving Tier 1 reading instruction matched to their needs.	Decreased number of students requiring reading Tier 2 interventions and/or Special Education reading support. Increased number of students consistently scoring "at or above" benchmark in reading	Increased student reading achievement Increased teacher/staff collective efficacy regarding research based, high effect teaching strategies



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN
PLANNER 2021-2022

- Analyze teaching and lesson planning for teacher clarity and feedback from video models
- Analyzing student reading data, to include progress monitoring to inform instruction and student supports

STRATEGIC GOAL: GOAL 2: FOCUS: MEETING THE NEEDS OF ALL LEARNERS - The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

STRATEGIC OBJECTIVE: OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL: We will promote and support the overall health and well-being of all students and staff.

Horne Street School GOAL: Introduce and develop a system of responsive discipline that is culturally inclusive, evidenced/researched-based, and matched to developmental and learning needs.

ACTION TARGETS	OUTPUTS	CRITERIA FOR SUCCESS	IMPACT
Develop and promote an inclusive school wide community that supports the physical, emotional, and social needs of each member of the school.	Increased teacher/staff collective efficacy and overall response consistency regarding research based, high effect teaching strategies and responses to support student SEL/behavioral needs, by viewing behaviors and emotions as communication needs.	Increased consistency with response to emotional and behavioral student needs Increased number of students consistently able to access classroom instruction	Increased student academic achievement Increased student engagement in learning Increased student pro-social behaviors and sense of community.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2021-2022

Ongoing coordination with District level Multi-Tiered System of Support initiatives	All students receive support services in a consistent, meaningful way to meet their needs.	Creation of a multi-tiered system of support (MTSS)	Increased teacher/staff collective efficacy and overall response consistency regarding research based, high effect teaching strategies and responses to support student SEL/behavioral and academic needs
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DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN
PLANNER 2021-2022

SCHOOL/DEPARTMENT: Woodman Park School

STRATEGIC GOAL: GOAL 2: FOCUS: MEETING THE NEEDS OF ALL LEARNERS - The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

STRATEGIC OBJECTIVE: OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING: We will maximize each student's engagement in learning.

ACTION TARGETS	OUTPUTS	CRITERIA FOR SUCCESS	IMPACT
A. Increased use and proficiency with Google Classroom and the other technology platforms will increase student engagement. B. WPS will continue its training and use on/of Professional Learning Communities. C. Utilizing Competency Based Education (CBE) and Professional Learning Communities (PLCs) will lend themselves to increase opportunities for student engagement.	A. Students K-4 will each have a touch pad or Chromebook to use during school (1:1 ratio) or take home for independent weather or other. B. Staff will continue training with Roseanna Drysdale on forming and using PLCs to link student learning and the competencies of the curriculum in literacy and numeracy. C. Staff will be participating in district wide professional development of establishing and learning about CBE in literacy and numeracy. Use of competencies will increase with teachers and other staff.	A. Through technology and educational platforms, students in the classroom or at home will be able to access curriculum and individualized academic support through assignments, programs, and direct teacher communication. B. Students will have opportunities to learn, enhance, or enrich their knowledge on a competency based on evaluating information based on staff participation on PLCs. C. Students will have specific and measurable educational standards to master through an organized and tiered curriculum approach to instruction.	A. Student and teacher communication through technology will result in increased individualized student instruction to enhance student engagement in learning. B. Both students and staff will have a deeper understanding of what they understand with measured competencies through PLCs. C. Implementing CBE develops a deeper understanding of identified core skills and knowledge of targeted areas of learning. Students will have a better understanding of their own learning and what skill or knowledge areas to work on before mastery of them. Families will see what skills their student(s) have mastered or need to improve upon during communication times like report cards or progress intervals.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN
PLANNER 2021-2022

STRATEGIC GOAL: GOAL 2: FOCUS: MEETING THE NEEDS OF ALL LEARNERS - The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

STRATEGIC OBJECTIVE: 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.

ACTION TARGETS	OUTPUTS	CRITERIA FOR SUCCESS	IMPACT
A. WPS will establish What I Need (WIN) blocks of time. B. WPS will continue its training and use on/of Foundations. C. WPS will start to implement the new Math curriculum of Bridges in Mathematics. D. WPS will continue to use the Pupil Assistance Team (PAT) and Intervention Coordination.	A. Creating a master schedule where classroom teachers, special educators, interventionist, ESOL/ELL, Speech, OT/PT, and other services identify times for uninterrupted core whole group instruction that is then supplemented by WIN blocks where students receive academic practice, support, or enrichment for literacy and numeracy. B. Grades 3 and 4 will receive training and the supplies needed to teach Foundations to all of their students. Grades K-2 will continue their (new) use of the literacy support program for all students. C. Grades K-4 will receive training and implement Bridges Math with all of their students. D. By exploring student skills and needs through a team process with a variety of skilled staff, strategies and assessments can be explored to support students' learning needs. This process could result in referrals to Special Education.	A. Students will be with a variety of staff to receive an array of potential services to receive 'what they need' in order to master the instructional content (competencies). B. All students K-4 will participate in the Foundations program while building a foundation for reading and spelling during their literacy block of time. C. All students K-4 will participate in the numeracy curriculum that is rigorous, engaging, and accessible to all learners through direct instruction, structured investigation, and open exploration. D. Depending on student needs, struggling learners could receive any of the following: social skills, extra academic support, behavior management plan, various assessments, 504, IEP, homework lab, Title I support, or referral to outside agencies.	A. Students will improve their academic skills and receive the support needed to support mastery of a competency. B. Students will receive a systematic program in critical foundational skills, emphasizing: Phonemic awareness, Phonics/ word study, High frequency word study, Reading fluency, Vocabulary, Comprehension strategies, Handwriting, and Spelling. C. Students will participate in a program that focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. D. Those students struggling with learning will have a coordinated plan with follow up through a team process. This will result in an increase of student academic and social success.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Leadership Meeting Structure
June 22, 2021
Document - B

STRUDER EDUCATION'S NINE PRINCIPLES TO SUPPORT ORGANIZATIONAL EXCELLENCE

1. **Principle 1: Commit to Excellence:** Set high expectations to achieve results while living out our mission and values.
 - **Mission:** Work collaboratively to empower all learners to become dynamic global citizens.
 - **Slogan:** Empowering all learners.
 - **Core Values:** Diversity – Opportunity – Voice – Engagement – Rigor.
2. **Principle 2: Measure the Important Things:** Continuously track progress to achieve results with an improvement mindset.
3. **Principle 3: Build a Culture Around Service:** Serve others with great care and concern.
4. **Principle 4: Develop Leaders to Develop People:** Coach people to be their best.
5. **Principle 5: Focus on Employee Engagement:** Attend to aspirations and desires in the workplace.
6. **Principle 6: Be Accountable:** Commit to individual accountability to achieve organizational goals.
7. **Principle 7: Align Behaviors with Goals and Values:** Apply consistent practices to move the organization in a positive direction.
8. **Principle 8: Communicate at All Levels:** People know why what they do matters.
9. **Principle 9: Recognize and Reward Success:** Value and appreciate people working together to get results.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Leadership Meeting Structure June 22, 2021 Document - B

MEETING TYPE	PURPOSE	FREQUENCY	MODE	AGENDA	MEMBERSHIP
Leadership Team Meetings	To communicate and normalize information and operations pertaining to the following: - Education - Operations - Principal calibration	Weekly 60-minute Limit Tuesdays from 9 - 10 a.m.	Zoom	Agenda topics identified by the members. Meetings facilitated by a principal or other member of the team. August/September: Peter Driscoll October: Kim Lyndes November: Beth Duntun December: Patty Driscoll January: Patrick Boodey February: Deanna Strand March: Peter Driscoll April: Kim Lyndes May: Beth Duntun June: Patty Driscoll	- Superintendent - Assistant Superintendent of Teaching & Learning - Assistant Superintendent of Student Services - Garrison School Principal - Horne Street School Principal - Woodman Park School Principal - DMS Principal - DHS Principal - DALC Director - Others as needed as requested by the superintendent/principals
Consultancy Protocol	The structure of the Consultancy helps presenters think more expansively about a, concrete dilemma. The Consultancy protocol has 2 main purposes – to develop participants' capacity to see and describe the dilemmas that are the essential material of their work, and to help each other understand and deal with them.	When requested 60 minutes	In-Person	- Framing Consultancy Dilemmas and Consultancy Questions ✓ Think about your dilemma ✓ Do some reflective writing about your dilemma ✓ Frame a question for your consultancy group ✓ Critique your focus question - Process 1. Presenter gives an overview of the dilemma with which they are struggling and frames a question for the Consultancy group to consider. The framing of this question, as well as the quality of the presenter's reflection on the dilemma being discussed, are key features of this protocol. If the presenter has brought student work, educator work, or other "artifacts," there is a pause here to silently examine the work/documents. The focus of the group's conversation is on the dilemma. (10-15 minutes if there are artifacts to examine) 2. Consultancy group asks clarifying questions of the presenter – questions that have brief, factual answers. (5 minutes)	- Presenter - Facilitator - Consultants (4-7 people)



					3. Group asks probing questions of the presenter (See Pocket Guide to Probing Questions). These questions should be worded so that they help the presenter clarify and expand their thinking about the dilemma presented to the consultancy group. The goal here is for the presenter to learn more about the question they framed and to do some analysis of the dilemma presented. The presenter responds to the group's questions, although sometimes a probing question might ask the presenter to see the dilemma in such a novel way that the response is simply, "I never thought about it that way." There is no discussion by the consultancy group of the presenter's responses. At the end of the 10 minutes, the facilitator asks the presenter to re-state their question for the group. (10 minutes) 4. Group talks with each other about the dilemma presented. In this step, the group works to define the issues more thoroughly and objectively. Sometimes members of the group suggest actions the presenter might consider taking; if they do, these should be framed as "open suggestions," and should be made only after the group has thoroughly analyzed the dilemma. The presenter doesn't speak during this discussion but listens in and takes notes. The group talks about the presenter in the third person. (15 minutes) Possible questions to frame the discussion: What did we hear? ✓ What didn't we hear that might be relevant? ✓ What assumptions seem to be operating? ✓ What questions have been raised for us? ✓ What meaning are we making about the dilemma and what we heard? ✓ What haven't we considered/thought about? 5. Presenter reflects on what they heard and on what they are now thinking, sharing with the group anything that particularly resonated for him or her during any part of the Consultancy. (5 minutes) 6. Facilitator leads a brief conversation about the group's observation of the Consultancy process. (5 minutes)
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DOVER SCHOOL DISTRICT

