



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #3
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, March 13, 2023
Meeting Time:	7:00 p.m.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. AGENDA APPROVAL**
- E. CITIZENS' FORUM** (to be recessed, if necessary, and resumed following Committee Reports)
- F. APPROVAL OF MINUTES**
 - 1. Regular Meeting #2, February 13, 2023
- G. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Catherine Allen – Noon Aide – Garrison Elementary School – Resignation
 - b. Christina Doore – Special Education Teacher – Dover Middle School - Resignation
 - c. Laura LaFrance – Teacher – Garrison Elementary School – Resignation
 - d. Tom Waldron – Dean – Dover High School - Resignation
 - e. Jennifer Young – Paraeducator – Dover Middle School – Resignation
 - f. Doris Zucco – DALC Childcare – Dover Adult Learning Center - Resignation
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:**
 - a. Kim Dube / Kayleigh Cassidy-Ketchen – Grade One – Frances G. Hopkins School at Horne Street
 - b. Betsy Breen / Kristen Dunham – Grade Three – Frances G. Hopkins School at Horne Street
 - c. Jillian Cote / Kerry Siebersma – Special Education Case Manager – Frances G. Hopkins School at Horne Street
 - 5. **Nominations:**
 - a. Non-Union Nomination
 - b. Para Nomination
 - 6. **Extended Travel (Student Trips):**
 - a. DHS Varsity Baseball Team to Cooperstown, New York, April 26-27, 2023, Final Approval
 - b. DHS Art Club to Massachusetts Museum of Contemporary Art, May 5-7, 2023, Final Approval – Revised Location and Date - Livermore Falls, Maine, April 14-16, 2023
 - 7. **Donations:** March Donations
- H. STUDENT REPORT:**
- I. POLICY – CHANGES – PROPOSALS:**
 - 1. IJ – Instructional Materials Selection Policy – Revisions, First Reading
 - 2. KEC – Reconsideration of Instructional Materials – Revisions, First Reading
 - 3. KEC-R – Form for Reconsideration of Instructional Materials – Revisions, First Reading
 - 4. KEC-R2 – Request Form for Review or Reconsideration of Educational Materials and Library Materials – Nonfiction – New Policy, First Reading
- J. POLICY ADOPTION:**
 - 1. EBCD – Emergency School and District Closings – Revisions, Second Reading



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2. ECD-R – Use of Drones by District Students or Employees Request Form - New Policy, Second Reading
3. GCBD – Rules and Regulations in the Application of Administrative Personnel Policies and Salary Schedules – Revisions, Second Reading
4. IHBAE – Policy for Independent Evaluation of Students and Approved Fee Schedule – Withdraw, Second Reading
5. IHBAB – Special Education Evaluations – New Policy, Second Reading
6. JFAM – Education of Military Children & Military Connected Students – New Policy, Second Reading
7. JLCB – Immunizations of Students – New Policy, Second Reading
8. JLCDA – Medical Treatment – Parental Consent – New Policy, Second Reading

K. RESOLUTIONS: None

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. Appointment of Board Member Representation at the New Hampshire House Finance Committee
2. Policy JICK Presentation – Pupil Safety and Violence Prevention Policy - Bullying and Cyberbullying
3. New Hampshire Title IV-A Student Support and Academic Enrichment Grant Program Presentation
4. Request to Waive Bidding - aimswebPlus Stimulus Books
5. Request to Waive Bidding – Federal Grant Funding
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.

From: Christina Doore <christina.doore@gmail.com>
Sent: Wednesday, March 8, 2023 7:11 PM
To: William Harbron <w.harbron@dover.k12.nh.us>
Cc: Peter Driscoll <p.driscoll@dover.k12.nh.us>
Subject: Next Year

Good Evening,

I regret to inform you both that I will not be returning to my position in Student Services this fall.

This was a very difficult decision to make as I will miss my colleagues and students at DHS.

We have unfortunately been impacted by the childcare crisis that I know is impacting many other families. My daughter is on the waitlist at several places, however none can guarantee us a slot for fall. As a result, I do not feel comfortable saying I am coming back as I would then need to resign close to the school year if she still does not have a slot, which is not fair to the district.

I do hope to keep in touch and hope our paths cross again in the future when my circumstances change.

Thank you both for this opportunity.

Sincerely,
Christina Doore

Dear Dr. Harbron,

I am writing to inform you of my resignation from the Dover School District. As my year of absence comes to an end, I have decided to continue to stay home with my children. I have absolutely enjoyed my time at Horne Street School and hope to return to the classroom one day.

Please let me know if you need any additional information.

Sincerely,
Laura Lafrance

From: Thomas Waldron <t.waldron@dover.k12.nh.us>

Sent: Friday, March 10, 2023 10:15 AM

To: William Harbron <w.harbron@dover.k12.nh.us>

Cc: Peter Driscoll <p.driscoll@dover.k12.nh.us>; Tammy Badger <t.badger@dover.k12.nh.us>

Subject: Letter of Resignation

Hello Dr. Harbron,

I am writing to let you know that I have recently accepted a leadership position in the Raymond School District as the Principal of Iber Holmes Gove Middle School for the 2023-2024 school year, and therefore tender my resignation from the Dover School District at the culmination of the 2022-2023 school year. I will carry out my duties with fidelity for the remainder of this year and will work to ensure a smooth transition.

As I look ahead towards my ninth year in school administration, I find myself ready to take on a role that allows me greater agency to influence a school system to better meet the needs of all learners. I recognize that I have the potential for several more decades ahead of me as an educational leader, and I genuinely hope to one day return to the Dover School District should an opportunity arise. I have developed many personal and professional relationships during my time here and I am grateful to have been able to learn and grow while serving as the Dean of Students at Dover High School since 2016. I have sincerely appreciated my time in Dover and look forward to what the future holds in store.

Respectfully,

Tom Waldron
Dean of Students
Dover High School
(603) 516-6908

Job Share Proposal

For Kim Dube and Kayleigh Cassidy-Ketchen

Kim Dube and Kayleigh Cassidy-Ketchen wish to propose to a 50/50 job share teaching position at Frances G. Hopkins Elementary School at Horne Street for the 2023-2024 school year. We first connected in 2014 while co-teaching the same kindergarten summer school class in Somersworth. In 2018, we collaborated on the same kindergarten team in Dover. During this year, Kim's daughter was in Kayleigh's class. This opportunity allowed us to work together in a different way. In 2021, we collaborated again on the same first grade team. We have created a trusting relationship that encourages one another to take risks, reflect, and grow. We are eager to collaborate more in ways that will benefit one another, our students, their families, and the school community.

We are strong candidates for a job share position because we are fully committed to maintaining a teaching partnership that fosters a supportive learning community. We are deeply invested in our students' well being and growth. We will prioritize the communication, collaboration, and consistency needed to support their academic, social, and emotional needs. Job sharing will allow us to collaborate closely with another professional and maximize our individual strengths. We will use the opportunity to grow as educators and improve our school community. Job sharing will also encourage us to have a healthy personal and professional life balance so that we can be at our best both at home and at school.

We have included specific details of our plans and their benefits in this proposal. We are incredibly grateful for your consideration!

Job Share Proposal Details

For Kim Dube and Kayleigh Cassidy-Ketchen

Schedule:

Mrs. Dube and Ms. Cassidy will work ½ days Monday-Friday allowing for consistency in the curriculum and in the classroom. Mrs. Dube will work mornings and Ms. Cassidy will work afternoons, with the option to swap half way through the year.

Mrs. Dube and Ms. Cassidy will both work on professional development days.

We will both attend the first 2 days of school with the intention of establishing a consistent classroom community with two equal teachers.

We will both attend open house and conferences to develop strong relationships with families.

We will alternate after school staff meetings to participate equally in the school community.

We will make every effort to substitute in each other's absences. We will keep track of absences and snow days and adjust our schedule accordingly to ensure we work an equal number of days.

Communication:

In our teaching partnership, we will prioritize frequent and clear communication regarding curriculum planning, classroom management, student growth, parent communication, and special events. In addition to keeping a professional journal, we will collaborate over the phone and in person. We will dedicate as much time as needed to maintain a consistent classroom environment where all students feel valued and are given support to grow.

To maintain effective communication with families, we will collaborate on newsletters and include each other in emails. We will both hold meetings with parents as necessary.

Classroom Management:

We will work together to develop a vision for what our shared classroom will look like, sound like, and feel like to our students. We have discussed our philosophies, styles, and expectations and will use them to establish common management techniques, ensuring that they align with the Responsive Classroom approach supported by our school community. These techniques will include expectations and routines. We will

remain consistent in our procedures and behavior plans, conferring and adjusting them as needed.

Curriculum & Assessment:

We will plan curriculum together, as well as with our grade level team. We will rely on each other's observations and strengths to make decisions that are responsive to our students' needs and our collaborative goals for them. We will work closely to navigate new curriculum and share feedback for instructional improvement. Daily planning will be the individual responsibility of each teacher and will be accessible in case of any absences. Lesson plans, materials, and notes will be maintained in a shared Google Drive folder.

We will record and review our informal and formal assessments of student progress. Report cards will be written in consultation as each teacher will grade students in the subjects they teach and check to ensure agreement.

Insurance: Ms. Cassidy will enroll in the school insurance.

Job Share Proposal Benefits

For Kim Dube and Kayleigh Cassidy-Ketchen

Benefits for Students and their Families:

- An additional teacher who provides care and support
- Another meaningful connection and dependable relationship
- Two professionals with varied experiences and skills
- An opportunity to experience two styles that compliment one another and embrace each other's strengths
- More ideas to increase student engagement and growth
- A chance to know students better and monitor their progress more closely
- Increased enthusiasm and energy from teachers

Benefits for School Community:

- Two resources for experiences and ideas that contribute to collective goals
- More time, energy, and creativity to invest in the growth of the school community
- An additional professional opinion on student progress for staff consideration
- More consistency due to decreased absences and the need for substitutes

Benefits for Job Share Teachers:

- An opportunity to learn from another teacher and make professional growth
- Increased time to learn and implement new curriculums and teaching methods
- More collegial support
- Increased motivation and accountability because of the commitment to a thriving teaching partnership
- A healthier balance between professional and personal lives that allows teachers to be more successful in their school role
- A more positive outlook

Job Sharing Proposal- Betsy Breen and Kristen Dunham

We wish to propose to continue our elementary job share teaching position at the Frances G. Hopkins Elementary School at Horne Street for the 2023-2024 school year. Mrs. Betsy Breen and Mrs. Kristen Dunham are both currently teaching third grade in a 50/50 split at the Frances G. Hopkins Elementary School at Horne Street.

Our proposal would continue the schedule that we have successfully implemented for the past three school years, where Mrs. Breen teaches Monday, Tuesday, while Mrs. Dunham teaches Thursday and Friday. Wednesdays would be alternated each week between the two teachers. In our past job share experience, both teachers have been present for the first two student days and Open House. With the new schedule for the 2023-2024 school year, we propose both attending all of the professional development days, as well as both attending the first day of school, open house, and conferences. Our goal will continue to be consistency in the classroom routines. A teaching partnership will be established from the very first communication with students and families. A daily communication log will be used as well as regularly scheduled telephone calls, emails, and personal contact to ensure smooth transitions for the students. We truly believe that we are strong candidates to continue our job share position as we have had a very successful three years together, and have maintained a successful and consistent classroom during the many challenges of the past two school years.

Throughout the proposal we have outlined main ideas of the benefits for the students, the school, and teachers involved as determined by our extensive research and personal experiences with job sharing. We have also broken down how we will run our classroom together and keep consistency. We are dedicated teachers, eager to continue our collaborative work together. We feel our strengths will continue to complement each other and are confident we can build upon our successful job share experiences that we gained since our first year together in 2020. We will continue to maintain a stable and consistent partnership and classroom community that will provide a beneficial situation for all involved. Our main focus will continue to be supporting student growth and achievement in all areas. Thank you for your consideration of this proposal.

Yours truly,
Betsy Breen and Kristen Dunham

Advantages for Students

- Energy and enthusiasm level of teachers is much higher.
- Wealth of ideas provides an enriched classroom.
- Teachers have their own individual areas of strength (children benefit from both).
- Children are exposed to two points of view and two different styles.
- Similar philosophies concerning classroom expectations and standards of behavior.
- Complementary teaching styles and management systems.
- A “fresh face” stimulates pupils.
- Enhanced student assessment – able to compare with another professional.
- Students that need extra adult support each day, have two more adults they can depend on.

Advantages for the School

- Two sources for ideas and opinions with regard to staff and school matters.
- More time can be used outside of the school day to help come up with fresh ideas.
- Two professional opinions on a child’s progress are available to parents and staff.
- Combined teaching experience of two professionals.
- Make it possible to incorporate a broader range of expertise within a single position.
- Reduced tendency toward burnout.
- Less need for substitutes- we will act as each other’s sub, providing consistency to students

Advantages for Teachers

- A happier and more positive outlook towards the job.
- An opportunity for professional and personal growth.
- A better balance between professional and personal lives with young children at home.
- Necessary appointments can be scheduled for days off.
- Keeping up-to-date with current trends in teaching.
- Collegial support.
- Professional Development opportunities to learn from another colleague.

Advantages for Parents

- Two teachers to bounce ideas off of.
- Two people are monitoring to make sure a student does not fall through the cracks.
- More flexibility in times to meet when two schedules can be consulted.

Job Share Proposal Nuts and Bolts
Mrs. Betsy Breen and Mrs. Kristen Dunham

Communication:

We will be communicating with each other on a frequent basis to discuss all aspects of teaching including planning, student needs and progress, parent communication, and school events. Professional days will be attended by both partners. There will be one partner in attendance at each staff meeting, at that partner will inform the other in detail of what happened. We will be keeping a professional journal and contacting each other by phone and in person regularly. We will dedicate as much time as needed outside of the classroom to establish and maintain a consistent and collaborative classroom environment where all students can thrive and be successful.

Curriculum Planning:

We will plan the year's curriculum together and with our grade level team. We plan to meet extensively over the summer to plan the year's big picture, set up our classroom, and make sure our expectations/routines are established. Consistent educational goals for the students will be kept through cooperative planning and collaborative discussions. Daily planning will be the individual responsibility of each teacher and will be available in case of illness. We will continue to work with our grade level team and collaborate with lesson plans, our daily schedule, and student assessments. We will create a shared folder in Google where all of our classroom documents will be saved and accessible for each partner, and we will use one template for our weekly plans. We will work closely together to navigate and understand any new curriculum and will rely on each other's strengths to support one another both within and outside of the classroom.

Parent Meetings/Communication and Report Cards:

We will keep records of student progress. Report cards will be written in consultation with each other. Both teachers will hold formal and informal meetings with parents as necessary, but will both be in attendance at official conferences in December. Parents will have an opportunity to meet both teachers at the beginning of the school year. We will divide the class in half for report cards to fill out behavior areas, and swap to check to make sure we are in agreement. Each teacher will fill out their academic area of expertise on the report card. All email correspondence to parents and other staff will be sent to and from both teachers.

Classroom Management:

We will continue to work closely together to develop common management techniques. We have had extensive conversations about our teaching philosophies, expectations and styles and feel that we hold similar beliefs. We have successfully implemented an agreed upon system for classroom routines and expectations for the past two school years. FGH at Horne Street also follows a Responsive Classroom approach and has adopted a school wide system to support common expectations for all students. Grade levels at FGH at Horne Street also work closely together as teams and we believe that the established school environment is one that is collaborative by nature. We will continue to have common signals and routines in the classroom. Consistent behavioral expectations for the children will be established. We will confer on strategies used to develop appropriate behavior plans and strategies for individual students. We believe our classroom procedures, routines and expectations are closely aligned. We are entering into this job share proposal with the understanding and expectation that we will meet as many times as needed beyond the school day to ensure the success of our students and establish a consistent classroom environment.

Special School Events/Meetings/Workshops/Snow Days:

In order to best support our students and continued growth as educators, we will both attend professional development days. We will work out amongst each other how to evenly distribute any additional days that may be attended by either partner. We understand that we will only be paid for 94 days of the year each. We will keep a journal that will mark when each of us works an extra day, or misses a day, to see where we need to cover each other. If there is a snow day, the person that missed the snow day, will make it up at the end of the year even if it is not on their specific work day. We will both attend the first two days of school in order to develop routines and expectations together, and so that students see us as equals. We will both attend Open House, conferences, and special school events.

Insurance:

Neither teacher would require the school insurance. Mrs. Breen and Mrs. Dunham both have insurance outside of the Dover School Department.

Special Education Job Share Proposal

Frances G. Hopkins Elementary School at
Horne Street

2023-2024

Jillian Cote & Kerry Siebersma
February 2023

Dear Superintendent Harbron & Dover School Board Members,

Below is a detailed proposal for a special education job share position at Frances G. Hopkins Elementary School at Horne Street. We appreciate your time and consideration in reviewing this request and look forward to your response.

Overview

Jillian Cote and Kerry Siebersma would like to propose a job share for the special education case manager position at FGH with a 50/50 split for the 2023-2024 school year. We have been sharing this position for the past three years and have been successful in fulfilling all job responsibilities and meeting the needs of students and families at FGH. Before our job share position, we worked together as FGH special educators, with Kerry filling a long-term substitute position while Jillian was on family leave.

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

As educators, we share important fundamental principles such as strong relationships with families, open communication for both achievements and next steps, organization systems that ensure all student needs are met and goals and objectives are being evaluated and assessed, and our role in meeting student's unique, individual learning goals. We believe that working together in a job share model maximizes our individual strengths as educators who complement one another. Our years of experience combined with similar teaching styles and philosophies have resulted in highly effective instruction and special education services for the students at Frances G. Hopkins.

We are both greatly invested in FGH as educators, parents, and members of this community. We are enthusiastic and passionate about this model and how it has served our

student population and school community. Each year that we have worked together, we've reflected on areas for improvement and growth, celebrated our successes, and learned from our mistakes as we grow together as educators. We view our position as being beneficial for students, teachers, administration, and families. It allows us to provide high quality instruction and effectively fulfill the many responsibilities involved in special education. We plan to continue to keep our students and their families as our number one priority and we are excited about for the opportunity to serve our student population in the next school year.

Thank you for your time in reviewing this request and we hope that you will consider this proposal to continue the special education job share position for the 2023-2024 school year.

Details

Schedule

Jillian works Monday, Tuesday and Wednesday a.m.

Kerry works Wednesday p.m., Thursday, and Friday.

This schedule has worked well for teachers and students and provides the most consistency with instruction and services.

Communication

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

We have established a system for constant communication with one another. Scheduled co-planning time will continue to take place every Wednesday during our overlap time. Bi-weekly team meetings address district wide special education topics and allow both of us time to collaborate with our FGH team. Daily reports are kept in a communication log and lesson plans in our shared drive. Unexpected events will be communicated through emails and texting as well as phone calls.

We both agree that communication and flexibility is imperative for this model to be successful, and we plan to work together to be in constant communication via text/phone call and be available should situations arise.

Instructional Planning

We understand that this model will require an extensive amount of collaboration and careful planning together. We plan to meet during the summer, front load planning, and work together throughout the first several days of school. This allows us to transition new students and first graders into their classrooms and routines as well as begin implementation of IEP services and specialized instruction. We pencil in a year at glance to map out learning goals and

instructional content and then try to be planned out at least one month in advance. Direct service delivery and interventions will be planned and implemented around student's individual goals and objectives.

Dividing our Caseload/IEP Meetings/Progress Monitoring & Data

We are flexible about how our caseload is divided and anticipate changes may need to be made throughout the year. We have made great efforts to ensure that colleagues and families are comfortable and confident in both of us being knowledgeable and familiar with all students on our caseload, all IEPs, goals, services, and schedules. We divide the caseload evenly, considering several different factors that include students' individual levels of need, student grade level, teacher team/classroom placement (our goal is to have one case manager per classroom/teacher).

To maintain an equal workload, we will also consider dates of student triennial evaluations and alternate incoming referrals. With a smaller group of students, the case manager has a strong focus on each student, a deeper connection with families, and we are better equipped to manage and fulfill all case management responsibilities including paperwork requirements, evaluation process, reports, communication, and meetings. In addition to reviewing all student files and IEPs prior to the start of school, both case managers have access to the entire caseload in NHEISIS. This allows us to address needs that arise with knowledge of student files and access to NHEISIS.

School Events/Meetings/Snow Days

Both Kerry and Jillian will attend the first week of school, parent-teacher conferences, transition meetings and district wide special education meetings. Snow days will be calculated and shared 50/50 at the end of the school year.

Insurance

Only one teacher would receive school insurance- Jillian.

Advantages of Job Sharing

For Students

- Enthusiastic, energetic, and focused teachers with two sets of skills, talents, backgrounds, and experiences.
- Two educators collaborating to plan and deliver instruction leads to new ideas and methods of delivery as well as learning activities to increase student engagement.
- Job share model encourages student flexibility in working with several adults while maintaining consistency in teaching style, daily schedule/expectations and classroom management.

- More eyes on students, multiple perspectives and increased awareness of student functioning, progress, and any areas of concern. With two teachers attending to students and sharing observations, needs will be better met and reduce the risk of anyone falling through the cracks.
- Case management services improve due to more manageable caseloads and increased attention to each student's file, IEP, and individual needs in and out of the classroom.

For Teachers/Staff at FGH

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

For Parents/Guardians

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

For Job Sharing Special Educators

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

In our experience over the past three school years, job sharing has provided a team approach that maximizes our individual strengths and talents. This has improved instruction and service delivery for students, parents, and teachers. The job share position has been a positive experience for us, our students, families, and our colleagues. We hope to continue this position for the upcoming school year and look forward to building on the positive aspects experienced over the past three years. Thank you!



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

TO: **DOVER SCHOOL BOARD**

DATE: March 13, 2023

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 2022-2023 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Siddalingachar, Bhuvaneshwari Huliyurudurga	Noon Aide	Frances G. Hopkins School at Horne Street	Madeline O'Reilly	\$10.35	

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

TO: **DOVER SCHOOL BOARD**

DATE: March 13, 2023

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 2022-2023 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Clifford, Abby	Paraprofessional	Frances G. Hopkins School at Horne Street	Tina Haley	\$14.87	C2, Step 1
Zucco, Doris	Paraprofessional	Woodman Park School	Michelle Dunbar	\$19.56	C2, Step 7

Final Request - Cooperstown Extended Travel Request –
Dover High School Varsity Baseball – April 26, 27 - 2023

In regards to questions:

1. The educational value is great. What the student athletes/managers learn about baseball and the history of America can't be duplicated. Not only will this trip give us the opportunity to bond as a team every person who will be a part of it will leave with a significantly greater appreciation for the game and our country.
2. We do not require a travel agent.
3. The travel dates are April 26th and April 27th. The game is played April 27th. DURING APRIL VACATON.
4. See attached.
5. Dependent upon student athletes desires. Student is responsible for 1 lunch, 1 dinner and souvenirs.
6. Based in NHIAA and DHS Athletic policies and procedures.
7. Pre-season meetings, NHIAA and DHS policies and procedures cover this.
8. NHIAA and DHS policies and procedures cover this.
9. Athletic Director approved, waiting for Principal and Superintendent.
10. No staff member will need to be released of duty.
11. There is no financial benefit for the coaching staff.
12. The cost to the district is limited to the cost of a typical bus trip to our away games that would be incurred to play the contest anyway. Therefore there is no additional cost to the district.

Additional questions for final approval:

1. **Confirmation permission forms, student code of conduct contract, standards of behavior, telephone contacts.** These are all on file on Final Forms as required under NHIAA and DHS policies and procedures.
2. **A list of chaperones and all criminal background checks have been completed:** The coaching staff members are the chaperones (Scott Dubben, Rich Longueil, Tim McCoy, David McKenney, Joshua Sauerman).
3. **Adult to Student Ratio:** 5 to 1 maximum.
4. Trip Itinerary is below.

Dover HS Baseball Trip to Cooperstown - Itinerary

Itinerary

4/26 – Chartered Bus C&J 7am depart from Dover NH to Cooperstown NY

- 1pm Check in to Holiday Inn in Cooperstown
- 1:30 lunch
- 2pm visit to Baseball Hall of Fame.
- 4:30 – Depart Baseball Hall of Fame.
- 5pm – Team Dinner

- 7pm bus leaves downtown Cooperstown for hotel for the night.
- 9:30pm lights out

4/27 – Breakfast 8am

- 8:45 bus leaves hotel for Doubleday Field
- 10 Am Game vs Concord HS
- 1pm Lunch
- 3pm Bus Departs from Cooperstown to Dover NH



**DOVER HIGH SCHOOL
AND
REGIONAL CAREER TECHNICAL CENTER**



PETER DRISCOLL
Principal
p.driscoll@dover.k12.nh.us

25 ALUMNI DRIVE
DOVER, NEW HAMPSHIRE 03820-4365
(603) 516-6900 Fax (603) 516-6926

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February 23, 2023

Dover School Board Members,

At the December 12, 2022 school board meeting you approved the trip outlined below for the Art Club. They are requesting to change the trip to instead visit Camp Centerstage in Livermore Falls, Maine. The trip will take place from Friday, April 14, 2023 through Sunday, April 16th 2023. Students will visit the Bates College Museum of Art and potentially the Bowdoin College Museum of Art as well as participate in a wide array of team building activities.

Thank you for your consideration of this change.

Sincerely,

Peter Driscoll
Dover High School Principal

December 12, 2022

Dover School Board members,

This letter is being written in support of Dover High School's Art Club traveling to the Massachusetts Museum of Contemporary Art. The trip will take place from Friday, May 5, 2023 through Sunday, May 7, 2023. This trip provides the opportunity for students in this club to be exposed to a wide array of art as well as continue to develop the skills and relationships built through membership in an extracurricular club. Thank you for your consideration.

Sincerely,

Peter Driscoll
Dover High School Principal

**DOVER HIGH SCHOOL
AND
REGIONAL CAREER TECHNICAL CENTER**

FIELD TRIP REQUEST - FY:

Date: 2/16/23

THIS REQUEST MUST REACH THE PRINCIPAL AT LEAST 10 DAYS BEFORE THE DATE OF THE FIELD TRIP. PERMISSION SLIPS MUST BE OBTAINED FROM PARENTS/GUARDIANS BEFORE STUDENTS MAY PARTICIPATE.

Teacher Requesting the Trip: Francine Kontos

Destination of Field Trip: Livermore, ME

Date of Field Trip: 4/14 Time of Departure: 12:00 noon Time of Return: 4/16 12:00 noon

Number of Students: 14 Cost Per Student: \$150.00

Number of Adults Going: 4 Method of Transportation: Small bus

LIST ALL CHAPERONES: Francine Kontos, Ted Kontos, Stephanie & John DeMatteo
Chaperones who are not employees of the district must fill out a Volunteer Service Form two weeks prior to the field trip. *

A LIST OF STUDENTS WHO WILL BE ATTENDING MUST BE SENT TO THE ATTENDANCE OFFICE PRIOR TO THE FIELD TRIP.

Are all phases of the trip handicap accessible? Yes ☒ No ☐

Non-participating teachers will be notified two weeks prior to the trip: Yes ☒ No ☐

Submit a list of non-participating students to the attendance office one day prior to the trip.

Have provisions been made for students **NOT** going on the trip that are the responsibilities of the teacher(s) attending?
Yes ☒ No ☐

What is the educational purpose of the field trip?

Bonding, visiting art museums, creating work

What instructional classroom preparations will be done prior to the field trip?

Meetings and planning

What follow-up classroom activities will take place after the field trip?

Debrief

Approval of Appropriate Administrator (AC, CTC Director:)

*****PLEASE RETURN THIS FORM TO THE PRINCIPAL'S SECRETARY*****

_____ Trip Approved

_____ Trip Disapproved

Reason for Denial: _____

Principal's Signature: _____

Date: _____

25 Alumni Drive
Dover, NH 03820
02/16/2023

Dear Dr. Harbron and School Board Members:

I am writing this letter to obtain preliminary and final approval for a student camping trip to Camp Centerstage in Livermore, ME. Since I have been working at Dover High School, I have led eleven safe, successful trips to Europe, two weekends in New York City and seven camping trips. I have enjoyed these unique opportunities to bond with my students and to expose them to the world beyond Dover, NH.

The educational value of this trip goes beyond exposing them to art. We *will* visit Bates College Museum of Art on this venture. However, I believe the special connection that happens on our camping trips is unique. Magic happens when cooking together to provide food for each other, hiking up to a breath-taking spot, with a 360-degree view; or sharing secrets around the campfire.

The trip I am considering for April 2023 will focus mainly on bonding activities and creating site specific work that we will leave behind at Camp Centerstage. We will visit the Bates College Museum of Art. It boasts an impressive permanent collection and will be showcasing the senior thesis show when we are there. We are also considering Bowdoin College Museum of Art. This museum is one of the oldest university galleries in the country. There are more than 20,000 paintings and sculptures on display; including works by Mary Cassatt, Andrew Wyeth and Winslow Homer.

I am proposing that we leave on Friday, April 14, 2020, at 12:00 noon. The students and teachers involved in the trip would be required to miss one half-day of school. That would get us to the cabins before dark and give us plenty of time to settle in. There will be one adult for every four students traveling. The cost being charged the students will be \$150.00. This will include transportation, lodging and food. The art club has already held their annual Film Festival that will help offset the cost of the trip. I will drive the bus, which also contributes to lowering the cost.

I have done my best to provide you with any information you might need to approve this trip. Please contact me if there is anything else you require. You can call me at work at 516-6965, at home at 953-4810 or email me at francine.kontos@dover.k12.nh.us.

Sincerely,



Francine Kontos
Art Teacher
World Arts Club Advisor
Dover High School

Art Club Trip Itinerary

April 14, 15 and 16, 2023

FRIDAY

- 12:00pm Depart from Dover High School
- 1:00pm Stop for snacks and Bathroom Break
- 3:00pm Arrival : Unpack / Settle In / "Rules for camp"
- 3:30pm Hike to the Androscoggin with snacks!
- 5:30pm Return to Camp / Lawn Games / Hang Out
- 6:30pm Dinner
- 8:30pm Campfire on patio & S'mores

SATURDAY

- 7:00am Morning Activity (meditation on Council Hill - optional)
- 8:30am Breakfast
- 10:00am Venture out to Lewiston
- 12:00pm Lunch in Lewiston
- 2:00pm Return to Camp
Snack -
- 3:00pm Prayer Flags
- 6:30pm Dinner
- 8:30pm Campfire on Council Hill
Hot Cocoa TBD based on weather

SUNDAY

- 8:00am Breakfast
- 9:00am Installation - hang flags
- 9:30am Departure for school
- 12:00pm Arrive back at school

2/16/2023

Dear Art Club Parent/Guardian:

The art club has a long history of traveling together that has been difficult to execute the past few years. This year we will be camping at the Camp Centerstage in Livermore, Maine. This trip will provide an unique opportunity for the art club students to connect with each other and to expose them to the world beyond Dover, NH.

The trip we will be taking in April 2023 will focus mainly on bonding activities and creating site specific work that we will leave behind at Camp Centerstage. We will also visit the Bates College Museum of Art. It boasts an impressive permanent collection and will be showcasing the senior thesis show when we are there.

Of course, being a camping trip, it also includes campfires, cooking together and a hike to some beautiful spots in the area. We will be leaving on Friday, April 14, 2023, at 12:00 noon. The students will be required to miss one half-day of school. That would get us to the cabins before dark and give us plenty of time to settle in. There will be one adult for every four students traveling. The cost being charged the students will be \$150 per student. The cost includes transportation (I will be driving the bus), most food and lodging. Students will need to bring some simple camping gear and a small amount of money for lunch on Saturday and Sunday.

I hope you will consider sending your student on this unique trip in the spring. Please contact me if you have any questions. You can call me at 516-6965 or email me at f.kontos@dover.k12.nh.us.

Sincerely,



Francine Kontos
Art Teacher
World Arts Club Advisor
Dover High School

Payment Schedule:

ASAP:

1. Permission Slip
2. \$50.00 to hold your spot

Friday, April 1, 2022

1. Health Form and Contract
2. \$100.00

Dover High School
25 Alumni Drive
Dover, NH 03820

Statement of Agreement

I agree to adhere to the following rules while on the _____
trip with the Art Club:

1. To not consume, purchase, bring with, or bring home alcohol or illegal substances.
2. To not purchase body art or piercing services.
3. To not purchase or bring home any type of weapon.

I understand that I am accountable to _____.

I understand that failure to comply with these rules will result in disciplinary action upon returning to Dover High School.

Student's signature

I have read and discussed this agreement with my son/daughter, and I support these rules and regulations. I understand that in the event my son/daughter breaks the rules or becomes sick, I will be required to come and pick them up.

Parent/guardian's signature

Donation Request List for Approval
March 13, 2023 School Board Meeting

School	Group Donating	Value	Items/Service	Purpose
FGH	Dover Rotary Grants/Donations Review Committee	\$1,050.00	Monetary	To sponsor fourth grade students to partake in a field trip to the State House.

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FIRST READING - REVISIONS

INSTRUCTIONAL EDUCATIONAL MATERIALS SELECTION POLICY

The Board is legally responsible to approve and to provide the necessary instructional materials used in the District. Digital materials, print materials, manipulatives, equipment, and instructional technologies will be used to provide quality learning experiences for students. ~~that:~~

~~Enrich and support the curriculum;~~

~~Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;~~

~~Provide background information to enable students to make intelligent judgments;~~

~~Present opposing sides of controversial issues;~~

~~Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;~~

~~Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society.~~

~~Be matched to the appropriate skill levels of pupils.~~

Basic instructional course material in the fundamental skill areas of language arts, mathematics, science and social studies should be reviewed annually according to the guidelines set by the Curriculum Planning Council.

Selection of Materials

A. Educational Materials

The selection of educational materials, including but not limited to textbooks and supplementary materials, is the responsibility of the professionally trained and certified personnel employed by the Dover School District ("the district"). The obligation for coordinating and maintaining qualitative standards in the selection process rests with the Teaching and Learning Department Curriculum, Instruction, and Assessment Co-Directors who have the duty to make educational materials selection recommendations. The selection of new course curriculum materials is reviewed and approved by the Dover Curriculum Advisory Council. Their mission is to evaluate, approve and support the design and implementation of effective instruction and curriculum that ensures equitable access and success for all students.

Textbook recommendations will be submitted to the Dover School Board by the Curriculum, Assessment, and Instruction Co-Directors for review and approval. The Dover School Board, as the governing body of the district, shall approve textbooks utilized within the instructional program of the district.

The district has the responsibility to provide adequate materials and texts, which reflect the cultural diversity and pluralistic nature of the American society. See generally N.H. Code of Admin. Rules, Ed 306.06(a) (requiring school policies that reflect "the acknowledgment of diversity and respect for differences"); N.H. Code of Admin. Rules, Ed 306.08(a)(1) & (4) (concerning obligations for educational materials

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“necessary to support the needs of the user population and the curriculum”). In addition, the district shall not discriminate in the selection and evaluation of instructional materials on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, cognitive, emotional, or learning disability in its education program and activities. In light of the foregoing, below are the guiding principles for development of the district’s educational materials:

1. Materials are selected consistent with the educational goals of the district regarding locally designed standards, State standards, and National standards.
2. Materials selected are appropriate for the age, social development, and maturity of students.
3. Materials and information shall meet high standards of quality in factual content and presentation.
4. Materials and information shall have factual, aesthetic, literary, ethical, or social value.
5. Materials and information chosen shall be written/produced by competent and qualified authors and producers.
6. Materials and information shall be chosen to represent our pluralistic society and to foster respect for all groups of people who form our society.
7. Physical format and appearance of materials and information shall be suitable for their intended use.
8. Materials are selected on all levels of difficulty with diverse appeal and differing points of view.
9. The selection of materials on political theories and ideologies, religion, public issues, and on topics considered by some to be controversial, is directed toward maintaining a balance representing various views.
10. Materials are judged as a whole considering the author’s/producer’s intent rather than focusing on single words, phrases, pictures, or incidents taken out of context.
11. Gift materials to the Dover School District will be accepted with the stipulation that they meet the same selection criteria as all other materials.
12. All educational materials shall comply with the requirements of RSA 193:40.

The manner in which curriculum is developed; however, is in the sole discretion of administrators, consistent with the above criteria and the district’s philosophy and goals, unless otherwise specified by State statute.

B. Library Materials

The Dover School Board hereby delegates to the superintendent of schools the authority and responsibility for the selection of library materials in all formats in consultation with each school’s certified library media specialist and in light of the

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district's adopted selection criteria above and including "Access to Resources and Services in the School Library Program" and The Students' Right to Read statement of the National Council of Teachers of English, subject to the rights of appeal set forth in this policy. The school libraries of this district are guided by the principles set forth in the Library Bill of Rights and its interpretative statements. *See Appendix

~~The above principles, adapted from the Library Bill of Rights and Access to Library Resources and Services for Minors: An Interpretation of the Library Bill of Rights (see note below), shall serve as a guide in the selection of all instructional and library materials — textbooks, supplementary books, library books, digital/electronic resources, etc.~~

~~Gift materials to the Dover School District will be accepted with the stipulation that they meet the same selection criteria as all other instructional materials.~~

Note: The Library Bill of Rights was developed and adopted by the American Library Association. Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Note: Access to Library Resources and Services for Minors: An Interpretation of the Library Bill of Rights was developed and adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008 *under previous name* "Free Access to Libraries for Minors"; July 1, 2014; and June 25, 2019.

Explanatory Note: Digital/electronic resources are considered as, but not limited to: electronic databases, videos, DVDS, software, websites, audio books, library catalog, etc.

For reconsideration of instructional materials/**library materials** see Policy KEC.

Statutory/Regulatory/Policy Cross References

NH Code of Administrative Rules, Section Ed. 306.08, Instructional Resources

NH Code of Administrative Rules, Section Ed. 306.18 (a) (5), Basic Instructional Standard.

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FIRST READING – REVISIONS

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

GENERAL REQUESTS FOR REVIEW OR RECONSIDERATION OF EDUCATIONAL MATERIALS/LIBRARY MATERIALS

~~Persons not in agreement with the school on its selection of books or other instructional material and who wish a particular book or material to be reviewed must submit to the Principal a "Request for Reconsideration of Instructional Materials." The request forms are available at the school office.~~

~~The Principal, upon receipt of a "Request for Reconsideration" will acknowledge receipt to the complainant and list anticipated steps to be taken. The Principal will then notify the Book Review Committee and schedule meetings necessary to review the complaint and to write a report.~~

~~The final report will be forwarded to the complainant and the Superintendent of Schools. If the complainant is dissatisfied, the next step is to submit a request to the Superintendent of Schools for further action. If the complainant does not accept the Superintendent's decision, the complainant may request a review by the School Board, whose decision will be final.~~

~~During the investigation the instructional material will remain in use unless the Principal decides to remove or restrict the material until a final decision is made.~~

Statutory/Regulatory/Policy Cross References

Appendix KEC-R

I. Prefatory Statement and Purpose

This policy is intended to provide a procedure whereby a generalized review or reconsideration of either educational materials or library materials may be sought. This policy is not intended to address formal objections by parents/guardians to specific instructional materials, which are addressed in Dover School Board Policies IGE or IHAM.

II. Definitions

A. "Educational materials" as used herein shall mean texts and other materials used in certain classes, grades or with particular student groups; other instructional materials or resources available for general use by students including, but not limited to, reference books, periodicals and newspapers for general use, films and filmstrips, recordings, exhibits, charts, maps, globes, and other visual aids, electronic materials, and invited presenters. The Administration and/or teachers may select educational materials from a variety of media, including, but not limited to, books, online/internet materials, equipment, newspapers, other media and instructional technologies. Selection of such materials should be made only after a determination that such materials are age appropriate, provide quality learning experiences and fit within the Dover School District's educational goals and mission.

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B. "Library materials" are defined as print and/or non-print materials acquired through purchase, donation/gift, or award and used in the education of the student. Examples may include, but are not limited to, nonfiction books, fiction books, magazines, newspapers, DVDs, electronic databases, e-books and audiobooks. The school library media specialist is responsible for the selection of library materials and strives to select a wide range of materials in a variety of formats. Selected materials will support the mission and curriculum of the Dover School District, represent diverse points of view, provide a global perspective, stimulate critical thinking skills, and meet the interests, abilities, learning styles, and information needs of the learning community. Materials will also strive to represent the diversity of ethnic, religious, political, and cultural values held in a pluralistic society.

III. Review or Reconsideration of Educational Materials and Library Materials

A. Standing to Seek Review or Reconsideration of Educational Materials and Library Materials

Only the following shall have a standing to seek review or reconsideration of educational materials and library materials:

1. Parents/guardians of students currently attending a school in the district shall have a standing to seek review or reconsideration pursuant to this policy. To the extent consistent with the applicable law, which may include but not be limited to RSA 186:11 and applicable state and federal law concerning confidentiality of "education records", the name of any parent or legal guardian requesting review or reconsideration and any reasons disclosed to school officials for seeking a review or reconsideration may, on a case by case basis, not be public information, in which case it shall be excluded from access under RSA chapter 91-A, unless applicable law provides otherwise.
2. Consistent with Part I, Article 8 of the State Constitution, any individual taxpayer eligible to vote in the State and residing in the City of Dover has standing to request a review or reconsideration of educational materials or library materials, but only on the grounds that the challenged materials were acquired with "public funds in violation of a law, ordinance, or constitutional provision." N.H. Const. pt. I, art. 8. Public disclosure of any request for review or reconsideration filed by a taxpayer with standing shall be addressed consistent with the provisions of RSA chapter 91-A and applicable law.