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Leadership Meeting Structure June 22, 2021 Document - B

Quarterly Review Meetings	To conduct quarterly review meetings pertaining to the implementation of the Strategic Plan and/or performance data review.	Quarterly – 45-day calendar 9/1 – 11/9 11/10-1/28 1/31-4/11 4/12-6/22	In-Person at the school	- Elementary Schools Meeting - Dover Middle School Meeting - Dover High School Meeting inclusive of the CTE and Bellamy Academy	- Superintendent - Assistant Superintendent of Teaching & Learning - Assistant Superintendent of Student Services - Principal's Teams - Selected Coaches
All Leadership Team Meeting	To provide professional development for the full leadership pertaining to District initiatives and direction. To continually improve the educational leadership capacity of the members of the Leadership Team.	Monthly: - September 15 - October 20 - November 17 - January 19 - March 16 - April 20 - May 18	In-person 90 minutes 3rd Wednesd ay of the selected month 3:30 - 5 p.m.	- Professional learning topics to be selected based on District initiatives and direction. - Meeting Topics: ✓ September 15 – Jon Vander Els ✓ October 20 ✓ November 17- Jon Vander Els ✓ January 19 ✓ March 16 – Jon Vander Els ✓ April 20 – Jon Vander Els ✓ May 18	- Superintendent - Assistant Superintendent of Teaching & Learning - Assistant Superintendent of Student Services - Business Administrator - Technology Director - Principals - Deans - Inclusive as deemed appropriate
Learning Walks	To provide educational feedback to the principal on their school.	When needed	In-Person	- Learning walk is designed by the principal to gain insights about their school. Consider the following for gathering feedback: ✓ Strategic Plan Targets • Student Voice • Student support and wellness • Overall health and well-being of students • Student engagement in learning • Student achievement • Competency-based education • Technology Instruction ✓ Implementation of the district's Reading Goal(K-4) ✓ Implementation of the district math program (K-8) - Agenda topics will be identified by cabinet members.	Team determined by the principal.
SAU Cabinet	The primary purpose of the SAU Cabinet is to provide guidance and advice to the superintendent on the	Weekly 90 minutes	In-Person		- Superintendent - Assistant Superintendent of Teaching & Learning



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Leadership Meeting Structure
June 22, 2021
Document - B

	Implementation of the District's Strategic Plan, District initiatives and projects, and assist in resolving issues related to teaching and learning, student services, technology, operations, and policy. Focus: Continually improve the quality and effectiveness of the District for student success. The SAU Cabinet will perform the following roles in collaboration with the superintendent: ▪ Short- and long-term planning for the District. ▪ Communication and coordination with the Superintendent's Office with the Teaching and Learning, Student Services, Technology, and Business Departments. ▪ Initiate the development of District projects and initiatives. ▪ Review and vet projects, proposals, and initiatives to have multiple perspectives before moving forward. ▪ Provide clarification and direction on District issues. ▪ Serve as sounding board for the Teaching and Learning,	Tuesdays – 1:30 to 3 p.m.		▪ Assistant Superintendent of Student Services ▪ Business Administrator ▪ Technology Director
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DOVER SCHOOL DISTRICT

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Leadership Meeting Structure
June 22, 2021
Document - B

	Student Services, Technology, and Business Departments. To identify and resolve District level issues.				
FY23 Budget Development	To work with the Business Administrator to develop the FY23 budget to achieve the District's achievement plan goals.		In-Person Zoom		



DOVER SCHOOL DISTRICT

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DISTRICT COMMITTEES' PURPOSES & TARGETS

2021-2022

Document – F

Introduction

The purpose of the document is to identify the District Committees' vision/mission and 2021-2022 targets.

COMMITTEE	VISION/MISSION	2020-2021 TARGETS
Curriculum Advisory Council Facilitator: Paula Glynn, Assistant Superintendent of Teaching and Learning Meetings: Target Months: October, December, February, and April Time: 3:30 p.m. to 5 p.m.	Vision: To unite the Dover educational community in a collaborative, creative effort to ensure high performing schools. Mission: To evaluate, approve and support the design and implementation of effective instruction and curriculum that ensures equitable access and success for all students. Purpose: To have written curriculum for every course taught from kindergarten through twelfth grade. The curriculum will be designed and developed around the New Hampshire Department of Education's College and Career Readiness Standards. The intent is to create a balanced, rigorous, and relevant curriculum that supports a competency-based education system and recognizes that our students will live in an era of unprecedented technology and communication.	▪ Increase the scope of membership to broaden the sources of feedback. ▪ Work on structuring the meetings to involve more membership participation in discussion. ▪ Analyze our curriculum criteria to ensure that equity is being considered in curriculum decisions. ▪ Examine current curriculum through an inclusive and equity lens. ▪ Review and provide feedback on proposed courses and curriculum. ▪ Advise in the development of a curriculum webpage that informs parents/guardians and community members of the District's CBE work.
Teaching & Learning Facilitator: Paula Glynn, Assistant Superintendent of Teaching and Learning Meetings: Target Months: October-AM; November-PM; January-AM; March PM; and May-AM Time: AM – 8 a.m. to 11:30 a.m. P.M. – 12 p.m. to 2:30 p.m.	Committee Directive: To create a blueprint for implementing a system of competency-based learning in the Dover School District. Vision Statement: The Dover educational community is working collaboratively in a system of competency-based learning to empower all learners to become dynamic global citizens. Mission Statement: To unite the Dover educational community in working collaboratively to create a system of competency-based learning to empower all learners to become dynamic global citizens.	▪ Review and provide feedback and make revisions on the components of the CBE Handbook. ▪ Solicit feedback from DHS on CBE handbook by creating a survey and making appropriate revisions. ▪ Create a timeline for realistic implementation of components of CBE. ▪ Develop a plan for moving the Portrait of a Graduate documents into practice through work with NHLI. ▪ Develop CBE reporting system for each level. ▪ Identify and design the training and professional development to further advance the understanding and implementation of CBE.



DOVER SCHOOL DISTRICT

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DISTRICT COMMITTEES' PURPOSES & TARGETS

2021-2022

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District Data Leadership Team (DDLT) Co-Facilitators: Paula Glynn, Assistant Superintendent of Teaching and Learning and Bill Harbron, Superintendent Meetings: Target Months: October-PM; January-PM; and May-PM Time: AM – P.M. – 12 p.m. to 2:30 p.m.	Vision Statement: Stakeholders at all levels will regularly use data to provide timely interventions, assess curriculum, monitor student progress, evaluate programs, examine services, and engage community members to support students and staff in our community. Mission: To design a systematic approach to using and communicating data to continually improve the effectiveness and quality of instruction, learning, and operations. Purpose: To support instruction through data-minded goal setting, goal centered professional development and clear timely monitoring of progress. Goals have multiple components designed to make expectations explicit and provide a common focus for the District.	▪ Create a TLC web page. ▪ ▪ Transition from Data Committee to a District Data Leadership Team with the following representation: ✓ Superintendent ✓ Assistant Superintendent of Teaching and Learning ✓ Assistant Superintendent of Student Services ✓ School Board Representative ✓ School Administrators ✓ Teachers ✓ Instructional Coaches ✓ Head Psychologist ▪ Implement the District Data Leadership Team as the first phase of the Dover School District Improvement Process. ▪ Examine math and reading data to identify improvement goals for the 2022-2023 school year inclusive of curriculum and professional development recommendations. ▪ Identify the data source(s) to be used to measure the effectiveness of the implementation of instructional coaches in grades K-8. ▪ Review and continually update the District's Data Dashboard.
Professional Development Committee Co-Facilitators: Paula Glynn, Assistant Superintendent of Teaching and Learning and Bill Harbron, Superintendent Meetings: Target Months: November-AM; February-AM; and April-AM	Vision Statement: As the Dover School District continues to move forward with the implementation of the Strategic Plan, the future direction will require a shift with instructional practices and student learning with an emphasis on student voice and choice, student engagement, and competency-based education. It is necessary that the District's educators are provided an effective learning program that will allow them to effectively make the shift with teaching and learning. Mission: To continually improve the quality and effectiveness of professional learning from novice to expert educators.	▪ Identify what is and what is not effective in achieving the Dover School District's Strategic Plan. ▪ Examination of the Inquiry Process to continually improve the inquiry process. ▪ Identify how to continually improve the District's educators' instructional knowledge and skills that will most effectively impact student learning, choice and voice, and engagement. ▪ Continually assess and refine the professional learning that will recognize the continuum from novice to expert educators that will best



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DISTRICT COMMITTEES' PURPOSES & TARGETS

2021-2022

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Time: AM - 8 a.m.to 12 p.m.		serve the educator in achieving the objectives of the Dover School District's Strategic Plan. - Identify the professional learning topics that need to be incorporated into a three-year plan that will most effectively impact student learning, choice and voice, and engagement. - Identify and develop innovative practices that will continually improve the effectiveness of professional learning.
Technology Integration Committee Co-Facilitator: Christy Prosser, IT Director, and Paula Glynn, Assistant Superintendent of Teaching and Learning Sam Shearer	Vision: Develop, maintain, and sustain a comprehensive technology system that responds and evolves to the learning, communication, and management needs of the District's stakeholders and clients. Mission: To evaluate, approve and support the development and implementation of technology to effectively support student learning and manage all aspects of the effective and efficient administration and operation of the District.	- To assess the level of knowledge and skills of the instructional faculty to effectively integrate technology into the instructional program and design professional development to address the gap of knowledge and skills that may exist. - To assess current IT policies and procedures and identify policies and procedures that need to be developed. - To assist the Technology Director in developing a three-year plan. - Assess software and software integration. - Continue integration of SIS and modules for data, data integrity and implementation of competency-based education.
Wellness Committee Co-Facilitators: Peter Wotton, Athletic Director and Greg Brown, WPS Dean 2021-2022: The Wellness Committee will not meet unless there is a need identified.	Vision: To support growth in teaching and learning by building a culture of health and well-being that supports all school community members physically, mentally, emotionally, intellectually, and socially. Mission: To promote the health and well-being of the Dover School Community through initiatives that: - Inspire individuals to take responsibility for their own health. - Encourage wellness behaviors. - Identify resources contributing to well-being. - Support a sense of community.	- To monitor the implementation of the District's Wellness Policy. - To review the results of the state's health survey and identify primary target areas to address. - To monitor and to provide direction for the Health and Wellness Program.
Facilities Use	Vision: Have school facilities that are a resource for the community.	To review and identify policies and procedures that are needed to maintain the appropriate use and scheduling of facilities.