B. Initial Procedure for Review or Reconsideration

The school official, or staff member if applicable, receiving an inquiry, statement of general concern, or anything constituting or possibly constituting a request for review or reconsideration of educational materials or library materials shall first try to resolve the issue informally with the person ("Inquiring Person"). The school official or staff member shall:

1. Explain the district's selection procedure, criteria used for selection, and the qualifications of those who made the selection.

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2. Explain the place that the material in question occupies in the educational program, and its intended educational use (if the official or staff member does not have knowledge of this information, a person who does, such as the principal or media person, shall be involved).
3. If the Inquiring Person is not satisfied with the initial explanation by the staff member, the Inquiring Person shall contact the principal regarding their concerns and schedule a meeting.
4. The principal will meet with the Inquiring Person to apprise them of the district's selection policy, criteria for selection, the reason for the selection, and the judgment of other outside professionals in the education field, such as reviewers, regarding the material. Appropriate district-level personnel shall be consulted for their expertise, which may contribute to a resolution of the issue.
5. If the Inquiring Person is not satisfied after the meeting with the principal, the principal will inform the Inquiring Person of the Materials Review Process and provide the Inquiring Person with the *Request Form for Review or Reconsideration of Educational Materials and Library Materials* – as discussed in the section below.

IV. Reconsideration and Review Process

The following procedure is for the purpose of bringing reconsideration or review requests before a district-level committee after the matter has been reviewed at the school level. The committee is charged with weighing the merits of the request against the educational and other suitability of the material, and applicable law, and then making a recommendation on the disposition of the inquiry. In performing its review, the committee shall comply with the directive of *N.H. Code of Admin. Rules, Ed 306.06(a)*, which requires that school policy decisions reflect “the acknowledgment of diversity and respect for differences.”

The submission of a *Request Form for Review or Reconsideration of Educational Materials and Library Materials* shall not be confused with the normal reviewing process as a part of selection. The disposition of any review will not be considered to reflect adversely on the qualifications of the person or persons who made the initial selection or acquisition of the material(s) under review.

1. All formal requests for review must be made on the appropriate *Request Form for Review or Reconsideration of Educational Materials and Library Materials*, School Board Policies KEC-R1 (Fiction and Other Literary Forms) or KEC-R2 (Nonfiction).
2. As part of the completing the appropriate form, the Inquiring Person shall specifically indicate and attest, under penalties of perjury, to whether they (or if an entity, an authorized officer of the entity) have read (or had read to them) the entire Educational Material or Library Material challenged. Failure of the Inquiring Person to read the entire Educational Material or Library Material challenged shall be grounds for dismissal of the request for reconsideration, within the discretion of the Educational Materials Review Committee or any other subsequent reviewing person/body.

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3. The Request Form for Review or Reconsideration of Educational Materials and Library Materials must be signed by the Inquiring Person and filed with the Superintendent.
4. Within fifteen school days of the receipt of the signed and filed form requesting review or reconsideration, the Superintendent or Superintendent's designee shall present the formal request to the chair of the district's Educational Materials Review Committee for evaluation. The task of the committee will be to make a recommendation for disposition of the material in question to the Superintendent.
5. The challenged material will not be removed from use during the review/reconsideration process until a decision is made by the Superintendent. However, the Superintendent has authority to temporarily remove materials pending the reconsideration process if justified by unusual circumstances. Any decision for temporary measures by the Superintendent will be considered merely a preliminary determination or precaution, and shall not be a final decision on the merits.
6. Educational Materials Review Committees

The Dover School Board hereby establishes two Educational Materials Review Committees; one committee to consider concerns from educational or library materials used at the elementary level (grades PK-4) and a second committee to consider concerns from educational or library materials used at the secondary level (grades 5-12). These committees are governmental bodies and as such are subject to the legal requirements of RSA chapter 91-A.

- a. The Educational Materials Review Committees shall each include, to the best of their ability, the following, to be selected and appointed by the Superintendent:
 - i. Two teachers, serving as non-voting members, from the appropriate level appointed biennially by the Superintendent or Superintendent's designee.
 - ii. One library media specialist, serving as a non-voting member, appointed biennially by the Superintendent or Superintendent's designee.
 - iii. One principal, serving as a non-voting member, from the appropriate level appointed biennially by the Superintendent or Superintendent's designee.
 - iv. One SAU administrator, serving as a non-voting member, appointed biennially by the Superintendent or Superintendent's designee.
 - v. Two parents/guardians from the appropriate level (PK-4 or 5-12) of Dover School District students to serve as voting members. Principals will notify their parent communities and seek volunteers from their school

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communities who are interested in serving on the committee. An application/lottery process will be established.

- vi. Three non-parent community members to serve as voting members, who are residents of Dover will be selected through an application/lottery process serving a two-year term.
- vii. One alternate member (community member, parent, or guardian) to be a regular participant in all meetings but who may vote only in the absence of a voting member (and only if the alternate member has attended prior meetings concerning the subject material under review).
- viii. The Superintendent will designate a voting member to act as chairperson of each committee, said chairperson to facilitate the process and who may vote only in the event of a tie.
- ix. An SAU administrative assistant, assigned by the Superintendent's designee, shall take minutes at the meeting and assist the committee with its work as a non-voting staff liaison.
- b. Consideration shall be provided in the selection process to ensure the same members are not appointed repeatedly. A rotating schedule within each category of committee representation shall be put into place wherein only a portion of each committee representation category changes each year.
- c. Only those members present may recommend action to be taken on the material being reconsidered. Committee members not present shall not vote on the final decision. The discussion of the group is an important element in the decision-making process.
- d. Committee members directly associated with the Inquiring Person shall be excused from the committee during the deliberation on such materials. The Superintendent or Superintendent's designee will appoint a temporary replacement for the excused member, but such replacement shall be of the same general qualifications of a member excused.
- e. Each year the committees shall have their first organizational meeting by September 15th at a time and place designated by the chairperson and made known to the members of the committees at least five (5) school days in advance. This meeting will be officially noticed as a meeting of the district's Educational Materials Review Committee. Members will be asked to confirm their willingness to serve the second year of their term, if applicable.
 - i. Prior to the first meeting, members will receive a copy of this policy.
 - ii. At the first meeting there will be a vote to adopt procedural rules (typically expected to be Robert's Rules), review of procedures, district selection

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policies, previous challenges, and specific procedures for handling challenged materials.

- f. Subsequent meetings will be called at the discretion of the chairperson or whenever a formal *Request Form for Review or Reconsideration of Educational Materials and Library Materials* is received and submitted to the Educational Materials Review Committee.
- g. The Educational Materials Review Committees shall not create subcommittees.
- h. Where multiple requests for review (for different materials) have been filed and/or are pending at the same time, priority shall be given to the request filed first in time.
- i. Requests to review materials that have previously been before the committee with less than a ten-year lapse will not be considered. After ten years, a request to review or reconsider materials that have previously been before the committee must receive approval from the majority of the committee members before the materials shall be reconsidered. Every completed *Request Form for Review or Reconsideration of Educational Materials and Library Materials* that is submitted to the district office shall receive a written response from the Superintendent or the Superintendent's designee.

V. Review Process

1. The Inquiring Person shall be kept informed following each meeting by the committee's chairperson concerning the status of the review throughout the committee's review or reconsideration process.
2. The district's professional staff will be made aware that the right to seek review or reconsideration of materials is recognized by the Dover School Board and that individuals exercising that right shall be treated courteously. The staff will also be aware of any ethical and practical considerations necessary when handling objections.
3. At the first meeting following receipt of a *Request Form for Review or Reconsideration of Educational Materials and Library Materials*:
 - a. The committee chairperson will prepare and distribute the following:
 - i. Copies of the *Request Form for Review or Reconsideration of Educational Materials and Library Materials* that was submitted;
 - ii. Copies of the material in question for full review;
 - iii. Reputable, professionally prepared reviews of the material if available;
 - iv. Appropriate checklist form for fiction or nonfiction material; and
 - v. A timeline of events including copies of any communication from previous steps of the review process.

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- b. The committee chairperson shall review the procedures and process with the committee.
- c. Committee members will be required to read the material in question by the second meeting.
- 4. At the second meeting, thorough discussion of the material will be conducted. The Inquiring Person will have the opportunity to speak and share their views, subject to reasonable time, place, and manner requirements. The chairperson may request individuals with special knowledge to be present to provide information to the committee. The Inquiring Person will be given up to thirty (30) minutes (cumulatively) to address the committee, if desired. This meeting will last no longer than three (3) hours.
- 5. At the second meeting, those voting committee members who were present at both the first and second meetings shall vote to recommend one of the following actions:
 - a. Take no removal action
 - b. Limit the use of the educational material or library material
 - c. Remove all or part of the educational or library material from the total school environment

If a majority of the voting committee members do not approve an option on the first ballot, the lowest vote total option will be eliminated, and another vote will be taken.

- 6. The written recommendation of the committee and its justification, to be developed and agreed upon in accordance with RSA chapter 91-A, shall be signed by the committee chairperson and forwarded to the Superintendent, the Inquiring Person, and the appropriate building principal(s) within five (5) business days of the second meeting.

VI. Superintendent's Procedure

- 1. The Superintendent shall review the recommendation made by the Educational Materials Review Committee. The Superintendent may ratify, amend, or overrule the recommendation of the committee. The Superintendent will provide copies of the recommendation made by the committee as well as their own decision to the Inquiring Person within five (5) business days of receipt of the committee's report.
- 2. The Superintendent will provide the Dover School Board and the Educational Materials Review Committee with copies of their decision.
- 3. In the event of a press inquiry, the Superintendent or the Superintendent's designee will make the district's response, if any.

VII. Appeal Process

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If the original Inquiring Person is not satisfied with the Superintendent's decision, a request for appeal may be filed with the Superintendent within ten (10) school days of the date of receipt of the Superintendent's decision to have the matter placed on the agenda of a special meeting of the Dover School Board as determined by the Board Chair. Review by the Board shall constitute the final step in the appeal process.

1. The Dover School Board shall review the documentation accompanying the Request Form as well as the Educational Materials Review Committee's minutes and other related committee materials to determine whether or not procedural and nondiscriminatory guidelines outlined in this policy were followed.
2. At its discretion, the Board may, in accordance with RSA chapter 91-A, elect to hold a hearing, conduct interviews with all parties pertinent to the material review process, or engage in other fact-finding.
3. The Board shall reach a final decision on the appeal by vote at a meeting in accordance with RSA chapter 91-A.
4. A decision of the Board with regard to action taken is final.

VIII. Annual Review of this Policy

The principal will review this School Board Policy KEC, the substantive provisions, and the procedures stated within the school's professional staff on an annual basis prior to the start of the school year.

IX. Applicability; Transition Provision

This policy underwent substantial revision in 2023 to clarify and update the processes and standards for review, as well as the composition and charge of reviewing committees. This policy, as revised in 2023, is intended to apply to all requests for reconsideration or review of educational materials or library materials then pending or thereafter filed, with the exception of any requests for review or reconsideration which were previously filed and for which the predecessor "Book Review Committee" was, at the time the policy revisions in 2023 were adopted, actively reading the subject material (hereinafter "Active Preexisting Requests"). The predecessor Book Review Committee, which was formed prior to this policy's substantial revision in 2023 and is being phased out, shall continue to exist only for the limited purpose of completing any review and the written recommendation of any Active Preexisting Requests, after which the Book Review Committee's written recommendation shall proceed as outlined above in Sections VI and VII above in the revised policy and the predecessor "Book Review Committee" shall be dissolved and shall no longer exist (i.e., replaced by the Educational Materials Review Committees outlined in this revised policy).

X. Appendix

- A. Forms—KEC-R1 (Fiction and Other Literary Forms); KEC-R2 (Nonfiction)

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B. Library Bill of Rights

“Access to Resources and Services in the School Library Program,” and The Students’ Right to Read statement.

School library collections support both the curriculum being taught in their schools as well as the personal and recreational reading interests of their students. Research demonstrates that recreational reading and the ability to self-select reading materials are directly related to reading achievement for K12 students (e.g., Harkey & Ward 2017; Ivey & Johnston 2015; Krashen 2004). When deciding whether to purchase materials, school librarians consider many factors including the recommended age range or grade range of a specific title, its potential popularity in the collection based on subject, genre, or format (i.e., graphic novels), literary, artistic, and aesthetic quality, and its potential to fill gaps in the collection (Kerby 2019). Librarians are guided by the board-approved selection and purchasing policies of each district when making decisions. It is a primary goal of school librarians to create diverse and inclusive collections that represent the students in schools and in the world around them (Hughes-Hassell 2020). Historically minoritized groups have been underrepresented in school library collections (Hughes-Hassell et al. 2013; Jorgenson & Burress 2020), and a goal of selection and collection development is to work towards rectifying that imbalance.

When considering the importance of these various factors, school librarians must rely on professional review sources to assist them in making determinations about what to include in their collections. The quality and objectivity of these review sources are of utmost importance to ensure that all students are being served by their school library. Using reliable sources is a requirement for an effective selection and purchasing policy for schools and districts.

C. Access to Resources and Services in the School Library Program

The implementation and administration of this policy shall be guided by the “Access to Resources and Services in the School Library: An Interpretation of the Library Bill of Rights” promulgated by the American Library Association.

The school library plays a unique role in promoting, protecting, and educating about intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library, the principles of the American Library Association’s Library Bill of Rights apply equally to all libraries, including school libraries. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

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School librarians assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School librarians work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School librarians cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equitable access to resources and services, the school library provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access regardless of technology, formats or method of delivery.

Major barriers between students and resources include but are not limited: to imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

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It is the responsibility of the governing board to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school librarians to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005; July 2, 2008; and July 1, 2014.

DOVER SCHOOL DISTRICT	KEC-R KEC-R1
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FIRST READING – REVISED

FORM FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

REQUEST FORM FOR REVIEW OR RECONSIDERATION OF EDUCATIONAL MATERIALS AND LIBRARY MATERIALS FICTION AND OTHER LITERARY FORMS

Request Initiated by _____
 Address _____
 E-Mail Address _____
 Telephone _____

Complainant represents:

_____ Themselves
 _____ Name of Group _____

Resource on which you are commenting:

☐ Book
 ☐ Newspaper
 ☐ Website
☐ Magazine
 ☐ Digital/Electronic
 Resource
 ☐ Other

Author/Producer _____
 Title _____
 Publisher _____
 Date of Publication _____

Please answer the following questions either in the space provided, or on additional pages.

1. Have you been able to discuss this resource with the teacher or librarian who ordered it or who used it? ☐ Yes ☐ No
2. Did you read the entire book, or view the entire material? ☐ Yes ☐ No
3. What do you believe is the theme or purpose of this work?

DOVER SCHOOL DISTRICT	KEC-R KEC-R1
DATE OF ADOPTION: SEPTEMBER 9, 2019	PAGE 2 OF 6

4. ~~To what particular contents do you object? Please be specific; cite pages, or passages.~~

5. ~~What is good about this book/material?~~

6. ~~What do you feel might be the result of reading this book or using this material?~~

7. ~~For what age group would you recommend this work?~~

8. ~~Are you aware of the professional reviews of this work?~~

9. ~~Are you aware of the instructional purpose for using this work?~~

10. ~~What would you prefer the school do about this work?~~

~~_____ Do not assign or recommend it to my child.~~

~~_____ Withdraw it from all students.~~

~~_____ Reevaluate it.~~

11. ~~What work of equal value would you recommend to replace the one you question?~~

_____ ~~Signature of Complainant~~

~~See policy KEC~~

DOVER SCHOOL DISTRICT	KEC-R KEC-R1
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REVISIONS BELOW

REQUEST FORM FOR REVIEW OR RECONSIDERATION OF EDUCATIONAL MATERIALS AND LIBRARY MATERIALS

FICTION AND OTHER LITERARY FORMS

This form must be completed in its entirety prior to submission.

PERSON REQUESTING RECONSIDERATION OF MATERIALS:

Name: _____

Residential Address: _____

Telephone: _____ Email: _____

Please indicate in what capacity you are filing: ___ Parent ___ Guardian ___ Taxpayer (Dover)

MATERIAL OF CONCERN:

Where is this material being used? ___ Classroom ___ Library ___ Online Library

What school is this being used at? _____ Grade Level? _____

Material/Book Title: _____

Author/Publisher: _____

Date of Publication: _____

REVIEW:

1. Do you contend that the material of concern was acquired with public funds in violation of a law, ordinance, or constitutional provision? ___ Yes ___ No

a. If yes, please specify which laws/ordinances/constitutional provisions have been violated and explain how you think the material's acquisition violates same:

2. Did you meet with the staff member and/or building principal as outlined in Policy KEC?
___ Yes ___ No

DOVER SCHOOL DISTRICT	KEC-R KEC-R1
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- a. Please specify with whom you met and the date(s) of meeting:

3. Does the material appear in one or more reputable review journals? ___Yes ___ No

- If yes, list the individual journals, with the publication dates:

- If yes, summarize the reviews:

4. Did you read the entire book or view the materials in their entirety? ___Yes ___ No

(NOTE: Failure of the person filing this form to read (or have read to them) the entire Educational Material or Library Material challenged shall be grounds for dismissal of the request for reconsideration, within the discretion of the Educational Materials Review Committee or any other subsequent reviewing person/body.)

5. To what particular contents do you object? Be specific. Cite pages and/or passages.

RELEVANCE:

1. What is the intended purpose, theme, or message of the material? _____

2. Is the purpose, theme, or message accomplished? ___Yes ___ No

3. Does the material offer an opportunity to better understand and appreciate the diversity, aspirations, achievements, and problems of human beings? ___Yes ___ No

DOVER SCHOOL DISTRICT	KEC-R KEC-R1
DATE OF ADOPTION: SEPTEMBER 9, 2019	PAGE 5 OF 6

CONTENT:

1. If the material is fantasy, is it the type that has imaginative appeal and is suitable for children/young adults? ___Yes ___ No ___ Not Applicable
2. If the material is about modern times, does it give a realistic picture of life as it is now? ___Yes ___ No ___ Not Applicable
3. Do characters speak in a language true to the period and/or region of the country in which they live? ___Yes ___ No
4. Is the dialogue a true representation of the age and social group of the characters? ___Yes ___ No
5. Is the choice of language appropriate to the purpose of the text? ___Yes ___ No
6. Does the material avoid an oversimplified view of life? ___Yes ___ No
7. When factual information is part of the material, is it presented accurately? ___Yes ___ No
8. Does the material give a broader understanding of human behavior? ___Yes ___ No
9. Is the material appropriate for the social development and maturity of students? ___Yes ___ No
10. Does the material appeal to a culturally diverse society with different points of view? ___Yes ___ No
11. Is there a gratuitous use of sex, violence, cruelty, brutality, vulgarity and/or aberrant behavior that would make this material inappropriate for children/young adults? ___Yes ___ No
12. Are the illustrations appropriate to the subject, time period, and/or age level? ___Yes ___ No ___ N/A
13. Is the material well written or produced? ___Yes ___ No
14. Does the material make a significant contribution to the history of literature of ideas? ___Yes ___ No
15. Are concepts presented in the material appropriate to the ability and maturity of the potential readers? ___Yes ___ No
16. For Board adopted educational materials and textbooks, does the material promote the educational goals and objectives of the curriculum? ___Yes ___ No ___ N/A
17. For Board adopted educational materials and textbooks, is the material appropriate to the level of instruction intended? ___Yes ___ No ___ N/A

ADDITIONAL COMMENTS:

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DATE OF ADOPTION: SEPTEMBER 9, 2019	PAGE 6 OF 6

By signing below, the person completing and filing this form hereby attests, under the penalties of perjury, that the foregoing factual information is true and accurate, and that the person signing below has not misrepresented any fact, to the best of knowledge of the person signing below.

Signature: _____ Date: _____

(This Section for Review Committee Use Only)

REVIEW COMMITTEE RECOMMENDATION(S):

Review Committee Signatures:

Signature

Printed Name/Role

Date: _____

See policy KEC

DOVER SCHOOL DISTRICT	KEC-R2
DATE OF ADOPTION:	PAGE 1 OF 4

FIRST READING – NEW POLICY

REQUEST FORM FOR REVIEW OR RECONSIDERATION OF EDUCATIONAL MATERIALS AND LIBRARY MATERIALS

NONFICTION

This form must be completed in its entirety prior to submission.

PERSON REQUESTING RECONSIDERATION OF MATERIALS:

Name: _____

Residential Address: _____

Telephone: _____ Email: _____

Please indicate in what capacity you are filing: ___ Parent ___ Guardian ___ Taxpayer (Dover)

MATERIAL OF CONCERN:

Where is this material being used? ___ Classroom ___ Library ___ Online Library

What school is this being used at? _____ Grade Level? _____

Material/Book Title: _____

Author/Publisher: _____

Date of Publication: _____

REVIEW:

1. Do you contend that the material of concern was acquired with public funds in violation of a law, ordinance, or constitutional provision? ___ Yes ___ No

a. If yes, please specify which laws/ordinances/constitutional provisions have been violated and explain how you think the material's acquisition violates same:

2. Did you meet with the staff member and/or building principal as outlined in Policy KEC?
___ Yes ___ No

DOVER SCHOOL DISTRICT	KEC-R2
DATE OF ADOPTION:	PAGE 2 OF 4

- a. Please specify with whom you met and the date(s) of meeting:

3. Does the material appear in one or more reputable review journals? ___Yes ___ No

- If yes, list the individual journals, with the publication dates:

- If yes, summarize the reviews:

4. Did you read the entire book or view the materials in their entirety? ___Yes ___ No

(NOTE: Failure of the person filing this form to read (or have read to them) the entire Educational Material or Library Material challenged shall be grounds for dismissal of the request for reconsideration, within the discretion of the Educational Materials Review Committee or any other subsequent reviewing person/body.)

5. To what particular contents do you object? Be specific. Cite pages and/or passages.

RELEVANCE:

1. What is the intended purpose, theme, or message of the material? _____

2. Is the purpose, theme, or message accomplished? ___Yes ___ No

3. Does the material offer an opportunity to better understand and appreciate the diversity, aspirations, achievements, and problems of human beings? ___Yes ___ No

DOVER SCHOOL DISTRICT	KEC-R2
DATE OF ADOPTION:	PAGE 3 OF 4

CONTENT:

1. Is the author considered competent and qualified in their field? ____Yes ____ No
2. What is the reputation and significance of the author and publisher/producer in the field?

3. Is the material current and up to date? ____Yes ____ No
4. Are information sources documented? ____Yes ____ No
5. Are translations and retellings faithful to the original? ____Yes ____ No ____ N/A
6. Are illustrations appropriate to the subject, time period, and/or age level? ____Yes ____ No
7. Is the content of this material well presented by providing adequate scope, range, depth and continuity? ____Yes ____ No
8. Does this material give a new dimension or direction to its subject? ____Yes ____ No
9. Does this material present information not otherwise available? ____Yes ____ No
10. For Board adopted educational materials and textbooks, does the material promote the educational goals and objective of the curriculum? ____Yes ____ No
11. For Board adopted educational materials and textbooks, is the material appropriate to the level of instruction intended? ____Yes ____ No

ADDITIONAL COMMENTS:

By signing below, the person completing filing this form hereby attests, under the penalties of perjury, that the foregoing factual information is true and accurate, and that the person signing below has not misrepresented any fact, to the best of knowledge of the person signing below.

Signature: _____ Date: _____

(This Section for Review Committee Use Only)

REVIEW COMMITTEE RECOMMENDATION(S):

Review Committee Signatures:

Signature	Printed Name/Role

Date: _____

See policy KEC

DOVER SCHOOL DISTRICT	POLICY CODE: EBCD
DATE OF ADOPTION: DECEMBER 12, 2022	PAGE 1 OF 2

SECOND READING – REVISIONS

EMERGENCY SCHOOL & DISTRICT CLOSINGS

No school, office, or system event cancellation or delay will be made without the direct authorization of the Superintendent of Schools. In the event the Superintendent is unavailable, such decisions will be made by a senior administrator specifically designated by the Superintendent.

- A. Announcements and Notifications. When the Superintendent/designee decides it is necessary to delay opening or close any facility or school or cancel any school event, they will initiate all related communications to the public by radio, television, website, school alert system, or other available means. Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closings, whether action is taken before or during school hours. In the event of any closings, cancellations, or early dismissals, the Superintendent shall notify the Board.
- B. Delayed Opening of Schools. The Superintendent/designee may delay the opening of schools upon determining that weather conditions appear extremely hazardous to operate school buses at the regular early morning hours, but that travel conditions will appreciably improve later in the morning. The public announcement will report the delayed opening, if necessary. Schools and offices shall close on the regular schedules. After-school activities and events will not be affected by a delayed opening.
- C. Closing of Schools Only for the Entire Day. When the Superintendent determines that weather or other conditions exist or will develop that would make it unwise to open one or more schools any time during the day, the announcement communicated to radio and television stations shall state that the school district is closed. ~~If school is closed for the entire day, all afternoon and evening programs shall also be canceled.~~ **Afternoon or evening events can be held if the school administration and superintendent agree it is appropriate to hold those events.**
- D. Distance Education During Inclement Weather. Pursuant to Board policy IC, the Superintendent may approve school or district-wide instruction by way of remote instruction or other form of “distance education”. Unless the use of distance education for a specific day has previously been communicated, the Superintendent/designee will include the necessary information regarding the remote instruction/distance learning day in the announcement that school has been canceled. **Afternoon or evening events can be held if the school administration and superintendent agree it is appropriate to hold those events.**
- E. Emergency Early Release. In the event that weather conditions are safe for travel in the morning but become hazardous by the time of normally scheduled dismissals, the Superintendent may decide to release students early. The Superintendent will notify parents as soon as possible in order to allow for the arrangement of after-school care and transportation when necessary. The Superintendent shall develop protocols for dismissal schedules, transportation of students, and notification of stakeholders. If there is an emergency early release, all afternoon and evening programs shall also be canceled.
- F. Afternoon and Evening Program Cancellations. When schools are open to the end of the school day, but weather or other conditions deteriorate in the late afternoon, the Superintendent/designee may decide to cancel afternoon and evening programs. Schools

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DATE OF ADOPTION: DECEMBER 12, 2022	PAGE 2 OF 2

and offices should plan and communicate alternate dates and times to hold programs or events.

- G. Weekend Closings.** When weather or other conditions are predicted or develop that would make it hazardous to operate weekend programs or events, the Superintendent/designee is responsible for decisions regarding cancellations and for notifying the appropriate media.
- H. Staff Responsibilities.** When schools are closed pursuant to this policy, staff members shall remain available for work as directed by the Superintendent.

Policy History:

Policy Adopted: January 9, 2006

Policy Updated: December 12, 2022

DOVER SCHOOL DISTRICT	ECD-R
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SECOND READING – NEW POLICY

USE OF DRONES BY DISTRICT STUDENTS OR EMPLOYEES **REQUEST FORM**

As outlined in School Board Policy ECD, a Dover School District student or employee must obtain approval by the Superintendent or Superintendent's designee prior to the operation of a drone upon or over District property. Only those who possess an RPC or higher certification will be considered for approval.

Date: _____ School: _____

Name of Requestor: _____

Are you a District ___Employee ___Student?

What class and/or assignment is this for? _____

Teacher's Name: _____

Please provide a full description of the operation requested (e.g., flight location, date and time of the planned flight, anticipated duration, and purpose); _____

What is the intended purpose of this activity, anticipated educational opportunities, and/or benefits to District operations? _____

Are any photos and/or videos expected to be taken? ___Yes ___No

If so, what is the nature of those photos and/or video? _____

DOVER SCHOOL DISTRICT	ECD-R
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Do you acknowledge the understanding that any operator must maintain documentation of their flight mission (an available flight log) that includes where, when, and what the flight mission entailed at the time of the flight; ___Yes ___No

Do you acknowledge the understanding and applicability of this Policy, and applicable state, federal and local laws, regulations, and ordinances, and;

An indemnity provision wherein the operator and/or the operator's employer agrees to indemnify, defend, and hold harmless the District relative to any property damage or personal injury caused by the drone, or its operation? ___Yes ___No

Is the operator's proof of insurance (that meets liability limits as deemed appropriate by the Superintendent) attached to this form? ___Yes ___No

Requestor's Signature

Teacher's Signature

Principal's Signature

Superintendent or Superintendent Designee's Signature

Date

See policy ECD

DOVER SCHOOL DISTRICT	POLICY CODE: GCBD
DATE OF ADOPTION: JUNE 8, 2020	Page 1 of 10

**SECOND READING – REVISIONS
(SECOND READING EDITS NOTED IN RED)**

**RULES AND REGULATIONS IN THE APPLICATION OF ADMINISTRATIVE PERSONNEL
POLICIES AND SALARY SCHEDULES**

The following rules and regulations will govern the application of personnel policies for administrative personnel in the Dover public schools.

RECOGNITION:

The Dover School Board recognizes the administrative personnel as including the principals, deans, (this includes elementary deans, middle school deans, high school deans, dean of the alternative school, ~~and the assistant director of student services~~), career technical center director, and athletics and physical education director, who will be referred to throughout this document as administrative personnel. The administrative group is professionally responsible for the operation of the school system and is considered an integral part of the system in its relationship with the Dover School Board.

EVALUATIONS:

It is agreed and understood that prior to July 1 of each year hereafter, the administrator shall have been evaluated as to ~~his/her~~ **their** professional service by appropriate certified personnel and be given a copy of said evaluation that shall contain a provision allowing written comment by the administrator. A conference shall be held with the administrator to discuss the evaluation, and the administrator shall be given a full and complete opportunity to correct and improve upon any designated deficiencies within the next year following the evaluation. Should the administrator not be evaluated as required herein, the administrator's efforts and professional services shall be deemed conclusively to be at least satisfactory in all respects and for all purposes.

ABSENCE REPORTING:

A record of leave will be submitted via Aesop (or other software as dictated by the District) for days not worked to include non-contract, sick, vacation, and professional leave for all administrative personnel recognized by this policy.

BENEFITS:

Administrative personnel will receive any and all benefits pertaining to other groups of personnel in the Dover school system. Administrators hired after July 1 will receive these benefits on a prorated basis. These benefits include, but are not limited to, the following:

1. Professional Incentive Compensation

Administrative personnel in degree-granting programs will be reimbursed up to the in-state UNH degree credit tuition costs with a limit of sixteen (16) credits per calendar year, while maintaining a grade of "B" or better. Administrative personnel enrolled in a course directly related to the individual's area of administrative responsibility, but who are not enrolled in a prescribed curriculum, will be reimbursed up to the UNH tuition costs up to eight (8) credits per year, while maintaining a grade of "B" or better. Course reimbursement will be paid only if taken in a New England state authorized program or other nationally accredited college or

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university. Foreign institutions will be evaluated based on credentials supplied to the superintendent prior to attendance. Any administrator wishing to access this reimbursement must notify appropriate SAU personnel of ~~his/her~~ **their** intentions by November 1st of the preceding fiscal year so that proper budgeting can take place.

The Dover School Board will contribute toward the cost of professional dues for administrative personnel upon presentation of membership to the superintendent and if funds have been budgeted and are available.

2. Sick Leave

All administrative personnel shall receive eighteen (18) days sick leave with pay for personal illness for each year of service in the Dover school system cumulative to two hundred seventy-five (275) days. Individuals may be asked for confirmation of an illness by a physician for seven (7) or more incidents of sick leave use in any school year.

Up to five (5) sick days per school year may be used by an administrator for the purpose of caring for a sick child, or upon approval of the Superintendent, for a different member of the employee's family who is sick.

Sick Leave Bank

1. Each covered employee under this Agreement may donate up to two (2) days of accumulated sick leave each year by December 30th. All days donated to the sick leave bank shall be allowed to carry over from year to year. Any covered employee who contributes to the sick bank may borrow sick days from this bank based upon the following formula:
 - a. Zero to one year of service in this system, 15 days additional sick leave; b. one to two years of service in this system, up to 30 days additional sick leave; c. Two or more years or more of service in this system, up to 45 days additional sick leave.
2. The basic criteria for applying for and using sick leave from this bank shall be:
 - a. The covered employee's accumulated sick and personal leave shall have been exhausted; b. The covered employee shall have been involved in a major operation, or a serious and prolonged illness; c. If the covered employees sick and personal leave have been exhausted, sick bank days may be applied for to act as a bridge between the date exhausted and June 30th of the same school year; d. The days borrowed by the covered employee shall be paid back by the borrowing employee at a rate of not less than six (6) days per year, except that days previously donated by the covered employee would be subtracted from the days borrowed.
3. Application for use of the Sick Leave Bank shall be made to an Association-designated committee of three (3) administrators for evaluation and disposition based upon reasonable rules and regulations adopted by the Association to administer this benefit. The decision of the Association committee to approve use of the Sick Leave Bank shall be communicated in writing to the Superintendent for record-keeping purposes. It shall also be the responsibility of the Association to communicate in writing to the Superintendent's Office the names of employees contributing to the Sick Leave Bank.

DOVER SCHOOL DISTRICT	POLICY CODE: GCBD
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3. Personal/Emergency Leave

Administrative personnel may request up to a total of five (5) days personal/emergency leave in a given school year without loss of salary. Such leave shall require the prior approval of the superintendent. In cases where the reasons are of a highly personal nature, prior notification shall be given, indicating that the reasons are personal with only such justification as is necessary to provide the superintendent with adequate cause to grant the request. Non-scheduled emergency leaves shall be supported in writing as soon after the fact as possible.

4. Funeral Leave

Pay shall not be deducted for up to five (5) days of absence related to the death of a member of the administrator's immediate family, defined as spouse, child, parent, or sister or brother residing in the household. Such leave shall be granted for up to three days for the death of a sister, brother, sister-in-law, brother-in-law, daughter-in-law, son-in-law, parent-in-law, or of a relative living in the household. Such leave shall also be granted for one day for the death of a grandparent, aunt, uncle, or close personal friend if approved by the superintendent.

5. Military Leave

Military leave shall be granted to any administrator who is inducted or called to active duty in any branch of the armed forces of the United States. For the period of said call to active duty, said administrator will be compensated by the District paying the difference between their school district salary and their annualized military salary. Upon return from such leave, an administrator will be placed on the salary schedule at the level which the administrator would have achieved had the administrator remained actively employed in the system during the period of the absence. Salary scale growth limit is equal to the period of original induction or period of call to active duty.

6. Jury Leave

Administrative personnel on jury duty shall be entitled to pay differential and continued benefits while fulfilling this duty.

7. Parental Leave

An administrator who is ~~pregnant~~ the birth parent shall be entitled, without pay or salary schedule growth, upon request, to a leave to begin at any time between the commencement of ~~her~~ their pregnancy and one (1) school year after the child is born. Except in cases of emergency the administrator shall give at least thirty (30) days' notice prior to the date on which ~~her~~ their leave is scheduled to begin. An administrator who is ~~pregnant~~ the birth parent may continue in active employment as late into ~~her~~ their pregnancy as ~~she~~ they desires, provided ~~she~~ they ~~is~~ are able to perform ~~her~~ their required administrative duties.

A ~~male~~ non-birth parent administrator may be entitled, upon request, to a parental leave to begin at any time between the birth of ~~his~~ their child and one (1) school year thereafter.

An administrator adopting an infant (birth to first birthday) child may be granted a parental leave at any time after the date of the adoption and may continue the leave for up to one

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(1) school year after the adoption. Such leave may commence upon the administrator's receiving de facto custody of the infant, or up to three (3) months earlier if necessary to fulfill the requirements for adoption.

Parental leaves will not exceed one year in duration, and an administrator on parental leave must notify the superintendent in writing of ~~his or her~~ **their** intent to return to work by March 1, preceding the beginning of the school year

8. Extended Leave

Administrators may request an unpaid extended leave of absence which shall be granted at the discretion of the superintendent and School Board for any of the following reasons:

- a. to pursue academic studies
- b. to accept a position with the Peace Corps, Vista, or a similar governmental agency
- c. for prolonged illness, needed rest, necessities of the home, professional improvement, or any other activity which would benefit the Dover school system

Upon return from an extended leave of absence administrative personnel shall be assigned to the same or a substantially equivalent position. All benefits to which the administrator was entitled at the time of the leave, including accumulated sick leave, shall be restored upon return.

9. Inclement Weather

When school is closed due to inclement weather, with the approval of the Superintendent, administrators will be allowed to work from home.

10. Health Insurance

The School Board shall provide health insurance for administrative personnel during the term of their employment through the SchoolCare program or another program providing substantially equivalent or improved coverages or services on the following basis:

One hundred percent (100%) of the premiums of the School Care Consumer Driven Health Plan (CDHP).

If an administrator does not subscribe to the School Department of the City of Dover, New Hampshire, New Hampshire School Health Care Coalition plan, SchoolCare health program, or to another City of Dover health insurance plan through a family member, ~~he/she~~ **they** will receive a lump sum payment of three thousand dollars (\$3,000) on or before December 15th of the school year.

The School Board agrees to submit or have submitted retired administrators' payments for health insurance at the School Department group rate.

11. Life Insurance

The School Board shall provide life insurance coverage for administrative personnel during the term of their employment in the amount of \$100,000 for natural death and \$200,000 for

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accidental death. Coverage for new personnel will not begin until the first of the month following the completion of a thirty-(30) day waiting period.

12. Dental Insurance

The School Board shall provide and pay the premiums for dental insurance through the Delta Dental Insurance Plan or a substantially equivalent plan for administrative personnel during the term of their employment. Coverage shall be for individuals or their families, as appropriate, and coverage for new personnel will not begin until the first of the month following the completion of a thirty-(30) day waiting period.

13. Disability Insurance

The School Board shall provide for administrative personnel an income insurance program which will provide the following coverage: seventy percent (70%) of monthly salary up to \$5,000 maximum to begin after ninety (90) consecutive calendar days or expiration of accumulated sick leave, whichever is greater. Said insurance will run until age sixty-five (65) and shall be coordinated with Social Security benefits.

14. Longevity

Administrative personnel shall receive a longevity benefit for service in the Dover school system (teaching and administrative) as follows:

Upon completion of ten years	\$1000
Upon completion of fifteen years	\$1250
Upon completion of twenty years	\$1500
Upon completion of twenty-five years	\$1750
Upon completion of thirty years	\$2000
Upon completion of thirty-five years	\$2250

15. Severance Pay

Upon retirement or death of an administrator, as well as those leaving who have at least ten (10) years of service in the Dover School District, the administrator or beneficiary shall receive severance pay in the amount of forty percent (40%) of their accumulated sick leave at their current per diem rate. When an employee terminates his/her their employment with the Dover School District for any reason, ~~he/she~~ they shall be compensated for accrued vacation time.

16. Tax-deferred Annuity

The School Board shall allow administrative personnel to take advantage of the federal law regarding tax-deferred annuities. Any new group must have at least ten (10) members.

17. Layoffs/Recalls

In the event of a layoff of personnel, the unit member laid off shall be notified in writing on or before April 15th prior to the contract year in which the layoff becomes effective. The personnel file of an administrator shall indicate the reason for the layoff (budget cuts, declining enrollment, need for a different position, etc.).

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Layoffs will be determined based on ~~certifications, other relevant qualifications, performance evaluations and total experience as an administrator~~ **seniority within DAA by date of hire**. In the event that two (2) or more administrators are equal in these areas, seniority will be the determining factor **by date/time of contract signed**. Seniority is defined as the length of continuous service within the DAA. DTU service will not contribute to DAA seniority unless it is the result of a previous DAA layoff in which a DAA recall was not available. ~~An administrator may not bump another administrator.~~ **An administrator may only be assigned to a position which they are qualified and/or certifiable for.**

Administrator(s) affected by a staff reduction will be assigned to a teaching position should a vacancy for which the administrator is qualified and certified or certifiable by the New Hampshire Department of Education be available. An administrator may not bump an employee already in a teaching position in order to obtain that position. The administrator will be given credit for relevant teaching and administrative experience for purposes of placement on the teacher salary schedule unless that is in conflict with the terms of the DTU collective bargaining agreement. This provision is available to all administrators in the DAA, regardless of prior teaching experience in the Dover School District.

The administrator(s) so affected will be recalled to an administrative vacancy which may subsequently occur within a period of two (2) years following the layoff or reassignment and for which the administrator is qualified and certified or certifiable by the New Hampshire Department of Education. If more than one administrator was laid off, recall will occur in the opposite order of the layoffs, provided that the administrator is qualified and certified or certifiable by the New Hampshire Department of Education for the position. The administrator will have ten (10) calendar days to accept or decline a recall offer. Acceptance of the position will return the administrator to the DAA and experience will be calculated based on years of administrative experience only for purposes of placement on the salary schedule, not to include any teaching experience resulting from a layoff. Refusal to accept the position will terminate the District's obligation to recall.

18. Grievance Procedure

1. Level One (Informal)

A grievant will first discuss the grievance with the immediate superior, either directly or through the DAA President, with the objective of resolving the matter informally. Failure to reach a mutually satisfactory resolution may be cause for the administrator to refer the grievance to Level Two.