DOVER SCHOOL DISTRICT

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DISTRICT COMMITTEES' PURPOSES & TARGETS

2021-2022

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Facilitator: Michael Limanni, Business Administrator	Mission: To help ensure a coordinated effort between schools and city departments are informed of proper use of all school and city facilities.	
Joint Loss Committee Facilitator: Michael Limanni, Business Administrator	Vision: Maintain safe facilities and safe work environments to continually improve relations, morale and health, and reduce the cost of Worker's Compensation. Mission: To bring workers and management together in non-adversarial, cooperative efforts to promote workplace safety. The focus of the committee is to improve workplace safety and productivity, enhance employee relations, morale and health, and provide significant financial savings in Worker's Compensation.	To conduct annual reviews and make recommendations for further training, policies and procedures, and other as needed.
DTU Safety Task Force Co-Facilitators: Christine Boston, Assistant Superintendent of Student Services and Bill Harbron, Superintendent	Task Force Charge: The Dover School District and the Dover Teachers Union seek to jointly study the safety concerns of DTU members regarding behaviors of students and community members in the school building and on school property. Scope of Inquiry: The School Safety Task Force's scope of inquiry shall include a review of the security of District facilities and a review of District policies and procedures pertaining to extreme student behavior.	Product: The School Safety Task Force shall make recommendations regarding secure facilities which shall include all associated costs. The School Safety Task Force shall also make recommendations regarding existing and/new policies to address student behavior.
Dover Schools Equity Vision Keepers Facilitators: Mo Nunez and Ted Hall	Purpose: The purpose of the Dover Schools Racial Equity Vision Keepers is to educate, to assist and to support the Dover School District in resolving issues surrounding racism, bias, and prejudice that prevents the District's schools and community from being inclusive, safe, and respectful of all students and their families, regardless of their race.	- Review and finalize the District's Equity Plan. - Identify the action items from the Equity Plan that will be addressed by the Committee. - Establish a working relationship with the City of Dover's Equity Committee. - Identify and implement a cycle of external feedback and communication. - Review and be updated on initiatives in the schools. 6:00 p.m. to 7:30 p.m. 3rd Thursday of the month:



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DISTRICT COMMITTEES' PURPOSES & TARGETS

2021-2022

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		▪ September 23 ▪ October 21 ▪ November 18 ▪ January 20 ▪ February 17 ▪ March 17 ▪ April 21 ▪ May 19
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NOTE: Committee facilitators will submit minutes of all committee meetings to the Superintendent's Office. The minutes of the meeting will be posted in the District's Website to keep all stakeholders informed of committee work being accomplished.



Curriculum Advisory Council

2021-2022

Document – K

PHILOSOPHY

The philosophy behind the Curriculum Advisory Council (CAC) is that when community members are engaged in their school district, the District can gain the confidence and support of the larger community.

When implemented in an intentional, action-oriented, and genuinely accountable manner, CAC provides a structure for partnerships between the District and the larger Dover community.

VISION

To unite the Dover educational community in a collaborative, creative effort to ensure high performing schools.

MISSION

To evaluate, approve, and support the design and implementation of effective curriculum that ensures equitable access and success for all students.

PURPOSE

To have written curriculum for every course taught from kindergarten through twelfth grade. The curriculum will be designed and developed around the New Hampshire Department of Education's College and Career Readiness Standards. The intent is to create a balanced, rigorous, and relevant curriculum that supports a competency-based education system and recognizes that our students will live in an era of unprecedented technology and communication.

CHARGE

The Curriculum Advisory Council is a collaborative team composed of the superintendent, SAU cabinet members, school administrators, teachers, parents, and community members. CAC will champion the work to:

- (1) Improve student learning and achievement,
- (2) Engage parent and community members in the educational process, and
- (3) Analyze our curriculum to ensure that equity is being considered in curriculum decisions.



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Curriculum Advisory Council

2021-2022

Document – K

IMPLEMENTATION

The District shares information pertinent to curriculum development and implementation with the members of the CAC for the purpose of receiving critical feedback informed by the members' perspectives and unique expertise. With all voices and viewpoints at the table, the CAC is well-informed, district-specific, and an innovative vehicle for academic transformation in the District.

CAC will meet four times per school year.

MEMBERSHIP

Membership on the DAC includes:

- Superintendent
- Assistant Superintendent of Teaching & Learning – Committee Facilitator
- Assistant Superintendent of Student Services
- DHS Dean of Instruction
- DMS Dean of Instruction
- Designated school level administrators
- Teachers
- Parents – Representing a cross-section of the community
- Community members



DOVER SCHOOL DISTRICT

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DOVER IMPROVEMENT PROCESS

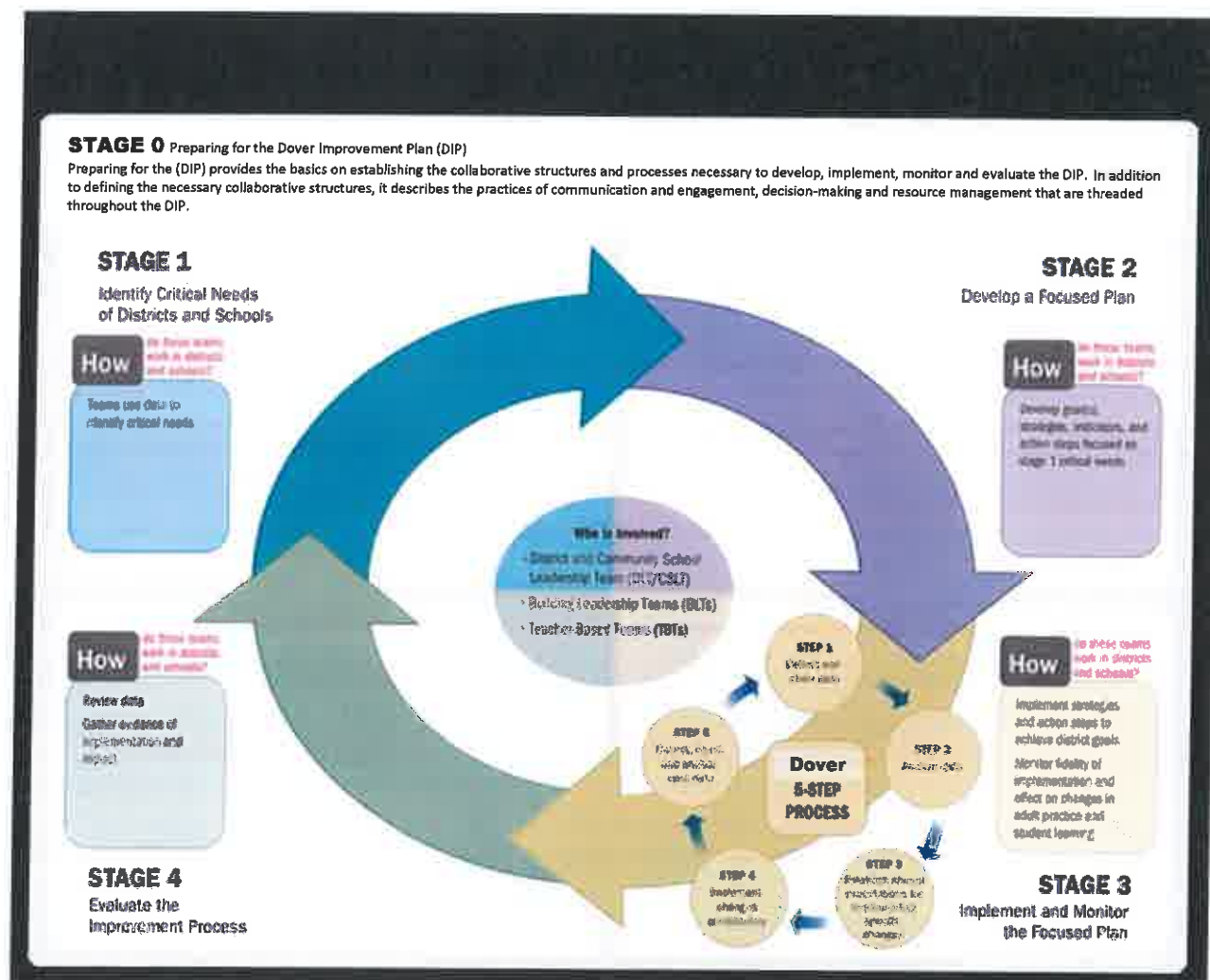
September 3, 2021 - Revised

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RATIONALE

The primary purpose of the Dover Improvement Process is to become a district-wide learning organization. The Dover Improvement Process lays the foundation for sustainable change. The design supports the implementation of collaborative teams and processes to identify, research, plan, implement, and monitor the District's improvement efforts. The design is inclusive of communication and engagement, decision-making, and resource management that threads throughout the process.

FIVE STAGE IMPROVEMENT CYCLE





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FIVE STAGES OF THE IMPROVEMENT PROCESS

STAGE 0 – Prepare for the Improvement Process.

Establishing the collaborative structures and processes necessary to develop, implement, monitor, and evaluate the Improvement Process. In addition to defining the necessary collaborative structures, establish practices for communication and engagement, decision-making, and resource management that are threaded throughout the improvement process.

STAGE 1 – Identify critical needs of the District and Schools.

Use data to identify critical needs. Collect and chart adult implementation and student performance data.

STAGE 2 – Develop a Focused Plan.

Develop goals, strategies, indicators, and action steps focused on Stage 1 critical needs.

STAGE 3 – Implement and Monitor the Focused Plan.

Implement strategies and action steps to achieve District goals. Monitor fidelity of implementation and effect on changes in adult practices and student learning.

STAGE 4 – Evaluate the Improvement Process.

Review data and gather evidence of implementation and impact.



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FIVE STEP PROCESS:

1 - Critical Needs - Identifying critical needs begins with collecting and analyzing data, which encourages impartial, nonjudgmental decision-making. With analysis of reliable data, teams can pinpoint the areas of greatest concern.

2 – Research - After identifying critical needs and root causes, teams research and select an evidence-based strategy that addresses the prioritized, critical needs. Benefits of selecting an evidence-based strategy include:

- Greater likelihood of positive student outcomes if the strategy is implemented as outlined in the research; and
- Assurance that time and resources will go toward strategies that show evidence of achieving positive student outcomes.