2. Level Two – Superintendent (Formal Written)

A grievant wishing to process a grievance at Level Two will do so in writing to the Superintendent within eight (8) school days from the conclusion of the discussion of Level One. The grievance shall be specific in nature and shall state the remedy requested. The Superintendent shall establish a formal conference on the matter and shall notify the DAA President. The aggrieved administrator shall be given at least two (2) school days' notice of said conference and shall have the right to representation at said conference. The Superintendent shall respond in writing eight (8) school days from the date the formal

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grievance is filed unless both parties agree to an extension in writing. The Superintendent's decision shall be presented in writing to both the administrator and the DAA President.

3. Level Three – School Board

If a grievance remains unsettled after having processed through Level Two, the grievant may, within eight (8) school days from the date the decision is rendered at the previous level, submit the grievance to the School Board Chair, in which case, the grievance is to be submitted in writing and shall specify the nature of the complaint and the remedy requested. Copies of the previous decision are to be included with the grievance. Within eight (8) school days from the date the grievance is filed at Level Three, the School Board will establish a mutually convenient date and time for a meeting to discuss the matter. Both parties reserve the right to include consultants in any such meeting. The School Board shall render its decision in writing together with supporting reasons to the administrator, DAA President, and Superintendent within twenty (20) school days from the date the grievance is received unless both parties agree to an extension in writing.

4. Arbitration

- a. Any grievance which remains unsettled after having been fully processed pursuant to the provision of the grievance procedure as stated herein may be submitted to arbitration by the DAA by filing with the School Board and the American Arbitration Association a request for arbitration within twenty (20) school days after the final decision of the School Board has been given to the administrator and DAA President unless both parties agree to an extension in writing.
- b. A request for arbitration shall state in reasonable detail the specific nature of the dispute and the remedy requested. The dispute as stated in the request for arbitration shall constitute the sole and entire subject matter to be heard by the arbitrator, unless the parties mutually agree to modify the scope of the hearing. Only one request shall be scheduled for the same arbitration hearing except by mutual agreement of the parties.
- c. In the conduct of an arbitration hearing, the applicable provisions of the Voluntary Labor Arbitration Rules of the American Arbitration Association shall apply.
- d. The arbitrator shall issue a decision no later than thirty (30) business days from the date of the close of the hearings or, if oral hearings have been waived, then from the date of transmitting the final statements and proofs to the arbitrator. The decision shall be in writing and shall set forth the arbitrator's opinion and conclusion on the issue submitted. The decision of the arbitrator shall be final and binding except that any decision of the arbitrator which requires the School Board to expend more than one thousand five hundred dollars (\$1,500) shall be advisory to the School Board which shall, in such cases, make a final decision within twenty (20) school days after receiving the arbitrator's decision.
- e. Both parties agree the arbitrator shall be prohibited from modifying or adding to this Agreement.
- f. Each party will bear the total cost incurred by themselves. The cost of the arbitrator shall be shared equally by the parties to the dispute.

19. Holidays

All administrative personnel shall observe the following holidays and any other days as may be designated from time to time:

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New Year's Day
 Martin Luther King, Jr., Day
 Presidents' Day
 Monday of Spring Vacation (Fast Day)
 Memorial Day
 Fourth of July
 Labor Day
 Columbus Day **Indigenous Peoples' Day**
 Veterans' Day
 Day before Thanksgiving
 Thanksgiving Day
 Friday following Thanksgiving
 Christmas Eve (1/2 Day)
 Christmas Day
 The Day after Christmas
 New Year's Eve (1/2 Day)
 Work day following Christmas, should school be in session on one of the
 holidays listed above

Holidays will be prorated for administrators who work fewer than 200 days.

20. Work Year Schedule/Leave Days

Administrators' contracts start on July 1st of each year and end on June 30th of the following year. Vacation days will be given on July 1st of each year.

All administrative personnel will receive vacation days based on the following schedule:

From zero (0) to five (5) years of service in the district	20 days
At the beginning of six (6) years of service or more	25 days

Administrators shall carry over no more than ~~ten~~ **fifteen** (15) days of vacation leave into the subsequent school year.

It is permissible and suggested (so that all administrators will not be out at the same time during the summer months) that some of the administrators' vacation time be taken during the school year, at a time convenient for both the administrator and the school system.

The Superintendent's approval is required for the scheduling and taking of any vacation days during the school year.

21. Mileage Allowance

Administrators shall be paid \$150.00 on or before December 31 and \$150.00 on or before the close of the school year for in-district travel. They will continue to be able to submit requests for mileage for out-of-district travel.

22. SALARIES:

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All current administrative salaries will be grandfathered into this salary matrix. Administrator salaries will remain the same or increase based on the matrix. Administrators will be awarded salary adjustments based on steps and changes in educational attainment.

2023-2024 5% Increase
2024-2025 4% Increase
2025-2026 4% Increase

SALARY MATRIX FOR ALL EMPLOYEES UNDER THIS POLICY

Base Salary	
2020-2024 <u>2023-2024</u>	\$79,590.00 <u>\$87,801.00</u>
2021-2022 <u>2024-2025</u>	\$81,580.00 <u>\$91,313.04</u>
2022-2023 <u>2025-2026</u>	\$83,620.00 <u>\$94,965.56</u>
Years of Administrative Experience	
0	0.000
1-2	.018
3-5	.033
6-8	.048
9-11	.063
12-14	.078
15-17	0.103
18-21	0.128
<u>22+</u>	<u>0.145</u>
Educational Attainment	
BA	0.000
MA	.018
MA + 15	.033
MA + 30	.048
MA + 45	.063
MA + 60	.078
CAGS	.103
Doctorate	.128
Responsibility Factor	
High School Principal	0.380
Middle School Principal	0.250
Elementary School Principal	0.180
High School Deans	0.045
Middle School Deans	0.025
Elementary School Deans	0.000 <u>0.015</u>

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Elementary Dean for SPED	0.025
Alternative School Dean	0.000
CTC Director	0.125
Athletic Director	0.085
Assistant Director of Student Services	0.080

NOTE: Nothing in this document shall preclude administrators receiving additional benefits as may be granted by the School Board.

23. Definitions:

Contract Days – Days based upon the approved school year calendar

Years of Administrative Experience – Years of supervisory/administrative experience in any school district or other field relevant to the position.

*Adopted November 13, 2017
Revised June 8, 2020*

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SECOND READING – WITHDRAW

~~POLICY FOR INDEPENDENT EVALUATION OF STUDENTS APPROVED FEE SCHEDULE EFFECTIVE FY-09 (No change in fees for FY-10)~~

Type of Evaluation	Hourly Rate	Total Cost
Academic	\$110.00	\$1045.00
Cognitive Battery, Including Academic Intelligence	\$110.00	\$1265.50
Intelligence	\$137.50	\$1375.00
Neuropsychological	\$250.00	\$3000.00
Social/Emotional	\$137.50	\$1375.00
Speech/Language	\$110.00	\$1100.00
Occupational Therapy	\$ 93.50	\$ 935.00
Physical Therapy	\$ 93.50	\$ 935.00
Physician	\$200.00	\$ 600.00

~~Time estimate is an average based on a range; time will vary depending on referral question.~~

~~Report writing time is included in costs.~~

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SECOND READING – NEW POLICY

SPECIAL EDUCATION EVALUATIONS

A. Statement of Policy.

State and Federal special education laws require that the District, as the local educational agency (“LEA”), shall find, identify, and evaluate all children suspected to be children with disabilities. The District is committed to ensuring that each child’s IEP team bases its decisions on high quality, reliable, and educationally sound special education evaluations.

The availability, steps, timelines, and other procedures for requesting, initiating a referral, or conducting an educational evaluation relative to a determination of whether a child is a child with a disability, are as set forth in the *New Hampshire Department of Education Special Education Procedural Safeguards Handbook*, a current copy of which may be obtained from the child’s building Special Education Coordinator, and the District Student Services office, or from the New Hampshire Department of Education. This policy establishes the criteria for those evaluations.

B. Evaluation Criteria

To assure high quality, reliable, and educationally sound evaluations, and consistency among those evaluations, the District has established the following list of criteria for all special education evaluations the District conducts, all evaluations the District asks outside contractors to conduct, and all individual educational evaluations (“IEE”) parents expect the District to review, consider and/or fund.

1. Evaluation Criteria Waiver: Unique circumstances may justify deviation or waiver, in whole or in part, from these criteria. If a parent or district staff member is aware of such unique circumstances, they should inform the student’s special education teacher, building LEA or District special education administrator immediately. The District’s Student Services Director or Designee is authorized to grant a waiver.
2. Evaluator Credentials:
 - a. The evaluation must be conducted in New Hampshire, by an evaluator whose principal office is located in New Hampshire, or in a state that is contiguous to New Hampshire, unless there is no qualified evaluator in New Hampshire or its contiguous states.
 - b. The evaluator must hold a valid license or certification from the State of New Hampshire or a contiguous state in the field related to the known or suspected disability. The evaluator must have extensive training and experience in evaluation in the area(s) of concern and be able to interpret the instructional implications of evaluation results. In instances where no “applicable license or certification” exists, the District must be satisfied that the evaluator has extensive training and experience related to the known or suspected disability.

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3. Test Protocol Requirement: All tests administered shall be the current version of the test. The test must be norm-referenced and/or criterion-referenced for the individual evaluation appropriate for the age and educational level of the child and measure the same skills, and meet the same standards of technical adequacy for reliability and validity.
4. Student Educational Record Review: The evaluator must review educational records located in the student's local public school and other relevant educational records.
5. Communications and Shared Information Between Evaluator and District: The evaluator must be permitted to directly communicate with and is required to provide information to members of the IEP team, and to the Student Services Director or designees. The evaluator should have access to current evaluation and current IEP if applicable.

The evaluator is required to release the assessment results, including any parent and teacher questionnaires, to members of the IEP team, and to the Student Services Director or their designees. Upon request of the District, the evaluator will release the assessments to the Student Services Director or Designee.

Additionally, the District shall be entitled to inspect and obtain copies of the evaluator's records, including any records created by third parties. However, for purposes of the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g(a)(4)(B)(i), records will not be deemed accessible to any school district personnel other than the evaluator, unless and until the district exercises its right to inspect or obtain copies of those records from the evaluator.

Accordingly, parents/guardians must authorize a release of information to allow for the sharing of such information as well as the records indicated in paragraph B.4.

6. Student Observation: In the absence of a contrary determination by the child's IEP team, the evaluator must: a) observe the child in one or more educational settings; or b) make at least one contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum; and c) if the child is provided special education and/or related services, make at least one contact with the child's IEP team.
7. Evaluation Compliance: The evaluation must comply with the relevant provisions of the State and Federal Special Education Laws, including, without limitation, 34 C.F.R. 300.530-300.536 and New Hampshire Dept. of Education Rules Ed 1107.
8. Evaluation Reports: All evaluation reports will include the appropriate standardization and reporting methods as designed by the test publishers.
9. Cost & Payment: The cost of the evaluation shall not exceed the usual and customary rate for such evaluations. The School District will not pay for the evaluation until it receives the evaluator's report.

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- C. Information To Provide to Parents. The Student Services Director or designee shall provide a copy of this policy to parents who indicate they are considering obtaining an IEE and shall make available upon parent/guardian request information about where an IEE may be obtained.**

Policy History:

Policy Adopted:

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SECOND READING – NEW POLICY

EDUCATION OF MILITARY CHILDREN AND MILITARY CONNECTED STUDENTS

A. Statement of Purpose and Definition.

It is the Board's intent to remove barriers to the identification, enrollment, retention, and support in schools of military-connected students.

"Military-connected student" as used in this policy includes any student who is a dependent of a current or former member of:

1. The US military serving in the Army, Navy, Air Force, Marine Corps, Space Force, or Coast Guard on active duty as defined in RSA 110-D:3: (Pursuant to RSA 110-D:3, "active duty" includes: (1) members of the uniformed services as defined in this compact, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. section 1209 and 1211; (2) members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and (3) members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.)
2. NH National Guard;
3. A reserve force of the US military;
4. A member of such military or reserve force killed in the line of duty; and
5. By implication all children defined as "children of military families" as defined in RSA 110-D:3, III.

B. Residency.

A student shall be considered a resident of the school district if they are a military-connected student whose parent is transferred or is pending transfer to a military installation within New Hampshire while on active military duty pursuant to an official military order. See RSA 193:12, III-a.

Parents of military-connected students shall provide proof of residence in the school district within 10 days after the published arrival date provided on official documentation. Parents of such military-connected students may use the below addresses to establish residency:

1. a temporary on-base billeting facility;
2. a purchased or leased home or apartment; or
3. federal government or public-private venture off-base military housing.

C. Admission & Enrollment.

For incoming military-connected students, the District will:

1. Enroll and appropriately place students based on unofficial records, pending validation by official records. RSA 110-D:5, I.

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2. Request the student's official education records from the student's previous school. Sending schools shall send records within 10 days. RSA 110-D:5, II.
3. Enroll students in the grade level commensurate with their grade level from their previous school at the time of transition, regardless of age. RSA 110-D:5, IV. See also paragraphs D.1-2, below.
4. Obtain required immunization records within 30 days from the date of enrollment. RSA 110-D:5, III.
5. Facilitate the opportunity for inclusion in cocurricular activities, regardless of application deadlines, to the extent the students are otherwise qualified and eligible. RSA 110-D:7, II.

For a transitioning military-connected student, who while residing with the custodial parent was a student in a District school, who as part of the transition is placed in the care of a noncustodial parent or other person standing in loco parentis who lives in another district or jurisdiction than that of the custodial parent, the student may continue to attend the same school in this District tuition free. RSA 110-D:7, I.

D. Support for military-connected students and families.

Upon notification of a student's military-connected status or upon request of the parent, the district (beginning no later than school year 2023-2024) will provide appropriate support services to military-connected students whose parent or guardian is being called to or is serving on active duty. These support services will include, without limitation,

- access to licensed counseling services;
- information regarding existing federal and state military support services;
- any other service, agency, or resource necessary to support or provide assistance to the student.

E. Placement of transferring military-connected students.

When a military-connected student transfers to the District before or during the school year, the District will:

1. Honor student placement in educational courses based on the student's enrollment in their previous school and/or educational assessments conducted at their previous school. The Principal/Superintendent may direct that the student undergoes subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s) and may waive course/program prerequisites or other preconditions. RSA 110-D:6, I.
2. Honor student placement in educational programs based on current educational assessments conducted at the student's previous school. Such programs include, but are not limited to, gifted and talented programs, remedial services, English Language Learner (ELL). This does not preclude the school, as directed by the Principal, from performing subsequent evaluations to ensure appropriate placement of the student. RSA 110-D:6, II.

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3. Initially provide comparable services to a student with disabilities based on their current Individualized Education Program (IEP) and will make reasonable accommodations and modifications to address the needs of the incoming student with disabilities. This does not preclude the District from performing subsequent evaluations to ensure appropriate placement of the student. RSA 110-D:6, III; 20 U.S.C.A. § 1400; 29 U.S.C.A. § 794; 42 U.S.C.A. §§12131-12165.

F. Absences.

A military-connected student whose parent or legal guardian has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or a combat support posting, shall be granted additional excused absences at the discretion of the Superintendent to visit with their parent or legal guardian relative to such leave or deployment of the parent or guardian. RSA 110-D:6, V.

The Superintendent or designee may require that the absence be pre-approved and may consider whether the student is in good standing, if the student has a prior record of good attendance.

G. Graduation

In order to facilitate the on-time graduation of children of military families (RSA 110-D:8):

1. The Superintendent or designee will waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency and will provide reasonable justification for denial. If the Superintendent or designee does not grant the waiver to a student who would qualify to graduate from their previous school, the District will provide an alternate means of acquiring the required coursework so that graduation may occur on time.
2. If a military-connected student transfers at the beginning or during their senior year and is ineligible to graduate from the District but would be eligible in their previous district, and after all alternatives have been considered, the previous and current District will coordinate the receipt of a diploma from the previous district.

Policy History
New policy:

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NEW POLICY – SECOND READING

IMMUNIZATIONS OF STUDENTS

- A. Immunizations Required. Any child being admitted to the District must present written documentation of meeting the then current New Hampshire immunization requirements, unless exempted for medical reasons under RSA 141-C:20-c, or for religious reasons as provided in paragraph D of this policy. All immunizations must meet minimum age and interval requirements for each vaccine. A 4-day grace period is allowed; however, live attenuated vaccines (e.g., MMR, Varicella, nasal influenza vaccine, etc.) that are not administered on the same day must be administered at least 28 days apart.

The District will notify parents/guardians of immunization requirements at the earliest possible date, so that the necessary plans can be made with the healthcare provider or other medical resources to accomplish this standard prior to a child being admitted to school.

- B. Conditional Enrollment. A child who has not met the immunizations requirements of paragraph A, above, may be “conditionally” enrolled and allowed to attend school when the parent/guardian provides:

1. Documentation of at least one dose for each required vaccine; AND
2. The appointment date for the next dose of required but incomplete vaccine.

The appointment date referred to in B.2, above, shall serve as the exclusion date if the child does not keep the scheduled appointment. Conditional enrollment shall not be extended to the next school year for the same dose of vaccine.

- C. Homeless Students and Unaccompanied Youth. Pursuant to the McKinney-Vento Act and Board Policy JFABD, homeless students and/or unaccompanied youth, may enroll and attend school while the Homeless Liaison works with the family/student to obtain examinations or documentation of the same.

- D. Health and Religious Exemptions.

- a. Medical Exemption. A student shall be exempted from the above immunization requirements if they present written documentation in accordance with RSA 141-C:20-c, I from thier physician that immunization will be detrimental to thier health. An exemption under this paragraph shall apply only to the specific immunization referenced in the physician’s written statement and will continue for the greater of one year or the length of time stated in the physician’s statement.
- b. Religious Exemption. In accordance with RSA 141-C:20-c, II, a child will be excused from immunization for religious reasons, upon receipt of a statement, signed by the child’s parent/guardian, and notarized, stating that the child has not been immunized because of religious beliefs.

In the event of an outbreak, students who have been exempted from immunization requirements will be excluded from school for a period of time, to be established after

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consultation with the NH Department of Health & Human Services (NHDHHS), if such students are considered to be at risk for the disease or virus that they have not been immunized against.

- E. Records. The school nurse, principal or designee trained in state immunization requirements is responsible for documenting that all students have been immunized prior to school entrance in accordance with RSA 141-C:20-a, or that one of the circumstances described in paragraphs B-D, above apply.

The Superintendent shall assure that the District maintains immunization records in accordance with NHDHHS regulations.

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NEW POLICY – SECOND READING

MEDICAL TREATMENT – PARENTAL CONSENT

A student's participation in any program that provides medical or dental treatment in a school setting shall require the explicit written consent of the child's parent or legal guardian.

The Superintendent will ensure that enrollment/emergency/beginning of year forms/packets will include specific consent options for:

1. Screenings (including vision, hearing, scoliosis, and other screening);
2. Disclosure of student health status to school staff;
3. Authorization for providing medication (see Board policy JLCD, procedures JLCD-R, and forms JLCD-F1-3);
4. Non-emergency care or treatment;
5. Other specific consents the Superintendent, in consultation with the nursing staff, finds appropriate or necessary.

When a student signs up for a school co-curricular program or activity, the Superintendent will ensure that those students' parents/guardians provide consent for first aid, treatment, and screenings with respect to any injury or condition occurring as a result of the activity or that would potentially impact the student's ability to participate or return to play and/or school. This consent form may be incorporated into the parent permission sheet that allows students to participate in extracurricular athletics. See Board policies JLCJA and JLCJ.

If a program that provides medical or dental treatment (e.g., "children's oral health initiative") is scheduled after the start of the school year and does not fall within the consent forms in the enrollment/emergency/beginning of year forms/packets, the Superintendent or Superintendent's designee will ensure that each student's parent/guardian provides written consent prior to their child's participation.

The Principal or Principal designee will be responsible for ensuring each student returns a copy of the signed consent form(s) and maintaining the forms in an accessible manner.

DOVER SCHOOL DISTRICT	POLICY CODE: JICK
DATE OF ADOPTION: APRIL 10, 2017	PAGE 1 OF 4

PUPIL SAFETY AND VIOLENCE PREVENTION POLICY BULLYING AND CYBERBULLYING

I. GENERAL STATEMENT OF POLICY

The School Board believes that students are entitled to learn in a school environment that is safe and secure. Students are expected to conduct themselves with respect for others and in accordance with this policy and other Board policies and school rules governing student conduct. The Board will take reasonable steps to protect all students from the harmful effects of bullying and cyberbullying that occurs at school and/or that interferes with student learning and orderly school operations. Conduct constituting bullying and/or cyberbullying will not be tolerated, and is prohibited.

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories

This policy, in conjunction with the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R), is intended to comply with RSA 193-F. The Superintendent is responsible for implementing this policy, but may delegate specific responsibilities to administrators and others as deemed appropriate.

II. BULLYING AND CYBERBULLYING DEFINED

Definitions

1. "Bullying" means a single significant incident, or a pattern of incidents, involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
 - a. physically harms a pupil or damages the pupil's property;
 - b. causes emotional distress to a pupil;
 - i. For the purposes of this policy, the term "emotional distress" means distress that materially impairs the student's participation in academic or other school sponsored activities. The term "emotional distress" does not include the unpleasantness or discomfort that accompanies an unpopular viewpoint.
 - c. interferes with a pupil's educational opportunities;
 - d. creates a hostile educational environment; or
 - e. substantially disrupts the orderly operation of the school.

DOVER SCHOOL DISTRICT	POLICY CODE: JICK
DATE OF ADOPTION: APRIL 10, 2017	PAGE 2 OF 4

“Bullying” shall include actions motivated by an imbalance of power based on a pupil’s actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil’s association with another person and based on the other person’s characteristics, behaviors, or beliefs if those actions cause one or more of the results in paragraphs (a) through (e) above.

The above-referenced conduct is only considered “bullying” if it:

(a) Occurs on, or is delivered to, school property or a school-sponsored activity or event, on or off school property; or

(b) Occurs off school property or outside of a school-sponsored activity or event, and the conduct interferes with a pupil’s educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

Bullying or cyberbullying of a student on the basis of sex, sexual orientation, gender identity, race, color, creed, ancestry, national origin, religion, age, marital status, familial status, economic status, physical or mental disability may also constitute illegal discrimination or harassment under federal and/or state laws.

2. “Cyberbullying” means conduct defined in paragraph 1 of this section that takes place through the use of electronic devices.
3. “Electronic devices” include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.
4. “School property” means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
5. “Perpetrator” means a pupil who engages in bullying or cyberbullying.
6. “Victim” means a pupil against whom bullying or cyberbullying has been perpetrated.

III. BULLYING, CYBERBULLYING, AND RETALIATION PROHIBITED

It shall be a violation of this policy to engage in, or cause others to engage in, the bullying or cyberbullying of a student.

It shall be a violation of this policy to engage in retaliation or false accusations against a complainant, witness, or anyone else who in good faith provides information about an act of bullying or cyberbullying.

All students are protected by this policy, regardless of their status under the law.

There shall be disciplinary consequences or interventions, or both, for a student who commits an act of bullying or cyberbullying, falsely accuses another of the same as a means of retaliation or reprisal, or otherwise violates this policy. If it is determined, after investigation,

DOVER SCHOOL DISTRICT	POLICY CODE: JICK
DATE OF ADOPTION: APRIL 10, 2017	PAGE 3 OF 4

that a student has engaged in bullying or cyberbullying conduct prohibited by this policy, that student shall be subject to appropriate disciplinary action, which may include, but not be limited to suspension and expulsion. Any such disciplinary action shall be taken in accordance with applicable school board policy and legal requirements.

IV. REPORTING AND INVESTIGATION PROCEDURE

Students who are subjected to bullying or cyberbullying, or who observe bullying/cyberbullying by or against other students are strongly encouraged to report it to any school employee, including but not limited to teachers, administrators, counselors, or other staff.

School staff and volunteers are required to report possible incidents of bullying or cyberbullying to the building principal or designee as soon as practicable. Parents and other adults are also encouraged to report any concerns about possible bullying or cyberbullying of students to the building principal or designee.

(See Form ACAA-R).

The reporting procedure and investigative procedure for reports of bullying and/or cyberbullying is set forth in the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R).

V. TRAINING

The school administration shall provide appropriate training on this policy for school employees, regular school volunteers and any employees of companies contracted to provide services directly to students. The purpose of the training is to prevent bullying/cyberbullying, if possible, and to educate staff on how to properly identify, respond to, and report incidents of bullying/cyberbullying.

The school administration shall provide age-appropriate education programs for students and parents regarding this policy, bullying/cyberbullying prevention, how to identify, respond to and report bullying/cyberbullying.

VI. ANNUAL REPORT TO NEW HAMPSHIRE DEPARTMENT OF EDUCATION

The Superintendent shall prepare and submit an annual report of substantiated bullying/cyberbullying incidents on the form provided by the New Hampshire Department of Education. Such reports shall not contain personally identifiable information regarding students.

VII. IMMUNITY

By virtue of NH RSA 193-F:7, any employee of the school unit or contract company, regular school volunteer, student or parent/guardian shall be immune from civil liability for good faith conduct arising out of or pertaining to the reporting, investigation, findings, and the development or implementation of any recommended response under this policy.

DOVER SCHOOL DISTRICT	POLICY CODE: JICK
DATE OF ADOPTION: APRIL 10, 2017	PAGE 4 OF 4

VIII. POLICY DISSEMINATION

This policy shall be posted on the district website and included in student and employee handbooks. It shall also be provided to employees of any company contracted to provide services directly to students. The policy may also be disseminated by other means as determined by the Superintendent.

IX. APPEAL

The procedures under RSA 193:13 and NH Admin. R. Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.

Appeal rights related to complaints of bullying/cyberbullying are set forth in the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R).

X. CAPTURE OF AUDIO & VIDEO RECORDINGS ON SCHOOL BUSES:

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

Cross References:

AC – Nondiscrimination/Equal Opportunity
ACAA - Harassment and Sexual Harassment of Students
ACAA-R - Student Discrimination, Harassment, and Bullying Complaint Procedure
ACAA-R – Report Form
JRA – Student Records and Information
JICFA - Hazing

Title IV A

Student Support and Academic
Enrichment Grant Program

Purpose for Title IV, Part A

Provide

Provide all students with access to a well-rounded education

Improve

Improve school conditions for student learning

Improve

Improve the use of technology in order to improve the academic achievement and digital literacy of all students

Title IV, Part A Process



Follows a cyclical process
aligned to the Future
Ready Framework

Title IV, Part A Process



Timeline: Applications submitted on a rolling basis through the Grants Management System



Title IV, Part A funds available for 27 months, beginning on July 1 and ending on September 30

Needs Assessment and Stakeholder Group

Any LEA receiving more than \$30,000 must conduct a needs assessment

- Dover Allocation is \$93,886.14

LEA is required to meet with stakeholders to determine best use for the grant

- Community members, educators, families

Grant Requirements

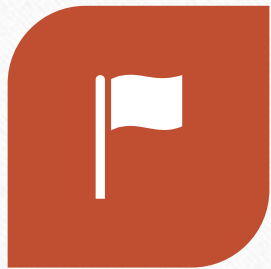
Supplement Not Supplant

- Funds may not be used to fund items that should be locally funded

Equitable Services

- Dover serves as the LEA for Saint Thomas Aquinas, Saint Mary Academy and Portsmouth Christian Academy
- Equitable share is determined by enrollment

Activity Development Process



PRIORITY



OUTCOMES



ACTIVITY WITH
EVIDENCED-
BASED CITATION



PERFORMANCE
MEASUREMENT

Other Considerations

At least 20% for Well
Rounded Educational
Opportunities.

At least 20% for Safe
and Healthy Students.

Some amount
dedicated to Effective
Use of Technology

No more
than 15% to
infrastructure

Questions





DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Mr. Travis Bickford, MS, NCSP, Director of MTSS
DATE: March 8, 2023
RE: Request to Waive Bidding – aimswebPlus Stimulus Books

ESSER-III Grant: aimswebPlus Stimulus Books

aimswebPlus Benchmark & Progress Monitoring Stimulus Books (K – Grade 12)	\$27,000.00
Estimated Shipping & Handling	\$3,000.00
Total	\$30,000.00

Request to Waive Bidding

aimswebPlus is an assessment, data management, and reporting system that provides national performance and growth norms for screening and progress monitoring of foundational math and reading skills. NCS Pearson, Inc. is the single-source publisher of the aimswebPlus benchmark and progress monitoring stimulus books. The Dover School Board previously approved funds for aimswebPlus professional training on October 3, 2022.

Within an MTSS framework, the aimswebPlus benchmark stimulus books will be used for universal screening at Tier 1 to assess early literacy skills and oral reading fluency. School personnel will select the appropriate stimulus book for their students based on their grade level and administer the assessment at regular intervals throughout the school year, including fall, winter, and spring screening windows. The benchmark data will be used to identify students who may be at risk for academic difficulties, monitor their progress over time, and evaluate the effectiveness of academic interventions. Kindergarten through Grade 12 will need 353 stimulus books that will be used by reading specialists, school psychologists, special education teachers, and reading interventionists.

The aimswebPlus progress monitoring stimulus books for early literacy and oral reading fluency are utilized to track the progress of students accessing Tier 2 and Tier 3 supports and services. Progress monitoring measures are designed to be brief, efficient, and are administered at regular intervals, usually on a weekly or bi-weekly basis. The data can be used to determine whether a student is making progress towards their goals and to adjust instructional strategies accordingly. Kindergarten through Grade 12 will need 392 stimulus books that will be used by reading specialists, school psychologists, special education teachers, and reading interventionists.



DOVER SCHOOL DISTRICT SAU 11

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Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Kiley Hemphill and Siobhan Mehalek, Co-Directors of CIA
DATE: March 8, 2023
RE: Request to Waive Bidding

Federal grant funding:

Language! Live Voyager Sopris – Title I, Dover Middle School Materials & professional development	\$50,000.00	Title I
Bridges in Mathematics Intervention – elementary & middle level Intervention kits & professional development	\$12,000.00	Title II & ESSER
High Noon decodable books – elementary level	\$70,000.00	ESSER
Wilson Foundations – elementary level	\$15,000.00	ESSER
Booksource collections – Title I, Dover Middle School	\$10,000.00	Title I

Request to Waive Bidding

This waiver request for the bidding requirement is for the purchase of educational materials and professional development services using federal grant funding. The Dover School District is committed to providing high-quality education and training opportunities for staff and the use of specific vendors and resources is essential to achieving this goal.

Vendors have been identified who specialize in providing educational materials and professional development services that are not only aligned with Dover's mission and values, they are currently a part of the academic programming in the schools. These vendor have a proven track record of delivering effective and engaging materials and services that have resulted in improved outcomes for students. Their expertise and experience will be crucial in helping us achieve our deliver high quality professional development to continue the implementation of these programs.

Due to the specialized nature of the services and materials required, conducting a competitive bidding process would not be in the best interest of providing consistent academic programming for students. The selected vendors are the best fit for continuity of services and the district should proceed with their services without delay.

The bidding requirement is in place to ensure fair and open competition. However, these activities have already been approved in the federal grants referenced above. Waiving the bidding requirement is justified in this instance, given the unique needs of the Dover School District and the specialized nature of the services and materials required.

The program materials and professional development requests listed above are programs that are currently in place in the Dover School District. These programs are being requested to support mainly, interventions in both reading and math for our students who are struggling. These materials and programs are in use throughout the district and these additional materials will ensure that all teachers working with students have access to the materials they need to adequately provide comprehensive services to students. The professional development being requested is specific to the programs and provided to ensure that teachers are provided with the professional learning they need to utilize the programs to maximize program effectiveness.

DOVER SCHOOL DISTRICT
Condition of Accounts - March 13, 2023

DISTRICT-WIDE Expenditures						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 26,112,482	\$ 13,931,446	\$ 12,181,036	\$ 11,103,599	\$ 1,077,437
1200	SPECIAL EDUCATION PROGRAMS	\$ 15,885,300	\$ 9,332,808	\$ 6,552,492	\$ 6,840,140	\$ (287,649)
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,426,352	\$ 1,259,321	\$ 1,167,031	\$ 922,355	\$ 244,677
1400	OTHER EDUCATIONAL PROGRAMS	\$ 730,524	\$ 447,190	\$ 283,334	\$ 189,327	\$ 94,007
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 238,851	\$ 168,564	\$ 70,287	\$ 79,829	\$ (9,541)
2100	SUPPORT SERVICES - Students	\$ 5,100,085	\$ 2,676,730	\$ 2,423,356	\$ 2,125,498	\$ 297,858
2200	SUPPORT SERVICES - Instructional Staff	\$ 1,371,909	\$ 708,053	\$ 663,855	\$ 406,769	\$ 257,087
2300	SUPPORT SERVICES - General Admin.	\$ 1,530,897	\$ 1,273,591	\$ 257,307	\$ 482,683	\$ (225,376)
2400	SUPPORT SERVICES - School Admin.	\$ 3,286,486	\$ 2,122,548	\$ 1,163,938	\$ 1,060,563	\$ 103,375
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 5,475,308	\$ 3,720,763	\$ 1,754,546	\$ 1,857,390	\$ (102,845)
2700	SUPPORT SERVICES - Student Transportation	\$ 3,837,938	\$ 2,320,476	\$ 1,517,462	\$ 2,074,445	\$ (556,983)
2800	SUPPORT SERVICES - Centralized Services	\$ 1,506,210	\$ 1,050,022	\$ 456,188	\$ 416,347	\$ 39,841
2900	SUPPORT SERVICES - Other	\$ 24,342	\$ 43,403	\$ (19,061)	\$ -	\$ (19,061)
5200	FUND TRANSFERS OUT	\$ 339,573	\$ -	\$ 339,573	\$ 339,573	\$ -
47190	SCHOOL DEBT - Principal & Interest	\$ 6,362,322	\$ 1,940,950	\$ 4,421,372	\$ 4,421,371	\$ 1
TOTAL GENERAL FUND EXPENDITURES:		\$ 74,228,580	\$ 40,995,864	\$ 33,232,716	\$ 32,319,888	\$ 912,828
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,650,000	\$ 1,255,652	\$ 394,348	\$ 524,038	\$ (129,690)
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 16,310,106	\$ 3,103,887	\$ 13,206,218	\$ 1,681,270	\$ 11,524,949
Summarized Condition of District Expenditures:		\$ 92,188,686	\$ 45,355,403	\$ 46,833,282	\$ 34,525,195	\$ 12,308,087

DISTRICT-WIDE Revenue						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
01311.3410	TUITION - REGULAR FROM PARENTS	\$ -	\$ -	\$ -	\$ -	\$ -
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ -	\$ -	\$ -	\$ -	\$ -
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ -	\$ -	\$ -	\$ -	\$ -
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 40,417	\$ 49,486	\$ (9,069)	\$ 25,952	\$ (35,021)
01321.3390	TUITION - BARRINGTON	\$ 2,801,505	\$ 1,505,870	\$ 1,295,635	\$ 834,966	\$ 460,669
01321.3390	TUITION - NOTTINGHAM	\$ 1,644,988	\$ 911,805	\$ 733,183	\$ 664,866	\$ 68,317
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ 9,036	\$ 964	\$ -	\$ 964
01321.3390	TUITION - BELLAMY ACADEMY	\$ 146,775	\$ 216,154	\$ (69,379)	\$ 102,618	\$ (171,997)
01322.3390	TUITION - SPED AIDES	\$ 285,000	\$ 234,849	\$ 50,151	\$ 114,425	\$ (64,274)
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 135,000	\$ 90,484	\$ 44,516	\$ 90,484	\$ (45,968)
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ -	\$ 35,000	\$ 54,156	\$ (19,156)
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ 15,970	\$ 14,030	\$ -	\$ 14,030
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 63,530	\$ 40,470	\$ -	\$ 40,470
01990.3599	OTHER LOCAL REVENUE DW	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ 38,000
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 12,206,933	\$ 8,547,694	\$ 3,659,239	\$ 3,659,239	\$ -
03210.3700	SCHOOL BUILDING AID	\$ 389,462	\$ 194,731	\$ 194,731	\$ 194,731	\$ -
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 1,285,000	\$ 1,310,223	\$ (25,223)	\$ -	\$ (25,223)
03241.3700	CTE TUITION AID	\$ 431,092	\$ 416,078	\$ 15,014	\$ -	\$ 15,014
03242.3700	CTE TRANSPORTATION AID	\$ 3,000	\$ 5,041	\$ (2,041)	\$ -	\$ (2,041)
03290.3700	OTHER RESTRICTED STATE AID	\$ 2,840	\$ 45,270	\$ (42,430)	\$ -	\$ (42,430)
04210.3599	INDIRECT COST ALLOCATION	\$ 110,000	\$ 66,287	\$ 43,713	\$ 20,000	\$ 23,713
04220.3599	ABE ALLOCATION	\$ 43,000	\$ 29,302	\$ 13,698	\$ -	\$ 13,698
04580.3311	MEDICAID DISTRIBUTION	\$ 200,000	\$ 91,312	\$ 108,688	\$ 30,000	\$ 78,688
05251.3918	FUND TRANSFERS IN	\$ 250,000	\$ -	\$ 250,000	\$ 250,000	\$ -
TOTAL GENERAL FUND REVENUE:		\$ 20,192,012	\$ 13,803,121	\$ 6,388,891	\$ 6,041,437	\$ 347,454
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,650,000	\$ 851,573	\$ 798,427	\$ 842,602	\$ (44,175)
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 15,762,964	\$ 2,084,602	\$ 13,678,362	\$ 2,700,555	\$ 10,977,807
Summarized Condition of District Revenue:		\$ 37,604,976	\$ 16,739,296	\$ 20,865,680	\$ 9,584,594	\$ 11,281,086

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 20,192,012	\$ 19,844,558
State Wide Property Tax:	\$ 5,076,041	\$ 5,076,041
Local Property Tax:	\$ 48,963,367	\$ 48,963,367
TOTAL GF Revenue:	\$ 74,231,420	\$ 73,883,966
TOTAL GF Expenditure:	\$ (74,228,580)	\$ (73,315,752)
Ending GF Fund Balance:	\$ 2,840	\$ 568,214
TOTAL FS Revenue:	\$ 1,650,000	\$ 1,694,175
TOTAL FS Expenditures:	\$ (1,650,000)	\$ (1,779,690)
Ending FS Fund Balance:	\$ -	\$ (85,515)
TOTAL Other SR Fund Revenue:	\$ 15,762,964	\$ 4,785,157
TOTAL Other SR Fund Expenditures:	\$ (16,310,106)	\$ (4,785,157)
Ending Grant Fund Balance:	\$ (547,142)	\$ -



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Monday, March 13, 2023

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

2. **Resignations/Retirements** – I recommend the approval of the resignations and retirements presented.
3. **Leaves of Absence** – None
4. **Job Shares** – I recommend the approval of the job shares presented.
5. **Nominations** – I recommend the approval of the nominations presented.
 - a. **Non-Union Nomination**
 - b. **Para Nomination**
6. **Extended Trips**
 - a. **DHS Varsity Baseball Team to Cooperstown, New York, April 26-27, 2023, Final Approval**
 - b. **DHS Art Club to Massachusetts Museum of Contemporary Art, May 5-7, 2023, Final Approval – Revised Location and Date - Livermore Falls, Maine, April 14-16, 2023**
7. **Donations** – I recommend the Board approve the March donations.

H. STUDENT REPORT:

I. POLICY – CHANGES – PROPOSALS:

1. **IJ – Instructional Materials Selection Policy – Revisions, First Reading** – In the development of the revision of Policy KEC, the process used to select materials was removed from Policy KEC to Policy IJ. This was to avoid confusion between the selection of instructional materials and library materials with the challenge of instructional materials and library materials.
2. **KEC – Reconsideration of Instructional Materials – Revisions, First Reading** – The previous Policy KEC consisted of three paragraphs that did not detail a process and/or procedure. The revision of Policy KEC has been a work in progress that started in the Fall of 2022. The policy was developed through examination of model policies, small group work, and review by attorneys. The revision of Policy KEC requires a thorough review and first reading by the Board.
3. **KEC-R – Form for Reconsideration of Instructional Materials – Revisions, First Reading** – The revised form aligns with Policy KEC and includes a change of code name. The Board needs to determine during the first reading if any additional changes need to be made in the form.
4. **KEC-R2 – Request Form for Review or Reconsideration of Educational Materials and Library Materials Form – Nonfiction – New Policy, First Reading** - The new form aligns with Policy KEC and form KEC-R. The Board needs to determine during the first reading if any additional changes need to be made in the form.

J. POLICY ADOPTION:

1. **EBCD – Emergency School and District Closings – Revisions, Second Reading:** NHSBA revised sample policy EBCE to: Combine sample policies EBCA (School Closings) and EBCD (Emergency Closings – which is now

withdrawn). NHSBA combined the policies to have fewer but more comprehensive policies where two samples have substantial overlap; to add the section on distance education to meet the criteria of Ed. Rule 306.22, and to add a section on emergency early release. **Superintendent Recommendation:** I recommend the Board adopt the Policy EBCD as presented.