3 – Plan for Implementation - Teams planning for implementation should focus on the critical needs identified during **Step 1 - Identify Critical Needs**, and the evidence-based strategies selected during **Step 2 - Research and Select Evidence-Based Strategies**. An effective plan includes:

A limited number of SMART goals;
Evidence-based strategies; and
A progress-monitoring process for:

- Adult implementation indicators; and
- Student performance indicators; and

Action steps.

4 – Implement and Monitor - **Implementation** requires changes in adult behaviors and practices. Implementation is the focus of the District Leadership Community (DLC), Building Leadership Community (BLC) and Teacher-Based Communities/Professional-Learning Communities (PLCs).

Monitoring is collaborative learning through observing implementation of adult practices and their impact on student outcomes.

5 – Examine Reflect, Adjust - During **Step 5, Examine, Reflect, Adjust**; teams ask themselves:

Where did we start?
Where are we now?
Where do we go next?

Teams examine and reflect on:

Goal Achievement – Was the intended outcome reached?
Implementation – Were strategies implemented as designed?
Communication – Was information shared?





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Teams adjust by:
Identifying next steps.

Summary of the Five Step Process

- Step 1 = Collect Data
- Step 2 = Analyze Data
- Step 3 = Develop a Plan
- Step 4 = Implement the Plan/ Request Feedback
- Step 5 = Collect and Analyze Data



STAGE 4 – Evaluate the Improvement Process. Review data. Gather evidence of implementation and impact. (1) Identify and apply lessons learned. (2) Compare projected results with actual results. (3) Assess which adult practices impact student performance. (4) Identify strategies and actions with greatest impact; leverage success. (5) Eliminate unsuccessful practice.



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DISTRICT DATA LEADERSHIP TEAM (DDLTL) – BUILDING LEADERSHIP TEAM (BLT) – PROFESSIONAL LEARNING COMMUNITIES (PLC)

Collaborative teams are essential for shared leadership and effective communication, District, building, and teacher-based communities share responsibility for improving student learning and achievement as part of a system-wide improvement focus. Collaborative teams include:

- **DDLTL** (District Data Leadership Team) – To be implemented in 2021-2022.
- **BLT** (Building Leadership Team) – Date to be determined when to bring into the districtwide improvement process.
- **PLC** (Professional Learning Community) – Date to be determined when to bring into the districtwide improvement process.



OVERALL ROLES and RESPONSIBILITIES

- **Shared Leadership** – Effective leaders believe teams should share decision-making, empowering all staff to contribute to purposeful choices and resource management. Continuous improvement is everyone's responsibility, different situations call for different leadership skills.
- **Communication and Engagement** – Effective teams require actively engaged members who communicate consistently with all staff and stakeholders. These teams must engage in two-way communication to collect and share the information and data they need to implement evidence-



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based strategies. This feedback loop helps teams communicate their support needs, barriers to implementation and successes.

- **Purposeful Decision-Making** – Informed decision-making and resource management calls for analyzing adult and student data. Teams at all levels collect, monitor, and analyze the data through this continuous process to monitor their improvement goals.
- **Resource Management** – Teams direct resources to support district and school goals. These resources include people, program materials, time, and funds. All teams should evaluate and align resources to District and building level plans to provide professional learning, including coaching, selecting and on boarding staff.

Primary Focus of All Leadership Communities

1. Provide and maintain a focus on teaching and learning.
2. Monitor and provide feedback.
3. Provide opportunities for continuous learning.

DISTRICT DATA LEADERSHIP TEAM (DDLT)

Membership

The District Leadership Community draws from all levels of the organization. Key decision makers across the administrative staff and key stakeholders inclusive of the following positions:

- Superintendent
- Assistant Superintendent of Teaching and Learning
- Assistant Superintendent of Student Services
- School Administrators
 - ✓ DHS Principal
 - ✓ CTE Director
 - ✓ Bellamy Academy Dean
 - ✓ DMS Principal
 - ✓ Garrison School Principal
 - ✓ Horne Street School Principal
 - ✓ Woodman Park School Principal
- Teacher Representative from each school
 - ✓ Garrison School



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- ✓ Horne Street School
- ✓ Woodman Park School
- ✓ Dover Middle School
- ✓ Dover High School
- ✓ Dover Area CTC
- ✓ Bellamy Academy
- Instructional Coaches
 - ✓ 1 - Elementary Reading Coach
 - ✓ 1 - Math/Science Elementary Coach
 - ✓ 1 - DMS Coach
 - ✓ 2 – DHS Academic Coordinators
- Lead School Psychologist
- Board Member

DDLT Roles and Responsibilities

Focus – The District Data Leadership Team focus is on the analysis of student results around District data. The three major responsibilities: (1) Support BLTs and PLCs; Monitor BLTs and PLCs; and Provide feedback to BLTs.

1. Analyze District-wide adult practices and student performance data.
2. Determine strengths and areas of concern by grade level, subjects, and student groups.
3. Build capacity to train other teams in the Dover Five-Step Process.
4. Collect data on the quality and fidelity of implementation of the Building Leadership Communities and Professional Learning Communities.
5. Use student performance data to provide guidance and support/feedback to the Building Leadership Communities.
6. Determine District-Wide and/or building supports needed from internal and external resources.

BUILDING LEADERSHIP COMMUNITY – BLT

Membership

The Building Leadership Community draws from all levels of the organization. Key building staff members representing administration, teachers, and other stakeholders who impact instruction and climate and conditions. The following personnel are suggested for membership on the BLC. It is recognized that each school has unique circumstances that may require a different composition. An alternative is to start small and gradually bring in different stakeholders as the understanding of the purpose and process unfolds.



DOVER SCHOOL DISTRICT

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DOVER IMPROVEMENT PROCESS

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- ✓ Principal
- ✓ Dean
- ✓ Dean for Student Services
- ✓ Guidance Counselor
- ✓ Teacher from each Professional Learning Community (PLC)
- ✓ Special Education Teacher
- ✓ English Learners Specialist
- ✓ Instructional Coach
- ✓ Parent Liaison(s)
- ✓ Students representatives at DMS and DHS
- ✓ Other Stakeholders as determined by the BLC

BLT Roles and Responsibilities

Focus – The Building Leadership Team focus is on the analysis of all student results. (1) Determine strengths and areas of concern by grade level/subject. (2) Determine patterns, trends, and urgent needs. (3) Determine supporting building-level benchmarks for students and adults. (4) Responsible for the progress of the School and Professional Learning Communities (PLCs).

1. Be knowledgeable of effective instructional practices that the PLCs are implementing and find ways to leverage across the school.
2. Be knowledgeable of ineffective practices and be willing to abandon ineffective practices.
3. Monitor data to provide feedback to PLCs: (1) staff learning and (2) student learning.
4. Communicate both the DLC and PLCs.
5. Major responsibilities:
 - ✓ Support PLCs
 - ✓ Monitor PLCs
 - ✓ Provide data and feedback to the PLCs
 - ✓ Provide data and feed-up to the DDLT

BLC Five Step Process

STEP 1 – Collect and chart adult implementation and student performance data.

STEP 2 – Analyze adult implementation and student performance relative to the data.

STEP 3 – Review and/or refine the District's action steps relative to the District data and BLC needs.

STEP 4 – Establish District-Wide implementation and monitoring actions steps/tasks for Step 3.

STEP 5 – Define adult implementation and student performance data for review at next meeting.



DOVER IMPROVEMENT PROCESS

September 3, 2021 - Revised

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Other BLT Considerations

The Building Leadership Team inherits the District Improvement Plan Goals, Strategies and Indicators, but develops Action Steps specific to the school (building).

- Review academic, climate/conditions and equity data – which identifies gaps and/or high priority areas of need for the school (building).
- Current effective building initiatives will also need to be considered before finalizing the School Action Plan.

PROFESSIONAL LEARNING COMMUNITIES – PLC

Membership

The Professional Learning Communities draws from all instructional personnel who service students of the team. Example:

- ✓ Grade Level or Department Teachers
- ✓ Special Education Teachers
- ✓ Guidance Counselor
- ✓ Others as determined by the principal and PLC members

PLC Roles and Responsibilities

Focus – What can we learn together about improving student learning and achievement. The PLC supports all students.

1. Create shared responsibility for each student as part of “all our kids.”
2. Eliminate teachers working alone.
3. Provide effective ways for differentiated instruction.
4. Reports results to the Building Leadership Community (BLC).
5. Improve instructional practices by following Dover’s 5-Step Improvement Process.
6. Share work and celebrate successes.

NOTE: PLCs can be grade level, cross content, vertical, and/or subject area.

PLC Five Step Process

STEP 1 – Collect and chart data.

STEP 2 – Analyze student work specific to the data.

STEP 3 – Establish and share expectations for implementing specific effective changes in the classroom.

STEP 4 – Implement changes consistently across all classrooms.

STEP 5 – Collect, chart and analyze post data.