2. **ECD-R – Use of Drones by District Students or Employees Request Form - New Policy, Second Reading:** This Policy was created to align with the form referenced in Policy ECD, which is on the agenda for a second reading. **Superintendent Recommendation:** I recommend the Board adopt the Policy ECD-R as presented.
3. **G CBD – Rules and Regulations in the Application of Administrative Personnel Policies and Salary Schedules – Revisions, Second Reading:** The policy forms an agreement for the district’s principals, deans, and athletic director. The Board’s representatives have completed the negotiations with representatives of the DAA. The increase for 2023-2024 is 5%; 2024-2025 is 4%, and 2025-2026 is 4%. **Superintendent Recommendation:** I recommend the Board adopt the Policy G CBD as presented.
4. **IHBAA-E – Policy for Independent Evaluation of Students and Approved Fee Schedule – Withdraw, Second Reading:** The policy is being withdrawn and will be replaced by Policy IHBAB – Special Education Evaluations. **Superintendent Recommendation:** I recommend the Board withdrawal the Policy IHBAA-E.
5. **IHBAB – Special Educational Evaluations – New Policy, Second Reading:** NHSBA created sample policy IHBAB to provide guidance to staff, administrators, parents, and evaluators relative to requirements, procedures, and criteria for district funded special education evaluations, including independent educational evaluations. While the policy is not required, a District may not impose criteria upon IEE’s that it does not apply to its own educational evaluations. **Superintendent Recommendation:** I recommend the Board adopt the Policy IHBAB as presented.
6. **JFAM – Education of Military Children & Military Connected Students – New Policy, Second Reading:** NHSBA created sample policy JFAM to reflect provisions of HB 1653 (2022 N.H. Laws Ch. 310), pertaining to public schools. These provisions include Amendments to RSA 110-C:1, RSA 193:12, and RSA 194-D to establish residency and enrollment procedures for military-connected students; and Amendment adding chapter RSA 110-E to require each public school to provide appropriate support services to military-connected students whose parent or guardian is a member of the armed forces while on active duty. **Superintendent Recommendation:** I recommend the Board adopt the Policy JFAM as presented.
7. **JLCB – Immunizations of Students – New Policy, Second Reading:** NHSBA revised sample policy JLCB due to an amendment to RSA 141-C:20-c that removes the requirement that a parent’s request for a religious exemption to immunizations required for school attendance be notarized by deleting the word notarized under Section E-2. Additionally, a new paragraph D was included to reflect a 30-day window for proof of immunizations for children of military families under RSA 110-D, as related to new NHSBA sample policy JFAM. **Superintendent Recommendation:** I recommend the Board adopt the Policy JLCB as presented.
8. **JLCDA – Medical Treatment – Parental Consent – New Policy, Second Reading:** NHSBA created sample policy JLCDA because of HB 1244 (2022 N.H. Laws Ch. 110), which requires a child’s parent or legal guardian to provide explicit written consent for any medical or dental treatment provided in a school setting. **Superintendent Recommendation:** I recommend the Board adopt the Policy JLCDA as presented.

K. **RESOLUTIONS:** None

L. **OLD BUSINESS:** None

M. NEW BUSINESS:

- 1. Appointment of a Board Member Representative at the New Hampshire House Finance Committee –** Appointment of Board Member Micaela Demeter to represent and speak on behalf of the Board at the presentation of a letter pertaining to school finance to the New Hampshire House Finance Committee.
- 2. Policy JICK Presentation – Pupil Safety and Violence Prevention Policy – Bullying and Cyberbullying –** It has been requested that the Board be updated on Policy JICK – Pupil Safety and Violence Prevention Policy Bullying and Cyberbullying. Dr. Christine Boston will provide an overview and the training program. Tom Waldron, Dover High School Dean, will share the district’s state data on bullying, and will outline how a “bullying investigation” is conducted.
- 3. New Hampshire Title IV-A - Student Support and Academic Enrichment Grant Program Presentation –** The Teaching and Learning Department will present a report to the Board on the New Hampshire Title IV-A Student Support and Academic Enrichment Grant Program.
- 4. Request to Waive Bidding - aimswebPlus Stimulus Books -** aimswebPlus is an assessment, data management, and reporting system that provides national performance and growth norms for screening and progress monitoring of foundational math and reading skills. NCS Pearson, Inc. is the single-source publisher of the aimswebPlus benchmark and progress monitoring stimulus books. The Dover School Board previously approved funds for aimswebPlus professional training on October 3, 2022. Within an MTSS framework, the aimswebPlus benchmark stimulus books will be used for universal screening at Tier 1 to assess early literacy skills and oral reading fluency. Cost of the purchase is \$27,000 for Benchmark and Progress Stimulus Books (K-Grade 12) plus \$3000 shipping. Mr. Bickford will be available to answer questions. **Superintendent’s Recommendation:** I recommend approving the purchase of the aimswebPlus Benchmark and Progress Monitoring Stimulus Books (k-Grade 12).
- 5. Bid Waiver Request – Federal Grant Funding –** The Teaching and Learning Departments is requesting a waiver of the bidding requirements for the purchase of educational materials and professional development services using federal funds. The materials being requested will be funded by Title I, Title II, and ESSER. The request outlines the materials, cost, and rationale for the waiver. **Superintendent’s Recommendation:** I recommend the Board approve the request for the waiver of the bidding requirements.
- 6. Condition of Accounts -** Michael Limanni, Business Administrator, will review the condition of accounts with the Board.

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT’S REPORT

SUPERINTENDENT FEBRUARY 2023 WEEKLY REPORTS

▪ **Weekly Review for Monday, January 30 through Friday, February 3:**

Students have completed ninety-two instructional days. It was wonderful to have a full week of school.

Negotiations continued this week between the Board and DTU Negotiation Committees. In addition, the Board and DEOP Negotiation Committees held their first meeting this week.

On Tuesday, Woodman Park School had a highly successful Title I Family Night featuring *Wildlife Encounters* with approximately 400 people in attendance. For others in Dover, I’m sure there was no pizza to be found due

to how many pizzas were purchased for the 400 attendees. In addition, Frances G. Hopkins School finished the fourth-grade concert series. The concert was well attended, and as reported by Patty Driscoll, the students gave a marvelous performance.

With the start of March, the following monthly meetings included: Secondary Principals Learning Guidance Team Meeting and the monthly Curriculum Council Meeting. The Curriculum Council had the opportunity to hear three reports: DMS Civics programs, DMS Life Skills Program, and DHS *Understanding by Design*.

Hanover Research is in the process of finalizing survey instruments pertaining to the District's Strategic Plan. The two surveys being developed are: (1) K-12 Strategic Priorities Diagnostic Survey school and district administration and board members. (2) K-12 Strategic Planning Community Engagement Survey for district staff, parents, and students grade 9 and up. Surveys will be completed and implemented toward the end of February with the results available at the end of March.

Applications for the principal vacancy at the Frances G. Hopkins School closed on Wednesday, February 1. The district received 16 applications. The Application Screening Committee will screen the applicants with the goal to be completed by February 15.

I had the opportunity to have another meeting with Amar Kumar, the founder and developer of the KaiPod concept, an alternative program with an individualized approach to learning. The KaiPod operating in Dover is funded by the NHED and is attended by students in elementary through high school, with most students outside of the Dover School District. The Commissioner has offered to provide funding for a KaiPod in the Dover Schools for two years. Currently, this concept is exploratory.

On Friday I had the opportunity to hold a focus group with Dover CTE students. It was an opportunity to listen to their perceptions of the CTE program and to learn of their experiences with the program.

Friday presented another weather challenge with freezing temperatures.

Meetings attended this week included:

- ✓ SAU Directors Meeting
- ✓ Monthly Conferences: Beth Dunton, Kori Kennedy, and Patty Driscoll
- ✓ Leadership Team Meeting
- ✓ Lisa Dillingham, DTU President, monthly meeting
- ✓ Principal Screening Committee Meeting
- ✓ SAU Cabinet Meeting
- ✓ DEOP Negotiations
- ✓ Arbitration Session
- ✓ Board DTU Negotiations Team Meeting with Mark Broth
- ✓ Right to Know Meeting with the City Attorneys
- ✓ Secondary Principals Learning Guidance Team Meeting
- ✓ Curriculum Council Meeting
- ✓ Level III Grievance Meeting
- ✓ CTE Student Focus Group
- ✓ KaiPod Meeting with Amar Kumar

■ **Weekly Review for Monday, February 6 through Friday, February 10:**

Students have completed ninety-seven instructional days.

The Book Review Committee held its first meeting and is being facilitated by Christine Boston, Assistant Superintendent. The committee membership includes principal, librarian, two teachers, two parents, and three community members. The first meeting was an organizational meeting and the book being challenged was distributed for the members to read.

The Board's DTU negotiations team had a planning session with Mark Broth to review language and costing. The second session with the DEOP negotiations team was held.

Christine Boston and I met with principals to discuss professional learning communities (PLCs). The conversations focused on the long-term plan for PLCs as well as trying to determine how to have the essential time in the schedule to allow for PLCs and planning time. This conversation will be continued.

I attended the Southeasters Superintendent Meeting. A portion of the meeting was dedicated to updates associated with the New Hampshire School Administrators and Association and proposed legislation effecting education. In addition, there was a presentation of the DEIJ Directors from Exeter School District and Oyster River School District.

Christine Boston and I met with Patrick Boodey to discuss school safety in relationship to the recent acts of violence that have occurred in other school districts in the country.

Christine Boston, Abby Small, and I met with EdForce representatives. EdForce is part of the University Instructors – A Public Consulting Group Firm. We are with the division that recruits special education teachers and paraeducators. The program has three phases (1) recruitment, (2) training, and (3) district employment. The training portion of the program is 45 days with the personnel on site receiving training and coaching which provides the district an opportunity to determine if the employee is a “good fit” for the district and school.

Michael Joyal has confirmed that the Dover School District will present the FY24 Budget to the City Council on Wednesday, March 8 at 6 p.m.

The Screening Committee for the FGH School Principal candidates will meet on Tuesday, February 14 to select the candidates that will move forward in the process.

Meetings attended this week included:

- ✓ Weekly SAU Directors Meeting
- ✓ Principal Meeting – PLC Conversation
- ✓ DTU Negotiations Planning with Mark Broth
- ✓ Student Focus Groups – FGH School and Garrison School
- ✓ Ed Force Information and Proposal Meeting
- ✓ Weekly SAU Cabinet Meeting
- ✓ Monthly Conferences – Kim Lyndes and Peter Driscoll
- ✓ Southeasters Superintendent's Meeting
- ✓ School Safety Meeting – Christine Boston & Patrick Boodey

New Hampshire Union Leader – On Sunday, February 5, *NH Union Leader* held its annual *Leaders - A Celebration of New Hampshire Sports Champions*. Peter Driscoll was recognized for his service as a basketball official by receiving the *John R. Clark Officials Award* along with Dennis Ordway, Kevin Semprini, and Paul Page.

■ **Weekly Review for Monday, February 13 through Friday, February 17:**

Students have completed one hundred two instructional days.

During the week, a range of meetings and events took place, with a focus on mental health, education, and equity. The Dover Mental Health Alliance Steering Committee Meeting discussed future monthly topics related to mental health development in Dover, while the SEED Meeting included updates from various committees. The Strafford Learning Center Board Meeting covered a variety of topics, including the status of new lease spaces for the Rochester Learning Academy and Charles Ott Academy, financial and program updates, facilities, and SLC committee reports. Similarly, the Strafford County YMCA Advisory Board Meeting discussed the director's report, committee updates, and the YMCA Annual Campaign.

Furthermore, the DTU had its third negotiations session, and the Frances G. Hopkins Schools screening committee selected four candidates to proceed further in the selection process. The monthly All Leadership Meeting, facilitated by Scott Laliberty of New Hampshire Learning Initiative, continued its focus on assessing professional learning in each school. The Equity Vision Keepers also met to advance the development of the district's Equity Plan.

In addition to these meetings, the Dover High School Music Department presented their annual Jazz and Desserts Night, featuring an outstanding evening of jazz music performed by soloists, Sound Waves, jazz ensemble, and jazz band. Congratulations to the students, James Butka, and Eric Turner on their outstanding performance.

Overall, these activities reflect a busy and productive week for the community, with a range of events and meetings centered on important areas of focus.

Other meetings attended this week included:

- ✓ School Board Regular Meeting
- ✓ Leadership Team Meeting
- ✓ Weekly SAU Cabinet Meeting
- ✓ DHS Art Department Scholastic Award Breakfast
- ✓ Monthly Conferences – Peter Wotton, Robin Lyndes, and Patrick Boodey

SUPERINTENDENT SPECIAL REPORT

On March 1, Dover Middle School had a sprinkler system malfunction requiring a remote learning day for all middle school students. The malfunction occurred in the eighth-grade wing causing significant water damage to four seventh grade classrooms and four eighth grade classrooms. This resulted in an extension of the remote learning on Thursday, March 2 and Friday, March 3. Even though the damage occurred in eight classrooms, it required the closure of the seventh and eighth grade wings due to construction and fire escape routes.

The sprinkler system was newly installed in the summer of 2022 with eight hundred new sprinkler heads being installed. The system was inspected and certified. The system automatically sets off the fire alarm and notifies the Dover Fire Department. The Dover Fire Department responded immediately. The Fire Department checks the alarm panel for location. In checking the location, it was determined no fire, and the Fire Department turns off the alarm. The sprinkler system automatically turns off after thirty minutes. This was caused by the malfunction of one sprinkler head malfunction.

A Servpro Team was contracted to clean and restore the area. Servpro indicated that restoration for the seventh-grade wing would be accomplished by Monday, March 13, and restoration of the eighth-grade wing would be accomplished by Monday, March 27. The seventh and eighth grade students remained on remote learning for the week of March 6.

On Monday, March 6, a team representing school and SAU administrators, transportation, food service, and facilities was assembled to review progress and discuss plans to expedite the return of seventh and eighth grade students. We understand this has been a challenging time for students and families, and we are committed to providing you with timely and accurate information as we work through this process.

The following factors were considered by the team:

- Toleration for the degree of disruption
 - ✓ Other schools
 - ✓ System
- Effectiveness of designing and implementing an alternative plan
- Support for students during the week of March 6
- Equity for all students
- Special education
- Nursing services
- Student transportation
- Food service
- Alternative facilities
- Relocation of furniture
- Teacher access to instructional materials
- Drop-in centers for the week of March 6
- Communication
- Political ramifications
- Availability of other locations
- Teachers with children in the sixth and seventh grade
- Seventh grade – 264 students and 12 teachers
- Eighth grade – 246 students and 12 teachers
- Other factors identified by the team.

PRINCIPAL REPORTS

Dover High School: See attachment for the 2022-2023 Dover High School Strategic Plan Goal.

Dover Middle School: See attachment for the 2022-2023 Dover Middle School Strategic Plan Goal.

Garrison Elementary School: See attachment for the 2022-2023 Garrison School Strategic Plan Goal.

Frances G. Hopkins School at Horne Street: See attachment for the 2022-2023 Frances G. Hopkins School Strategic Plan Goal.

Woodman Park School: See attachment for the 2022-2023 Woodman Park School Strategic Plan Goals.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2022-2023

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

STRATEGIC GOAL: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

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 (What actions will be taken to achieve the goal?)	OUTPUTS (Identify the action or process that will be used.)	CRITERIA FOR SUCCESS (Identify the criteria that will determine if you are successful.)	IMPACT (Describe the impact that will be achieved by the identified action targets.)
- 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	- Differentiate professional development based on end of the year feedback with continued focus on formative assessment - Align building professional development with district essential question How can we use high leverage instruction practices to collect evidence of student learning along a progression - Continuation collaboration with New Hampshire Learning Initiative - Support PLCs	- Observations - Relevance and authenticity of presentations by members of the staff - More effective and consistent use of reassessment evidence through observations and failure rate	- Students perform better on summative assessments. - Students have fewer gaps as they move through a course.

IMPLEMENTATION TIMELINE

MONTH	TASKS (Indicate what task will be completed during the month)	ACCOMPLISHED AT MONTHS END (Indicate what was completed during the month)
SEPTEMBER 2022 23 Workdays	Academic coordinators create department reassessment policies with input from colleagues that align with building's reassessment philosophy and expectations	- Professional Development- September 14- different sessions to share formative assessment practices - Department reassessment policies developed- note for next year- one policy

	Professional development days will differentiate with activities ranging from learning criteria to using discussion as a tool for formative assessment	
OCTOBER 2022 20 Workdays	- Check mid-quarter grades - Administration sharing of classroom observations	- Failures analyzed- particularly freshmen- check who is being scheduled for flex - Share formative practices in follow up meetings with teachers after mini observations
September/October Review	Identify what was learned in September/October. -use of effective formative practices is still an area for growth -reassessment needs to be viewed as a combined effort of student and teacher	Identify the adjustments that will need to be made for November/December. -continue with differentiated formative assessment training -focus on Stage Two of Backward Design- anticipation and identification of evidence
NOVEMBER 2022 18 Workdays	- Professional Development Day November 8, 2022 - PLCs- share formative practices - Book Study with ACs- Unpacking the Competency Based Classroom - Book Study with Administrative Team- Make or Break Year - Feedback from Academic Coordinators	Goal - Vertical Learning in Dover - Understand what is being taught at DHS - Create transparency of curriculum - Develop consistency and support Whole staff in auditorium with Kathy White and Valerie West - Review work with standards/learning goals/success criteria from last year - Share out progression UbD template and protocol being used - Go over all of the resources to use: standards, curriculum maps, progress board - PLC minutes - UbD Templates
DECEMBER 2022 17 Workdays	- Professional Development Day - Analysis- who reassesses and how often - Collect Family and Student Feedback on Reassessment	Staff works on UBD templates at December 9 professional development day
November/December Review	Identify what was learned in November/December. - Honors students want to go back to 80% for reassessment - Students may be studying more	Identify the adjustments that will need to be made for January/February. - Get more students to take up the offer to reassess in the lower levels - What we teach needed clarification again - An easily accessible HUB for all curriculum documents
JANUARY 2023 20 Workdays	YRBS Data information is all related and impacts staff as well	- Post pandemic perspective when looking at policies and procedures. - Midyear conferences conversations around formative assessment and feedback
FEBRUARY 2023 15 Workdays	Need for a summative assessment schedule that balances the needs of students and teachers	- Quarter Two grades analysis to determine On Track - Pupil Assistance Team development of universal practices for identification and support
January/February	Identify what was learned in January/February.	Identify the adjustments that will need to be made for March/April.

Summary		
MARCH 2023 23 Workdays	▪ Insert	▪ Insert
APRIL 2023 15 Workdays	▪ Insert	▪ Insert
March/April Summary	Identify what was learned in March/April.	Identify the adjustments that will need to be made for May/June.
MAY 2023 22 Workdays	▪ Insert	▪ Insert
JUNE 2023 11 Workdays	▪ Insert	▪ Insert
May/June Summary	Identify what was learned in May/June.	Identify the adjustments that will need to be made for May/June.

End of Year Reflection

School -
2022-2023 Goal:
2022-2023 Target:
Outcomes and Reflection:



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2022-2023

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

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.	- Continue with SOS, First Aid, and Connect programs as well as professional development for teachers on mental health. - Grades and referrals will be systemically mined to identify high needs students. - Work in conjunction with the district's MTSS director to support a tiered intervention system to provide students with assistance. Use Engage and tutor.com as a method to help students with both academic, attendance, behavioral, and mental health issues. - Focus on a PBIS Tier 1 approach around respect + responsibility = success at Dover High School.	- Update task force membership both amongst students and community members. - Timely reports will be provided to MTSS stakeholders 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.

IMPLEMENTATION TIMELINE

MONTH	TASKS (Indicate what task will be completed during the month)	ACCOMPLISHED AT MONTHS END (Indicate what was completed during the month)
SEPTEMBER 2022 23 Workdays	- Develop and implement IC weekly review process - Participate in MTSS Listening Tour - Use advisory to teach respect and responsibility and what that looks like	- Referrals at a Glance produced daily- variety of topics - Participate in MTSS Listening Tour - Use advisory to teach respect and responsibility and what that looks like - Post expectations for different facilities in appropriate spaces and in the classroom - Faculty and Staff- Primex Training

	- Post expectations for different facilities in appropriate spaces and in the classroom - Faculty and Staff- Primex Training - Student Mental Health Task Force Meetings - Pupil Assistance Team Meetings and Progress Meetings - Tier I efforts	
OCTOBER 2022 20 Workdays	- Check mid-quarter grades and behavioral referrals - Meet with School Counseling Department to review mental health issues and numbers - Community 99 Faces Event	- Failure list and referrals run- attendance! - Updated Counseling Department Report - Tier I- Communication Log
September/October Review	Identify what was learned in September/October. - Tardy and class cuts are more prevalent than out of the building truancy - Mental health struggles continue - Access to peer tutoring hurdles	Identify the adjustments that will need to be made for November/December. - Two block truancy notification and meeting model - Communication Expectations revisited- class cut, missing formative and summative assessments - Awareness of mental health triggers- end of 1st Quarter, holidays, mental health activities - Separate sign-up process for freshmen for tutoring
NOVEMBER 2022 18 Workdays	- Connect Training for Students - Mental Health First Aid in Health Classes - Quarter 1 Grade Analysis - Examine YRBS Data	- Quarter One Watch List developed based on statistical analysis on Quarter One grades using the On Track Model 24 students receive NAMI Connect Training
DECEMBER 2022 17 Workdays	- Signs of Suicide Training for students - Share YRBS Data	- Faculty Meeting- DREAM presentation- ensuring equity in a public high school learning environment - Professional Development Day on December 9th- share On Track Data and Communication Log - Pupil Assistance Team Analysis - Develop Tier I Flow Chart
November/December Review	Identify what was learned in November/December. Student and faculty mental health challenges continue. Students, both individually and for friends, are reaching out for support.	Identify the adjustments that will need to be made for January/February. - Need to continually remind faculty/students of the purpose of Flex - Roll out requirement of Communication Log for Semester II - Roll out YRBS information- one segment a month- January Mental Health
JANUARY 2023 20 Workdays	Faculty Meeting- YRBS Mental Health Information, Communication Log	- Weekly sharing of YRBS data with reflection questions - Student Mental Health Task Force presentations at Dover Middle School
FEBRUARY 2023 15 Workdays	Faculty Meeting- YRBS Mental Health Information, March 17th professional development day warning	- Weekly sharing of YRBS data with reflection questions - Student Mental Health Task Force Presentations at Dover Middle School - Signs of Suicide Trainings for Semester II Physical Education I classes
January/February	Identify what was learned in January/February.	Identify the adjustments that will need to be made for March/April.