DOVER SCHOOL DISTRICT

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DOVER IMPROVEMENT PROCESS

September 3, 2021 - Revised

Document - N

Other PLC Considerations

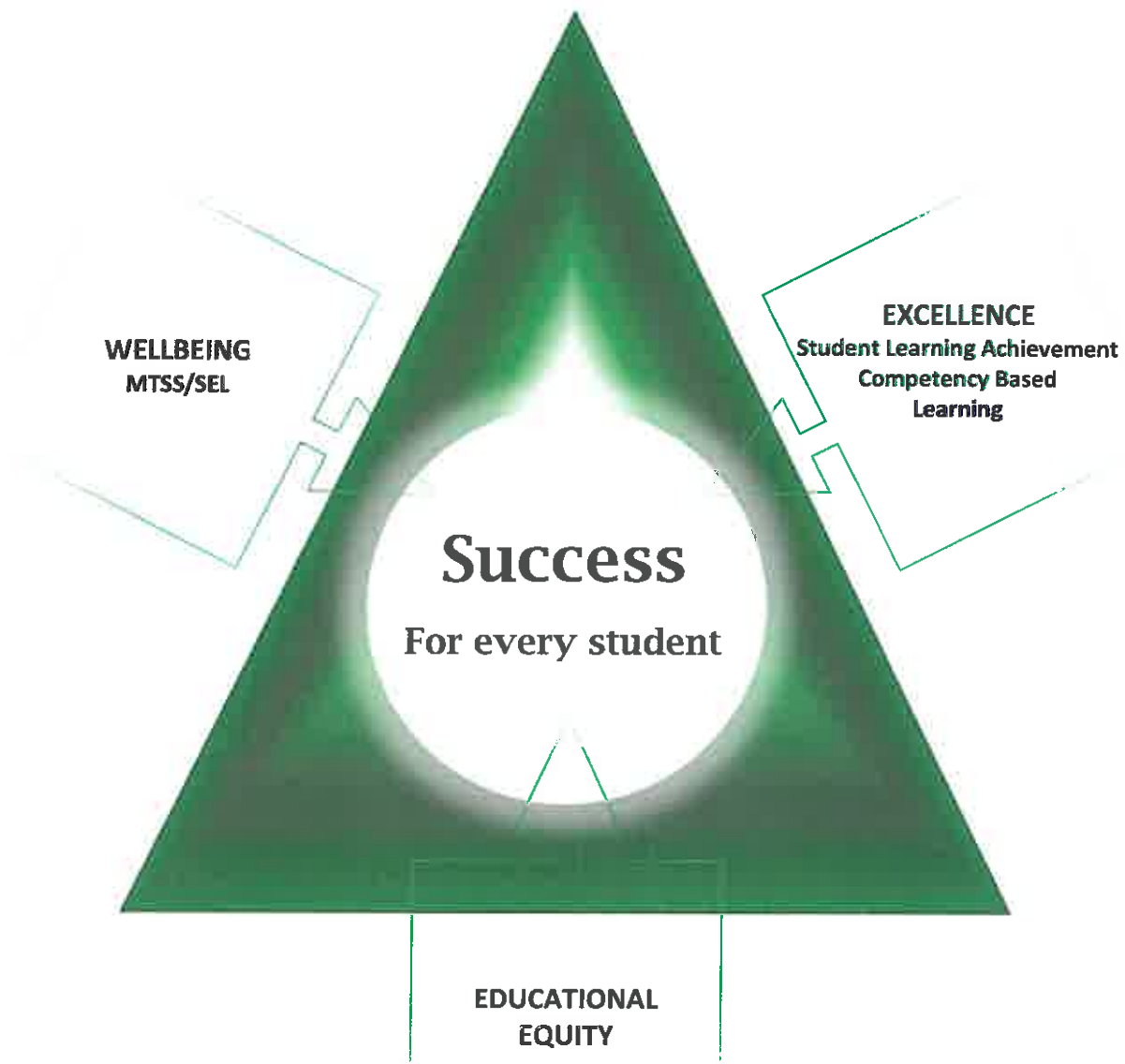
- Effectively use school, course and/or classroom data to:
 - ✓ Assess student learning.
 - ✓ Make decisions about instructional practices.
 - ✓ Continually monitor progress in meeting performance targets for the school and each grade level.
 - ✓ Organize and present data in ways that identify gaps and trends in student performance.
 - ✓ Require intentional decisions on curriculum and instruction, interventions, and professional learning.
 - ✓ Plan for the success of all students.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

DOVER SCHOOL DISTRICT DISTRICT VISION 2021-2022





DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

DISTRICT COMMUNICATION PLAN

2021-2022

Document – G

Introduction

The purpose of the document is to identify the District's internal and external communication plan for 2021-2022.

INTERNAL COMMUNICATION	PURPOSE	DATES	WHO
Staff Update	To inform faculty and staff of developments, operations, and current events in the Dover School District.	Monthly – Published the Third Thursday: - September 16 - October 21 - November 18 - December 16 - January 20 - February 17 - March 17 - April 21 - May 19 - June 16	Superintendent's Office NOTE: If events and circumstances require, the frequency of the Staff Update will be increased.
Leadership Team Update	To inform the members of the Leadership Team of developments, operations, and current events and provide professional development readings.	Weekly – Published each Friday.	Superintendent's Office
Board Update	To inform Board members of developments, operations, current events, and superintendent's weekly activities and provide professional development reading.	Weekly – Published each Friday.	Superintendent's Office
Tech Updates	To inform employees of technology developments and appraise employees of planning and actions by the Technology Department.	IT Department will determine frequency based on what information is needed to keep faculty and staff informed of initiatives and/or technology usage.	Christy Prosser
School-Based Parent Officer Meetings	To provide an opportunity for the Parent Organization Officers of the elementary schools and Dover Middle School to meet quarterly with the superintendent to share ideas and concerns.	September December March May Dates - TBD	Superintendent's Office
Superintendent Student Meetings	To provide the opportunity to hear perspectives from students in the Dover School District.	October – Horne Street School – Dover Middle School November – Garrison School – Dover CTC December – Woodman Park	Superintendent's Office



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2021-2022

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		School - Dover High School ▪ January – Horne Street School – Dover Middle School ▪ February – Garrison School – Dover CTC ▪ March – Woodman Park School – Dover High School ▪ April – Horne Street School – Dover Middle School ▪ May – Garrison School – Dover CTC ▪ June – Woodman Park School – Dover High School Dates - TBD	
EXTERNAL COMMUNICATION	PURPOSE	DATES	
Coffee with the Superintendent	To provide a public venue to share and to receive information from the public pertaining to the Dover School District.	January March May Dates - TBD	Superintendent's Office
District Website	To serve as the central hub for District's and District schools' information. To maintain an updated and current website.	Ongoing	Kristen Rup
Dover District Facebook	To provide ongoing updates on District events and information to the school community.	Ongoing	Tammy Badger
District E-Blast	To provide information on events, activities, and general information pertaining to the District and District schools.	Fridays	Tammy Badger
Dover Public Access Channel	To provide updates on newsworthy events, activities and initiatives occurring in the Dover School District.	Work with Mike Gillis to use the Public Access Channel to create and release a regularly scheduled program.	Bill Harbron Mike Gillis
Superintendent's Message ▪ E-blast ▪ Website Post	To share with the Dover School District what is occurring in the District from the Superintendent's perspective.	Last Friday of the month September 24 October 29 November 19	Superintendent's Office



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2021-2022

Document – G

▪ Video		December 17 January 28 February 25 March 25 April 22 May 26 June 24	NOTE: If events and circumstances require, the frequency of the Staff Update will be increased.
Remind	To inform registered families of events occurring in the District.	As needed.	Superintendent's Office School Offices
Annual Report	To provide the community with an annual report of the state of the Dover School District.	2020-2021 Annual Report – October 2021	Superintendent's Office

Dover School District

2021-2022

Sept-Oct

Nov-Dec

Jan-Mar

Apr-June

CBL Leadership

- Establish leadership understanding of CBL
- Create the guardrails, structures and supports that elevate professional learning
- Develop SMART Goals

Instructional Coaches

- Share district guiding document for CBL
- Define process for teacher and stakeholder review of information
- Finalize document

Portrait of a Learner

- Survey community members, teachers, parents, students on portrait of a learner expectations
- Determine calendar for PoL Events

Assessment

- High School Formative assessment work to include goals for the year and professional reading.
- Strategies implemented in the classroom

- Define expectations for teacher teams and for school.
- Establish outcomes for teams to monitor, measure, and analyze.
- Align professional development with the needs of the school and teachers.

- Develop guiding documents for students, parents, and the community
- Develop guiding models for rubric development
- Identify professional development needs
- Design a CBL Teacher Leader Institute

- Develop PoL Competencies
- Develop PoL Graphic
- Present to School Board

- Share information with all stakeholders
- Work with district leadership to embed PoL into district practice

- High School Embedded Formative Assessment including on-going coaching and review of assessments in all content areas.
- Continued implementation of formative assessment strategies in the classroom

- Review SMART goals
- Review the processes for assessment review

- Identify teachers to pilot new instructional strategies
- Build PD program

- Create a communication plan for sharing the PoL progress to the community

- Identify professional development needs of staff and next steps for assessment support
- Review goals for the year and determine progress

Competency-based Learning (CBL) Leadership and Structural Support

Professional Learning Communities

TIMING: 1.5 full days – 7 quarter days

AUDIENCE: District Leadership Team *(as defined by the District)*

PROGRAM: Introductory Leadership Academy

- Understanding how Professional Learning Communities structures support a competency-based system
- Engaging in ongoing self-assessment and current reality with identified next steps
- Developing a collective understanding of what comprises a competency-based system, reflect (using a tool) on their current reality, and monitor progress
- Clarifying the district-wide “tight and loose”
- Identifying (principals and teacher leaders) relative areas of strength and areas for growth
- Continuing to reflect on the structures in their school to support the change process (PLCs)
- Determining possible next steps through reflection

TIMING: 20 full days – 1 full day every 6-8 weeks (5 days per year) at 4 schools

AUDIENCE: School Administrative Teams, PLC Facilitators, and Teacher Teams

PROGRAM: Embedded Coaching

- Providing direct feedback and coaching to grade-level teams, PLC facilitators, and building administrators
- Principals to identify and subsequently review goals, growth, and next steps
- Supporting growth as collaborative teams and the school's growth as a PLC
- Distributing leadership structures and implementing cohesive plans for further developing dispersed leadership will be implemented
- Aligning professional development plans (and how time is allocated) will be developed and implemented
- Developing, aligning, reviewing, and refining SMART goals to support team, building, and district alignment

TIMING: 1 full day – 3 virtual/in-person sessions with Ms. Drysdale and PLC Facilitators

AUDIENCE: PLC Facilitators at all Elementary Schools

PROGRAM: Coaching

- Ensuring common understanding of role and how to best facilitate their teams
- Providing feedback to teacher leaders and assisting in identifying clear next steps.

TIMING: 4 full days throughout the year

Planning and preparation, and ongoing guidance and support as needed.

LEADERSHIP AND STRUCTURAL SUPPORT CALENDAR

District Leadership Team Meetings are from 3:30 – 5 p.m. in-person, on-site.

Embedded coaching for 20 days for a cumulative total of 5 full days, in-person, at each school

District Leadership Team	9/15/21	10/20/21	11/17/21	1/19/2021	3/16/2021	4/20/21	5/18/21
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SCHOOL	MEETING 1	MEETING 2	MEETING 3	MEETING 4	MEETING 5
Garrison	9/28/21	12/7/21	2/22/22	4/11/22	TBD
Horne Street	9/29/21	12/9/21	2/23/22	4/12/22	TBD
Woodman Park	9/30/21	12/10/21	2/24/22	4/13/22	TBD
Dover Middle School	TBD	TBD	TBD	TBD	TBD
3 Meetings with PLC Facilitators and Roseanna Drysdale	TBD	TBD	TBD		

LEADERSHIP AND STRUCTURAL SUPPORT STAFF

Jonathan Vander Els, Director of Innovative Projects (CBL Leadership, Student Agency), NHLI
Kathy White, Director of Innovative Projects (CBL Leadership, Assessment), NHLI

Competency-based Learning (CBL) Teacher Leader Academy

Building capacity for teachers to become leaders in CBL within the district.

School Year 2022

TIMING: 3 full days

AUDIENCE: Teacher Leader Team (from all grades) *(as defined by the district)*

PROGRAM: Introductory Leadership Academy

TIMING: 1 full day

Planning and preparation, and ongoing guidance and support as needed.

School Year 2023 *(Not charged to this contract)*

TIMING: 4 full days

AUDIENCE: Teacher Leader Team (from all grades)

PROGRAM: Introductory Leadership Academy

TIMING: 1 full day

Planning and preparation, and ongoing guidance and support as needed.

CBL TEACHER LEADER ACADEMY CALENDAR

TYPE	MEETING	GROUP	DATE	TIME
In person	Introduction to CBL Leadership	CBL Teacher Leaders	May 27, 2022	1 day
In person	Summer Academy	CBL Teacher Leaders	June 2022	2 days
In person	CBL Leadership	CBL Teacher Leaders	December 2022	1 day
In person	CBL Leadership	CBL Teacher Leaders	March 2023	1 day
In person	Summer Academy	CBL Teacher Leaders	June 2023	2 days

CBL TEACHER LEADER ACADEMY STAFF

Ellen Hume-Howard, Executive Director (CBL Leadership, Curriculum Instruction and Design, Assessment) NHLI

Competency-Based Learning (CBL) Instructional Coaches Embedded Support

Review Competencies and Instructional Alignment

TIMING: 5 full days -- 10 half days

AUDIENCE: Instructional Coaches K-12

PROGRAM: Working Sessions to:

- Create the structures that support a competency-based learning system
- Develop a professional development series to support the transition to CBE in the district (Summer)
- Establish information and data Collection
- Determine goals for improvement
- Work with NHLI to develop the CBL Teacher Leaders Academy

TIMING: 2 full days

Planning and preparation, and ongoing guidance and support as needed.

CBL INSTRUCTIONAL COACHES EMBEDDED SUPPORT CALENDAR

TYPE	MEETING	GROUP	DATE	TIME
In person	Working Session	Instructional Coaches	TBD	TBD
In person	Working Session	Instructional Coaches	TBD	TBD
In person	Working Session	Instructional Coaches	TBD	TBD
In person	Working Session	Instructional Coaches	TBD	TBD
In person	Working Session	Instructional Coaches	TBD	TBD
In person	Working Session	Instructional Coaches	TBD	TBD
In person	Working Session	Instructional Coaches	TBD	TBD
In person	Working Session	Instructional Coaches	TBD	TBD
In person	Working Session	Instructional Coaches	TBD	TBD
In person	Working Session	Instructional Coaches	TBD	TBD

CBL INSTRUCTIONAL COACHES EMBEDDED SUPPORT STAFF

Ellen Hume-Howard, Executive Director (CBL Leadership, Curriculum Instruction and Design, Assessment) NHLI

Embedded Formative Assessment for Dover High School

This training is currently being designed with Dover administrators to meet the needs of everyone at the high school.

TIMING: 13 full days during the School day

AUDIENCE: All Teachers/Administrators/Teacher Leaders from the High School

PROGRAM: Embedded Formative Assessment Training

- In-Person Professional Development during the PD days and faculty meetings
- In-Person observation and coaching using the FARROP
- Virtual Coaching Sessions with Assessment Leads

TIMING: 2 full days

Planning and Preparation, and ongoing guidance and support as needed.

EMBEDDED FORMATIVE ASSESSMENT CALENDAR

TBD

EMBEDDED FORMATIVE ASSESSMENT STAFF

Kathy White, Director of Innovative Projects, (CBL Leadership, Assessment) NHLI
Ellen Hume-Howard, Executive Director (CBL Leadership, Curriculum Instruction and Design, Assessment) NHLI

Portrait of a Learner For The Dover School District

TIMING: 1 full day – 4, two-hour meetings *(To be scheduled)*

AUDIENCE: Portrait of a Learner Core Planning Team

PROGRAM: Planning for POL

- Recruit Core Planning Team
- Identify the WHY
- Create a proactive communication plan
- Design engagement opportunities
- Establish Timeline

TIMING: 1 full day *(To be scheduled)*

AUDIENCE: 100+ Community Stakeholders

PROGRAM: Plan and implement a large community vision event

- Focus Groups
- Unpack the Survey responses by stakeholder group
- Drop in opportunities for additional stakeholder feedback
- Recruit POL Design Team based on survey results.

TIMING: 2 full days *(To be scheduled)*

AUDIENCE: POL Design Team made up of 40+ Community Stakeholders

PROGRAM: Design POL

- Collate all data from community event and survey data
- Refine competencies
- Define the competencies
- Design the graphic to represent the competencies
- Identify measurement criteria

TIMING: 1 half day *(To be scheduled)*

AUDIENCE: POL Design Team

PROGRAM: Presentation to the School Board for Approval

TIIMING: 1 half day *(To be scheduled)*

AUDIENCE: Core Planning Team

PROGRAM: Measure progress of the POL

TIMING: 2 full days

Planning and Preparation, and ongoing guidance and support as needed.

Carolyn Eastman, Director of Innovative Projects (Student-Centered Pathways and Portrait of a Learner) NHLI

FUTURE LEARNING PATHWAYS

Future Learning Pathways

TIMING: 4 full days

AUDIENCE: Team of 5-10 educators from the district

PROGRAM: Meetings of FLP Teams from around NH

TIMING: 2 full days -- 4 half days – (*To be scheduled during the school year*)

AUDIENCE: FLP Team

PROGRAM: On-Site Coaching Sessions

TIMING: 1 full day

Planning and preparation, and ongoing guidance and coaching as needed.

FUTURE LEARNING PATHWAYS CALENDAR

TYPE	MEETING	TIME	LOCATION	DATE
In Person	FLP Meeting #1	Full Day	NHLI	October 5, 2021
In Person	FLP Meeting #2	Full Day	NHLI	December 9, 2021
In Person	FLP Meeting #3	Full Day	NHLI	February 10, 2022
In Person	FLP Meeting #4	Full Day	NHLI	April 22, 2022

FUTURE LEARNING PATHWAYS STAFF

Carolyn Eastman, Director of Innovative Projects (Student-Centered Pathways and Portrait of a Learner) NHLI

NHLI – DOVER CALENDAR September 1, 2021 to June

September 2021					
M	Tu	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	LEAD	16	17	
20	21	22	23	24	
27	LEAD	LEAD	LEAD		
Sept. 15 District Leadership Team #1 (Quarter day, In-person, On-site) Sept. 28 Garrison Leadership Team #1(Full day, In-person, On-site) Sept. 29 Horne Street Leadership Team #1 (Full day, In-person, On-site) Sept. 30 Woodman Park Leadership Team #1 (Full day, In-person, On-site)					

October 2021					
M	Tu	W	Th	F	
				1	
4	FLP	6	7	8	
11	12	13	14	15	
18	19	LEAD	21	22	
25	26	27	28	29	
Oct. 5 FLP Meeting #1 (Full Day, In person, Off-site) Oct. 20 District Leadership Team #2 (Quarter day, In-person, On-site)					

November 2021					
M	Tu	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	LEAD	18	19	
22	23	24	25	26	
29	30				
Nov. 17 District Leadership Team #3 (Quarter day, In-person, On-site)					

December 2021					
M	Tu	W	Th	F	
		1	2	3	
6	Lead	8	FLP LEAD	LEAD	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	
Dec. 7 Garrison Leadership Team #2 (Full day, In-person, On-Site) Dec. 9 FLP Meeting #2 (Full day, In-person, Off-site) Dec. 9 Horne Street Leadership Team #2 (Full day, In-Person, On-Site) Dec. 10 Woodman Park Leadership Team #2 (Full day, In-person, On-site)					

January 2022					
M	Tu	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	LEAD	20	21	
24	25	26	27	28	
31					
Jan. 19 District Leadership Team #4 (Quarter day, In-person, On-site)					

February 2022					
M	Tu	W	Th	F	
	2	3	4	5	
7	8	9	FLP	11	
14	15	16	17	18	
21	LEAD	LEAD	LEAD	25	
28					
Feb. 10 FLP Meeting #3 (Full day, In-Person, Off-site) Feb. 22 Garrison Leadership Team #3 (Full day, In-person, On-site) Feb. 23 Horne Street Leadership Team #3 (Full day, In-person, On-site) Feb. 24 Woodman Park Leadership Team #3 (Full day, In-person, On-site)					

March 2022					
M	Tu	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	LEAD	17	18	
21	22	23	24	25	
28	29	30	31		
Mar. 16 District Leadership Team #5 (Quarter day, In-person, On-site)					

April 2022					
M	Tu	W	Th	F	
				1	
4	5	6	7	8	
LEAD	LEAD	LEAD	14	15	
18	19	LEAD	21	FLP	
25	26	27	28	29	
April 11 Garrison Leadership Team #4 (Full day, In-person, On-site) April 12 Horne Street Leadership Team #4 (Full day, In-person, On-site) April 13 Woodman Park Leadership Team #4 (Full day, In-person, On-site) April 20 District Leadership Team #6 (Quarter day, In-person, On-site) April 22 FLP Meeting #4 (Full day, In-Person, Off-site)					

May 2022					
M	Tu	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	LEAD	19	20	
23	24	25	26	CBL TL Academy	
30	31				
May 18 District Leadership Team #7 (Quarter day, In-person, On-site) May 27 CBL Teacher Leader Academy (Full day In-person, On-site)					

TO BE SCHEDULED

FLP – 4 half days coaching – on-site
POL – 4, 2-hr. meetings – on-site
3 Full days – on-site
2 half days – on-site
CBL TL Academy – 2 Days in June 2022

June 2022					
M	Tu	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

TO BE SCHEDULED

LEAD – Meeting #5 at Garrison, Home Street, and Woodman Park
Dover Middle School Leadership Team Meetings 1, 2, 3, 4, & 5
3 Meetings with PLC Facilitators and R. Drysdale
EFA – 13 full days In-person, On-site
ICES – 10 Half days, In-person, On-site



Great Schools Partnership Work with Dover School District 2021-2022 School Year

Services and activities for Moises Nunez and Ted Hall, school coaches from Great Schools Partnership, will be split in support of the following goal areas:

1. Implement actions in all schools that will have an impact on all students in all classrooms
 - a. Work with elementary principals to develop and implement equity-based strategies that can be used in the school and in all classrooms
 - b. Work with middle school administrators and teachers to implement restorative practices for behavior
 - c. Support the work of the high school leadership team and academic coordinators in improving school culture and increasing student voice
 - d. Work with the deans in all schools to evaluate the revised discipline policies and procedures from the equity lens.
2. Engage stakeholders in the work of equity in the district
 - a. Refine and implement a district-wide equity plan that is aligned to the district strategic plan
 - b. Continue work with the Equity Vision Keepers to bring the district-wide equity plan to a broader audience beyond the district
3. Plan and coordinate equity focused district and school professional development
 - a. Develop and implement a year-long professional development plan that includes equity-based professional development throughout the year tailored to the needs of the schools.
 - b. Regular afternoon professional development for administrators through the "All Leadership" group

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	DIRECTOR OF MTSS

Job Title: Director (DAA) of Multi-Tiered Systems of Support (MTSS)

Department: MTSS/Psychoeducational Services

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

Length: 220 days (July 1 – June 30)

Location: Dover School District

Position Description:

The MTSS Director 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.



DOVER SCHOOL DISTRICT

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DOVER SCHOOL DISTRICT COVID-19 DECISION MATRIX August 20, 2021

Decision Matrix: Recommendations for use of facemasks indoors based on the level of community transmission and COVID-19 transmission within a facility.

		Level of Community Transmission		
		Minimal	Moderate	Substantial
Cases Within Facility	Sporadic cases without evidence of facility transmission	Optional*	Optional*	Universal+
	Single Cluster	Targeted	Targeted	Universal+
	Multiple clusters or a larger outbreak	Universal+	Universal+	Universal+

**Face masks still recommended for people who want maximal protection for themselves or others (e.g., a household member who is unvaccinated or medically vulnerable)*

+Exceptions can be made for classrooms/schools that have achieved a high vaccination rate (e.g., high-school), or where other prevention measures can be strictly implemented (e.g., 6 feet of physical distancing)

DOVER SCHOOL DISTRICT
Condition of Accounts - September 13, 2021

DISTRICT-WIDE Expenditures						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 22,132,229	\$ 812,056	\$ 21,320,173	\$ 21,291,275	\$ 28,899
1200	SPECIAL EDUCATION PROGRAMS	\$ 15,109,962	\$ 948,798	\$ 14,161,164	\$ 13,155,440	\$ 1,005,724
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,560,813	\$ 117,162	\$ 2,443,651	\$ 1,774,977	\$ 668,674
1400	OTHER EDUCATIONAL PROGRAMS	\$ 739,826	\$ 51,058	\$ 688,768	\$ 477,210	\$ 211,558
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 225,968	\$ 41,390	\$ 184,578	\$ 186,221	\$ (1,643)
2100	SUPPORT SERVICES - Students	\$ 4,929,048	\$ 226,131	\$ 4,702,917	\$ 4,219,121	\$ 483,796
2200	SUPPORT SERVICES - Instructional Staff	\$ 1,645,780	\$ 141,527	\$ 1,504,252	\$ 979,453	\$ 524,800
2300	SUPPORT SERVICES - General Admin.	\$ 1,545,713	\$ 246,650	\$ 1,299,063	\$ 1,020,912	\$ 278,151
2400	SUPPORT SERVICES - School Admin.	\$ 3,117,989	\$ 474,889	\$ 2,643,100	\$ 2,453,395	\$ 189,706
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 4,874,746	\$ 984,409	\$ 3,890,338	\$ 3,702,855	\$ 187,483
2700	SUPPORT SERVICES - Student Transportation	\$ 3,374,104	\$ 12,073	\$ 3,362,030	\$ 2,983,861	\$ 378,170
2800	SUPPORT SERVICES - Centralized Services	\$ 1,389,702	\$ 304,573	\$ 1,085,129	\$ 571,782	\$ 513,347
2900	SUPPORT SERVICES - Other	\$ 24,342	\$ 4,196	\$ 20,146	\$ -	\$ 20,146
5200	FUND TRANSFERS OUT	\$ 14,573	\$ -	\$ 14,573	\$ -	\$ 14,573
47190	SCHOOL DEBT - Principal & Interest	\$ 6,439,335	\$ -	\$ 6,439,335	\$ 6,439,335	\$ -
TOTAL GENERAL FUND EXPENDITURES:		\$ 68,124,130	\$ 4,364,912	\$ 63,759,218	\$ 59,255,836	\$ 4,503,382
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,650,000	\$ 8,133	\$ 1,641,867	\$ 1,570,014	\$ 71,853
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 5,652,869	\$ 1,029,278	\$ 4,623,591	\$ 2,777,559	\$ 1,846,032
Summarized Condition of District Expenditures:		\$ 75,426,999	\$ 5,402,323	\$ 70,024,676	\$ 63,603,409	\$ 6,421,267

DISTRICT-WIDE Revenue						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ 1,500
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 40,417	\$ -	\$ 40,417	\$ -	\$ 40,417
01321.3390	TUITION - BARRINGTON	\$ 2,596,147	\$ -	\$ 2,596,147	\$ -	\$ 2,596,147
01321.3390	TUITION - NOTTINGHAM	\$ 1,881,216	\$ -	\$ 1,881,216	\$ -	\$ 1,881,216
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ 2,340	\$ 7,660	\$ -	\$ 7,660
01321.3390	TUITION - BELLAMY ACADEMY	\$ 81,690	\$ -	\$ 81,690	\$ -	\$ 81,690
01322.3390	TUITION - SPED AIDES	\$ 275,000	\$ -	\$ 275,000	\$ -	\$ 275,000
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 115,000	\$ -	\$ 115,000	\$ -	\$ 115,000
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ 35,000
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ 30,000
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ -	\$ 104,000	\$ -	\$ 104,000
01990.3599	OTHER LOCAL REVENUE DW	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ 38,000
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 9,656,286	\$ -	\$ 9,656,286	\$ -	\$ 9,656,286
03210.3700	SCHOOL BUILDING AID	\$ 389,462	\$ -	\$ 389,462	\$ -	\$ 389,462
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 604,936	\$ -	\$ 604,936	\$ -	\$ 604,936
03241.3700	CTE TUITION AID	\$ 364,552	\$ -	\$ 364,552	\$ -	\$ 364,552
03242.3700	CTE TRANSPORTATION AID	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ 2,500
03290.3700	OTHER RESTRICTED STATE AID	\$ -	\$ -	\$ -	\$ -	\$ -
04210.3599	INDIRECT COST ALLOCATION	\$ 85,000	\$ 2,440	\$ 82,560	\$ -	\$ 82,560
04220.3599	ABE ALLOCATION	\$ 45,918	\$ -	\$ 45,918	\$ -	\$ 45,918
04310.3311	IMPACT AID	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ 6,000
04580.3311	MEDICAID DISTRIBUTION	\$ 250,000	\$ 33,139	\$ 216,861	\$ -	\$ 216,861
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND REVENUE:		\$ 16,617,624	\$ 37,919	\$ 16,579,705	\$ -	\$ 16,579,705
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,650,000	\$ 1,210	\$ 1,648,790	\$ -	\$ 1,648,790
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 5,575,754	\$ 131,403	\$ 5,444,351	\$ -	\$ 5,444,351
Summarized Condition of District Revenue:		\$ 23,843,378	\$ 170,533	\$ 23,672,845	\$ -	\$ 23,672,845

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 16,617,624	\$ 37,919
State Wide Property Tax:	\$ 7,093,652	\$ 7,093,652
Local Property Tax:	\$ 44,412,854	\$ 44,412,854
TOTAL GF Revenue:	\$ 68,124,130	\$ 51,544,425
TOTAL GF Expenditure:	\$ (68,124,130)	\$ (63,620,748)
Ending GF Fund Balance:	\$ -	\$ (12,076,323)
TOTAL FS Revenue:	\$ 1,650,000	\$ 1,210
TOTAL FS Expenditures:	\$ (1,650,000)	\$ (1,578,147)
Ending FS Fund Balance:	\$ -	\$ (1,576,937)
TOTAL Other SR Fund Revenue:	\$ 5,575,754	\$ 131,403
TOTAL Other SR Fund Expenditures:	\$ (5,652,869)	\$ (3,806,837)
Ending Grant Fund Balance:	\$ (77,115)	\$ (3,675,434)



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, September 13, 2021

SUPERINTENDENT REPORT

The Superintendent's Board Report purpose is to: (1) inform the Board on my position and recommendations pertaining to Board meeting agenda items; (2) inform the Board of significant issues as they relate to the Board; and (3) inform the Board of informational items pertaining to the Dover School District.

BOARD AGENDA ITEMS

G. CONSENT AGENDA

Resignations/Retirements – I recommend approving the resignations/retirements as listed.

Leaves of Absence – None

Job Shares – None

Nominations – I recommend approving the nominations as listed for (a) DTU Nominations, (b) DPA Nominations and (c) Non-Union Nominations.

Extended Trips – None

Donations – I recommend approving the donation presented.

I. POLICY – CHANGES – PROPOSALS: None

J. POLICY ADOPTION: None

K. RESOLUTIONS: None

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. **2021-2022 Dover School District Initiatives and Plan** – The Board is being provided a copy of documents that frame the work for the 2021-2022 academic year. The documents included:
 - **Strategic Plan Planner 2021-2022** – Each school has identified the areas of the strategic plan that will be their focus for the 2021-2022 school year. The schools are in the process of developing quarterly planners that will establish specific targets and actions for the following periods of time:
 - ✓ September/October – 39 days
 - ✓ November/December – 34 days
 - ✓ January/February – 35 days
 - ✓ March/April – 39 days
 - ✓ May/June – 31 days



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- **Leadership Meeting Structure 2021-2022** – The Leadership Team reviewed the meeting structure that has been used over the past four years. Following the review, the document outlines the meeting structure for the 2021-2022 school year.
- **District Committees' Purposes and Targets** – The document outlines the committees, purpose, and targets. An additional document is provided to outline in further detail the Curriculum Advisory Council. Also, an additional document is provided that outlines in more detail the *Dover Improvement Process* that will frame the work of the District Data Leadership Team (DDLT). For the 2021-2022 school year, DDLT will only be implemented.
- **Dover School District Vision** – The vision is under development. Included is the diagram of the vision. The vision is success for every student framed by education equity, excellence – student learning and achievement, and wellbeing – MTSS/SEL.
- **District Communication** – The document outlines the District's communication plan for the 2021-2022 school year.
- **New Hampshire Learning Initiative** – The NH Learning Initiative has provided its initial plan for the 2021-2022 school year. This will continue the work with competency-based education, portrait of a graduate, and professional learning communities. There are more details in the attachments.
- **Great Schools Partnership** – Great Schools Partnership has presented a plan for the 2021-2022 school year. Three areas include: (1) Implement actions in all schools that will have an impact on all students in all classrooms; (2) Engage stakeholders in the work of equity in the district; and (3) plan and coordinate equity focused on district and school professional development. There are more details in the attachment.

Additional documents will be provided at future meetings that will be inclusive of other plans.

2. **School Board Initiatives for 2021-2022 and Continuing** - The Board may have items that you wish to have addressed during the 2021-2022 school year. In late winter, it was discussed starting the research on late starts and inviting Dr. James Morse, Superintendent of Oyster River Cooperative School District, to present on the Oyster River late start and the District's findings. Do you wish to initiate this study or have other ideas you wish to explore?
3. **Multi-Tiered Systems of Support (MTSS) Director Job Description** – The job description for the MTSS Director is being proposed to the Board for adoption. It is recommended that the position be an administrative position. This will allow the person in the position to lead the initiative. The position will not be filled until the ESSER III funds are received. The MTSS Director will report to the Assistant Superintendent of Student Services and the Assistant Superintendent of Teaching and Learning.



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4. **Dover School District Snow Days** - With the District having 1:1 computer capacity with students, the District can have remote/virtual learning days on snow days. Last winter, there were recommendations from community members to have a combination of traditional snow days and remote days. The administration is seeking direction from the Board.
 - **Oyster River:** Oyster River will call snow days when it's a Northeaster, or really snowy, so kids can go out and play, make snow people, enjoy the tradition of hot chocolate with family, etc. The District will call remote days when its icy and dangerous, when kids wouldn't go out and play, and it's too dangerous to be on the roads. The District will also use remote days, so not to exceed the number of snow days in our calendar. The District built in 5 snow days. Using the remote days, the District will not exceed the number of days in the calendar.
5. **Review of COVID-19 Metric and Identify Level of Restrictions** – The Board will review the current COVID-19 data and determine if any adjustments need to be made in the protocols.
6. **Condition of Accounts** – Michael Limanni, Business Administrator will present the Condition of Accounts.

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

The following is for the month of August 2021:

Week of August 2 through August 6:

On Tuesday, August 4, I returned from vacation. During vacation, I had the opportunity to participate in a two-day professional development (July 27 and 28) – *Building a Strong Adult Professional Culture* facilitated by Research for Better Teaching. Other participants from the District included: Peter Driscoll, Peter Wotton, Kim Lyndes, Lindsay Dube, Beth Dunton, Patty Driscoll, Greg Brown, Christine Boston, Paula Glynn, and Christy Prosser.

The summer learning program for students in kindergarten through the eighth grade completed their fifth week. The week of August 9 will be the final week for the summer learning program. The Extended School Year Program will end on August 19.

Planning continues with the Seacoast Virtual School Consortium. A meeting was held on Wednesday, August 4. There are two major obstacles that need to be resolved: (1) servicing students with special needs in the program and (2) receiving funding from the NH DOE to lower the cost of starting the school.

Refinement of the Re-Entry Plan for 2021-2022 continues. On Tuesday, I met with principals to review and make revisions based on their input. The Board has received additional information on the re-entry plan. The most critical element is requiring universal masking. I have provided additional information for your consideration. Information is also included in your Monday, August 9 Board Packet.



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Members of the Leadership Team and I participated in the professional development program – *Another Brick in the Wall?* Facilitated by Drummond Woodsum pertaining to HB2.

Week of August 9 through August 13

The major action of the week was the adoption of the 2021-2022 Entry Plan for the District. I appreciate the time the Board took to review the plan to support the required masking for kindergarten through the eighth grade and strongly recommending masking for high school students. I recognize and appreciate the fact that you are continually confronted by a variety of viewpoints from Dover School families and community members. It will be important that we continue to monitor the data and make the necessary adjustments to protect the health and safety of our students, families, and staff. It is unfortunate that we cannot have a common agreement by the community on what is the best practices.

Dr. Schumacher provided the following link to a study that was conducted in North Carolina: [ABC-LAY-SUMMARY-7.1.21_2.pdf \(abcsciencecollaborative.org\)](#). In addition, the following information was shared:

- ✓ If a student with COVID-19 comes to school with a universal masking policy, the risk of that student transmitting COVID to other students was ~1%.
- ✓ Not sufficient to prevent spread if your child wears a mask but the rest of the class is not wearing masks, which is why universal masking is needed.
- ✓ For school related COVID transmission, 50-75% of cases occurred from sports and extracurricular activities.

As the administration and the Board continue to monitor the spread, the Board may need to modify the mask recommendation for high school students. With the Board meeting on August 23, there is time to continue to monitor and adjust.

The first Parent/Guardian Community Update will be sent on Friday, August 13. The issue is purposely focusing on the re-entry and masking. You may receive additional emails as it relates to masking.

Tuesday, August 10, was the first in-person full leadership team meeting for the new school year. The all-day meeting was held in the Dover High School Library. The topics included: vision moving forward, building a strong adult professional community, planning for the opening days of school, school discipline policies and code of conduct, and question and answer session on HB2, and nuts and bolts. Meghan Glynn joined the team to answer questions related to the new discipline law and policies and HB2.

An outcome from the Leadership Team Meeting is to use Tuesday, September 7 as a training day for teachers on HB2. This will be done as school-based groups and small groups to allow more interaction and questions. The Board will need to identify a date for a non-meeting with the attorneys to discuss HB2.

The Seacoast Virtual School Consortium inclusive of special education representatives met on Thursday, August 12, 2021. The Commissioner was willing to provide funding, with participating school districts also contributing funds. Discussion also focused on sustainability. There were also further discussions with the Florida Virtual School 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 that the legal requirements and educational needs of the special education students could not be addressed. Other alternatives were discussed but will require



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additional planning to provide a quality program. The Seacoast Virtual School Consortium will not be an option for the 2021-2022 school year.

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 to make this option available for families.

Thursday, August 12 was the final day for the summer learning program for students in grades K-8. Ashley Mowatt served as the director for the K-4 program, Kasey Lewis served as the director for the 5-8 program. Both are to be commended on the excellent work they did in overseeing the summer learning program.

Week of August 16 through August 20

I recognize that Monday's Special Board meeting was a challenging and difficult one to navigate. I appreciate the Board's ability to recover and your ability to address the agenda items. It was important that the ESSER III grant application is prepared and submitted to the NH DOE by Monday, August 23. It is noted that this frames how the funding will be allocated. If approved, the next level of detailed planning will start for each of the components of Wellness (MTSS/SEL), Learning (K-2 learning support, and Infrastructure (HVAC) Horne Street School, Woodman Park School, and Dover Middle School.

The interviewing of teacher candidates continues. Valerie West will be nominated on Monday to replace Emily Sherman as the DHS Dean of Instruction. Ms. West is coming from the Sanford School District in Maine. I believe she will be a valuable contributor to Dover High School's initiative with competency-based learning. In addition, I believe her high school experience at Sanford has well prepared her for this position.

Information on VLACS has been sent to families as the virtual option for students in kindergarten through the eighth grade. Families are requested to complete the homeschooling form and indicate VLACS, grade level, and school of attendance. This will enable the District to track participation in the VLACS program. High school students wishing to do VLACS are to contact the DHS counseling office for registration.

School personnel and community members have participated in training provided by NAMI on suicide prevention. Monday was dedicated to suicide prevention. Tuesday and Wednesday were dedicated to training trainers, and Thursday was dedicated to developing a community plan. This was an amazing experience as the group focused on the community's efforts to come together to prevent suicide. Suzanne Weete and Christine Boston are to be commended in the planning and coordination of this valuable opportunity for the community.

Amanda Russell, Jessica Rozzo, and I had the opportunity to join representatives from the Oyster River School Department to meet with the representatives from the Barrington Board to discuss the issues surrounding the tuition agreements. It was an open and frank conversation that I believe opened the door for future conversations and improved communication that will strengthen the relationship between the three districts.



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Week of August 23 through Friday, August 27

The August 23 Special Board meeting included the adoption of the PAPE, COVID-19 Decision Matrix, and review of the current COVID-19 data and the decision on universal masking. In addition, the adoption of a resolution to amend the FY22 Budget.

Kevin Murphy had his first formal session with the SAU Cabinet. The purpose of our work with Kevin is to improve the functioning of the SAU Cabinet. The first session was productive and beneficial.

Paula Glynn and I had the opportunity to meet with Ellen Hume-Howard and Jonathan Vander Els from the NH Hampshire Learning Initiative. The NH Hampshire Learning Initiative has been working with the district on the design and implementation of competency-based education and the development of professional learning community. The purpose of the meeting was to review the focus for the 2021-2022 school year and to review what needs to be accomplished. In addition, it was established that quarterly targets would be established to assist in expediting the work and monitoring the progress.

On August 26, the new teacher induction program was initiated.

Work continues for preparation of the 2021-2022 school year.

Faculty and staff participated in professional development on Monday, August 30, Tuesday, August 31, and September 7 that included: The district's opening ceremony, Divisive Concepts presentations by attorney's at Woodsum Drummond to review HB2, professional development on formative assessments, department meetings, classroom time, and annually required Primex courses. On Tuesday, August 31, the elementary schools welcomed kindergarten students for Camp Explore, Dover Middle School welcomed 5th graders for orientation and Dover High School welcomed freshman for orientation.

Start of the School Year

Considering all that factors that had to be considered pertaining to the re-entry for the start of the 2021-2022 school year, overall, it has been a positive start. Schools continue to work through the application of the PAPE to maintain a safe and healthy learning environment for students, faculty, and staff. Adjustments and clarifications are made as needed. It is also recognized that the PAPE helps with mitigation but will not eliminate COVID-19 cases. The Medical Advisory council will reconvene on September 23. Weekly, Dr. Meghan Harvey is providing an overview of the metric, and Dr. Christine Boston maintains the daily record of cases and quarantines.

Distribution of laptops at Dover High School has been the top priority. Distribution of Chromebooks will be implemented following the Dover High School Distribution.