Summary	Student and faculty mental health challenges continue. Students, both individually and for friends, are reaching out for support.	
MARCH 2023 23 Workdays	District Mental Health Mandatory Training on March 17, 2023 for all staff- provision of small group option for those who need it.	Insert
APRIL 2023 15 Workdays	Insert	Insert
March/April Summary	Identify what was learned in March/April.	Identify the adjustments that will need to be made for May/June.
MAY 2023 22 Workdays	Insert	Insert
JUNE 2023 11 Workdays	Insert	Insert
May/June Summary	Identify what was learned in May/June.	Identify the adjustments that will need to be made for May/June.

End of Year Reflection

School -
2022-2023 Goal:



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2022-2023

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

SCHOOL GOAL: 100% of students and families will receive actionable and timely feedback as evidenced in competency-based reporting.

ACTION TARGETS (What actions will be taken to achieve the goal?)	OUTPUTS (Identify the action or process that will be used.)	CRITERIA FOR SUCCESS (Identify the criteria that will determine if you are successful.)	IMPACT (Describe the impact that will be achieved by the identified action targets.)
DMS Faculty will continue our transition to competency education by: -Practicing grading and reporting based on evidence of learning -Develop grade level content common assessments - Educate students and families on Competency Based grading	In PLC groups, collaborative work will continue on each of the action items. Faculty members will calibrate and expand their knowledge of evidence collection and grading. Student meetings on competencies. Family meetings on competencies.	-Teacher will complete competency grading and reporting based on solid evidence. -Four common summative assessments developed and utilized in each grade level content area -Data from each summative is used for instructional improvements.	-Teachers will assign and collect meaningful evidence to determine competence level. -Instructional shifts related to data reviews. -Students will understand competency grading. -Families will understand competency grading.

IMPLEMENTATION TIMELINE

SEPTEMBER 2022 23 Workdays	- PLC meeting structure and expectations reviewed with all staff - Provide professional development on trimester breakdowns in regard to progressions and learning targets.	- Roles were assigned with each PLC and standardized agendas are in shared folders for a record of the work. - Teachers created I can statements
OCTOBER 2022 20 Workdays	PLC meetings begin and meet bi-weekly.	2 PLC meetings, advance planning for summative assessments.
September/October Review	Identify what was learned in September/October. Currently only core teams are meeting in PLCs. We have been unable to establish a time or structure for our related arts teachers to do this same work.	Identify the adjustments that will need to be made for November/December. Continue to look for opportunities for PLC meetings for related arts teachers.
NOVEMBER 2022	PLC Facilitator Training with John Vander Els	All core PLC's will have a trained facilitator.

18 Workdays	- PD from Brian Stack on collecting evidence of competencies. - Provide support for PLCs with DMS Admin and CIA co-directors.	Track data and functionality of each PLC and determine where support is needed and what level of support is needed.
DECEMBER 2022 17 Workdays	- Continued PLC support and training. - Evaluate progress on common summative assessments.	14 out of 16 groups have reached or exceeded the expectation for 2 common summative assessments for Sept 2022. Many groups are well on the way to the expected four common summative assessments by Sept 2023.
November/December Review	Identify what was learned in November/December. Dedication and professionalism around PLC facilitation waived and required recommitment from a number of facilitators.	Identify the adjustments that will need to be made for January/February. Higher accountability required by PLC facilitators including commitment and dedication to PLC purpose and practices.
JANUARY 2023 20 Workdays	- CBE presentation and Q & A at PTA - Continued PLC training and support - Evaluation on independence level of each PLC.	- Presentation to PTA completed successfully. 11 parents in attendance. 12 out 16 group0s were identified as able to progress independently.
FEBRUARY 2023 15 Workdays	- Complete PLC Facilitator training. - Train teachers on Report card comments for CBE grading. Report card comments are the student success habits. - PLC groups complete a survey for PLC feedback	Review survey results
January/February Summary	Identify what was learned in January/February. Feedback from parents at PTA presentation shared another perspective and areas that we need to review.	Identify the adjustments that will need to be made for March/April. Faculty PD on re-assessment purpose, practice and policies, including parent communication Release of PLC meetings to trained facilitators for 12 groups. Support from DMS Adin or SAU CIA will be available. Four groups will continue to be actively monitored.
MARCH 2023 23 Workdays	- Faculty meeting PD- reassessment - Student CBE presentation - Review	Insert
APRIL 2023 15 Workdays	Insert	Insert
March/April Summary	Identify what was learned in March/April.	Identify the adjustments that will need to be made for May/June.
MAY 2023 22 Workdays	Insert	Insert
JUNE 2023 11 Workdays	Insert	Insert
May/June Summary	Identify what was learned in May/June.	Identify the adjustments that will need to be made for May/June.

End of Year Reflection

School -
2022-2023 Goal:
2022-2023 Target: PLCs for non core teachers. Structured PD plan for workshops and faculty meetings
Outcomes and Reflection:



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2022-2023

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

SCHOOL GOAL: Pilot and collect data to compare office discipline referral data in relation to talking circles to measure effectiveness of circles and inform future decision making.

ACTION TARGETS (What actions will be taken to achieve the goal?)	OUTPUTS (Identify the action or process that will be used.)	CRITERIA FOR SUCCESS (Identify the criteria that will determine if you are successful.)	IMPACT (Describe the impact that will be achieved by the identified action targets.)
DMS school cultural will improve through the implementation of restorative practices by: -continuing professional development for staff. -Train one person per team to implement weekly talking circles with students. -Pilot restorative conferences with students and teachers.	Professional development for interested teachers on Talking Circles. A restorative meeting to take ownership and responsibility on one's actions to repair broken relations may be an option in place of traditional consequences as appropriate.	-Restorative Justice Committee will meet regularly and continue professional development and planning for whole school implementation. -Fewer behavioral referrals from increasing skills of teachers for management and the importance of connections and relationships. -Broken relationships are repaired.	This is year 2 of the implementation. WE are creating a foundation and knowledge of skills. Data will be analyzed for improvements.

IMPLEMENTATION TIMELINE

MONTH	TASKS (Indicate what task will be completed during the month)	ACCOMPLISHED AT MONTHS END (Indicate what was completed during the month)
SEPTEMBER 2022 23 Workdays	- Advisory begins - Grade level Books begin the year.	Advisory is running daily (This is an optional and encouraged time to hold a circle).
OCTOBER 2022 20 Workdays	Talking Circles regularly happening with good student participation in 3 different classrooms on a weekly basis.	Data to be reviewed in future months to track referrals on teams with Circles to see the impact.
September/October	Identify what was learned in September/October.	Identify the adjustments that will need to be made for November/December.

Review	Restorative practices are difficult to implement when we are in a reactive positive rather than a proactive position.	DMS Admin team needs to look at focusing on school wide expectations and social skills to decrease behavioral incidents and strengthen student skills for conflict.
NOVEMBER 2022 18 Workdays	Secure funding for new round of teacher training.	- Funding secured from CIA
DECEMBER 2022 17 Workdays	New cohort of teachers identified to begin training in spring	Teachers identified.
November/December Review	Identify what was learned in November/December. Restorative Practices require buy in, training, time, funding, and practice. This process is going to be very slow for school. Tasks need to be adjusted appropriately and our work needs to be steady (turtle).	Identify the adjustments that will need to be made for January/February. Set realistic timeline for tasks.
JANUARY 2023 20 Workdays	Collect commitments from new cohort and register for trainings.	In progress
FEBRUARY 2023 15 Workdays	Review discipline data and compare to last year.	Complete
January/February Summary	Continued evidence to support the need for school wide efforts around behavior. Plans are needed for school wide expectations and social skills to decrease behavioral incidents and strengthen student skills for conflict. This is evidenced through data analysis.	Identify the adjustments that will need to be made for March/April.
MARCH 2023 23 Workdays	- Cross check data for talking circle groups. - DMS Leadership team to review school wide expectations and plan instruction for students.	Insert
APRIL 2023 15 Workdays		Insert
March/April Summary	Identify what was learned in March/April.	Identify the adjustments that will need to be made for May/June.
MAY 2023 22 Workdays	Insert	Insert
JUNE 2023 11 Workdays	Insert	Insert
May/June Summary	Identify what was learned in May/June.	Identify the adjustments that will need to be made for May/June.

End of Year Reflection

School -
2022-2023 Goal:
2022-2023 Target:
Outcomes and Reflection:



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2022-2023

SCHOOL/DEPARTMENT: Frances G. Hopkins School at Horne Street

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.

By June 2023, at least sixty percent of all students will be reading at/above the State Benchmark, by ensuring every student received academic instruction that is culturally responsive and matched to developmental and learning needs, as evidenced by the STAR Reading screener.

Current level of reading achievement in relation to State Benchmark (Spring of 2022): In the Spring of 2022 (May/June), 55.6 % of FGH students scored at/above the State Benchmark in STAR Reading.

ACTION TARGETS (What actions will be taken to achieve the goal?)	OUTPUTS (Identify the action or process that will be used.)	CRITERIA FOR SUCCESS (Identify the criteria that will determine if you are successful.)	IMPACT (Describe the impact that will be achieved by the identified action targets.)
Share 2021-2022 Assessment data with faculty.	Notice and wonder protocol used to dive into school-wide data (2018-2022)	Notice and wonder protocol reflects faculty conversations around data presented.	Faculty has a clear and consistent understanding of school goal related to reading achievement.
Provide “guardrails” to support teacher clarity regarding literacy standards, competencies and programs	Teachers will have a clear understanding of grade level standards and competencies. Teachers will have a clear understanding of the “loose/tight” of programs in relation to students, standards and competencies.	PLC and grade level conversations will reflect understanding of what students are expected to know.	Increased student achievement in literacy. Increased teacher clarity with standards and competencies focusing on literacy.
Identify and implement clear high effect Tier 1 classroom instructional strategies/timelines and data collections that support student’s reading: - phonological awareness - phonics	Read: <u>Shifting The Balance</u> as classroom teachers, participating in small group discussions for each shift (chapter-focus area)	Collection/bank of high effect Tier 1 classroom instructional strategies/timelines to support student’s reading: - phonological awareness - phonics	Increased teacher clarity Increased teacher feedback Increased teacher belief in high student achievement

• comprehension • fluency • vocabulary development		• comprehension • fluency • vocabulary development PLC and grade level conversations will reflect understanding of what teachers can do to support students who do not yet know expected content.	Increased teacher credibility Implementation of high effect Tier 1 instructional strategies All leading to increased overall student achievement in reading, as supported by: 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.
Identify and pilot use of oral reading fluency (word level reading fluency) screener.	FGH Literacy team with District Data team, identify an oral reading fluency screener to be used with STAR data	Identification and ease of use with oral reading fluency screener	With the high correlation between oral reading fluency and state assessment scores, identifying a screener to be used for oral reading fluency (word level reading fluency), such screener can be used in conjunction with STAR to identify individual and collective reading needs.
Identify criteria for Tier 2 instructional needs, along with specific instructional Tier 2 planning, assessment and Tier 2 exit criteria.	Use elementary STAR data (and other data) to determine criteria for Tier 2 interventions.	Set criteria for elementary students to qualify for Tier 2 intervention (consistency across all 3 elementary schools)	Clear understanding at elementary level of criteria for determining Tier 2 eligibility for instruction.
Develop system (flow chart) defining assessment process and next steps, leading to Tier 1 interventions and possibly Tier 2 interventions.	Develop system (flow chart) defining assessment process and next steps, leading to Tier 1 interventions and possibly Tier 2 interventions.	Clear understanding at elementary level of systems-based approach to assessment and instruction	Clear understanding at elementary level of systems-based approach to assessment and instruction

IMPLEMENTATION TIMELINE

MONTH	TASKS (Indicate what task will be completed during the month)	ACCOMPLISHED AT MONTHS END (Indicate what was completed during the month)
September 2022	Share 2021-2022 Assessment data with faculty. Notice and wonder protocol used to dive into school-wide data (2018-2022) K-3 Literacy Progression Work K-4 Foundations Training Grade Level PLCs begin	Faculty has a clear and consistent understanding of school goal related to reading achievement.
October 2022	Identify High Effect Teaching Strategies: Focus on teacher credibility (not video part only first slide) Focus on teacher estimates of high achievement K-1 Heggarty Training K-4 Classroom Teachers, Special Educators and Literacy Support - team plans to read, implement, and discuss <u>Shifting the Balance</u> during planning periods - completed by Feb. 1, 2023	Students grades 2-4 STAR Reading and Mathematics Assessments completed All grade level teachers meet with Jon Vander Els to finalize SMART goals. Grade level goals support larger collective school goal.
September/ October 2022 Review	Identify what was learned in September/October: Focus on teacher high expectations for student achievement. Focus on teacher clarity September STAR Reading Data shows 52.5% of students taking STAR Reading are meeting or exceeding State benchmark.	Identify the adjustments that will need to be made for November/December. Revisit teacher clarity regarding literacy instruction (Nov. teacher workshop day)
November 2022	Identify and Implement High Effect Reading Intervention Strategies within Classroom Universal Instruction (Tier 1) Focus on teacher clarity specific to fidelity of standards and benchmarks for literacy Educators and Literacy Support - team plans to read, implement and discuss <u>Shifting the Balance</u> during planning periods - completed by Feb. 1, 2023	Teacher clarity with fidelity of standards and benchmarks for literacy. Implement High Effect Reading Intervention Strategies within Classroom Universal Instruction (Tier 1)

December 2022	Focus on teacher credibility Educators and Literacy Support - team plans to read, implement and discuss <u>Shifting the Balance</u> during planning periods - completed by Feb. 1, 2023	Discussion around teacher credibility as related to parent/guardian conferences and evidence of student achievement for report cards. With an effect size of 1.09, knowing that planning for conferences, with notes and samples of student work helps to boost credibility with students and families.
November/ December 2022 Review	Identify and Implement High Effect Reading Intervention Strategies within Classroom Universal Instruction (Tier 1) Focus on teacher clarity specific to fidelity of standards and benchmarks for literacy Educators and Literacy Support - team plans to read, implement and discuss <u>Shifting the Balance</u> during planning periods - completed by Feb. 1, 2023 Focus on teacher credibility Educators and Literacy Support - team plans to read, implement and discuss <u>Shifting the Balance</u> during planning periods - completed by Feb. 1, 2023	Teacher clarity with fidelity of standards and benchmarks for literacy. Implement High Effect Reading Intervention Strategies within Classroom Universal Instruction (Tier 1) Discussion around teacher credibility as related to parent/guardian conferences and evidence of student achievement for report cards. With an effect size of 1.09, knowing that planning for conferences, with notes and samples of student work helps to boost credibility with students and families.
January 2023	Revisit teacher high expectations for achievement. Revisit teacher clarity. Revisit teacher credibility. Review January STAR Reading Data in grades 1 - 4 Implementation of aimswebPlus screening for all Kindergarten students in the following areas: - initial sounds - letter naming fluency - letter word sounds fluency - phoneme segmentation - auditory fluency Implementation of aimswebPlus for all students in grade one. Oral Reading Fluency (ORF) - initial sounds - letter naming fluency - letter word sounds fluency - phoneme segmentation - auditory fluency	Classroom Teacher grades 1 - 4 training on different STAR Reading assessment scores and how to interpret Revisitation of intervention groups in grades 1 - 4 based on new screening data Kindergarten Teacher training on aimswebPlus screening and how to read scores Kindergarten Teachers and Literacy Support Team refining intervention groups based on assessment screening scores, with a refocus on specific skill instruction Grade one Teacher training on ORF. PLC focus on aimswebPlus and ORF scores to regroup and reprioritize grade one interventions. School-wide reshuffle of interventions to support grade one students (based on data)

February 2023	Focus on teacher/student feedback Training for implementation of aimswebPlus Oral Reading Fluency (ORF) for all students in grade two	Focus moving forward on grade one students - to include restructuring intervention groups and refining targeted instruction.
January/ February 2023 Summary	Focus on teacher/student feedback Revisit teacher high expectations for achievement. Revisit teacher clarity. Revisit teacher credibility. Review January STAR Reading Data in grades 1 - 4 Implementation of aimswebPlus screening for all Kindergarten students in the following areas: initial sounds letter naming fluency letter word sounds fluency phoneme segmentation auditory fluency Implementation of aimswebPlus Oral Reading Fluency (ORF) for all students in grade one Training for implementation of aimswebPlus Oral Reading Fluency (ORF) for all students in grade two	Focus moving forward on grade one students - to include restructuring intervention groups, push-in intervention supports and refining targeted instruction, as school priority, based on all reading data. Add aimswebPlus scores and probes to refine and retarget instruction for students K, 1 and 2 With recent STAR and aimswebBenchmark data, the following focus continues for FGH: - Revisit teacher high expectations for achievement. - Revisit teacher clarity. - Revisit teacher credibility. - Jon VanderEl's meeting with all PLCs to refine short term goals - aimswebPlus data grades K-4 along with STAR reading data to refine practices - Focus moving forward on grade one students - to include restructuring intervention groups and refining targeted instruction. To continue to develop the MTSS structure at FGH Horne Street to support all learners.
March 2023	Training for implementation of aimswebPlus Oral Reading Fluency (ORF) for all students in grades three and four	
April 2023		
March/April 2023 Summary	Identify what was learned in March/April.	Identify the adjustments that will need to be made for May/June.

May 2023		
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End of Year Reflection

School -
2022-2023 Goal:
2022-2023 Target:
Outcomes and Reflection:



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2022-2023

SCHOOL/DEPARTMENT: Garrison Elementary School

STRATEGIC GOAL: We will increase the number of Garrison students who meet the reading benchmark in STAR.

STRATEGIC OBJECTIVE: Currently, 66.1% of Garrison students in grades 1-4 are projected to meet the state spring reading benchmark in STAR. For the 22-23 school year, Garrison will have 70% of students meet the projected benchmark. In 23-24, 75% of students will meet this benchmark, and in the 24-25 school year, 80% of students will meet the benchmark.

ACTION TARGETS (What actions will be taken to achieve the goal?)	OUTPUTS (Identify the action or process that will be used.)	CRITERIA FOR SUCCESS (Identify the criteria that will determine if you are successful.)	IMPACT (Describe the impact that will be achieved by the identified action targets.)
4th grade teachers trained in FUNdations (all students have FUNdations instruction) 1st grade teachers trained in Heggerty phonological awareness. (K and 1 students have Heggerty instruction) Grades K-4 have WIN block and reading intervention block to support re-teach and enrich. Staff meetings will focus on strong instructional practices to support learners. FUNdations unit assessments added to the district assessment calendar.	Students will have stronger reading skills based on strong phonics instruction. Students will be in small groups focused on their needs to increase reading skills. Staff meetings will allow staff to reflect and refine instructional practices, allowing more targeted instruction for students.	GES students move 5 percentage points on the state benchmark in STAR. Staff feedback on WIN block will help grow and shape the program.	Strong connection between PLCs, WIN, and student outcomes in reading. Improved student scores

IMPLEMENTATION TIMELINE

MONTH	TASKS (Indicate what task will be completed during the month)	ACCOMPLISHED AT MONTHS END (Indicate what was completed during the month)
SEPTEMBER 2022 23 Workdays	▪ Orient staff to new WIN block ▪ Staff will receive FUNdations and Heggerty training	▪ Orient staff to new WIN block ▪ Staff will receive FUNdations and Heggerty training

	- Staff will start meeting to plan WIN block processes and procedures - Staff will set their own personal goals and inquiry - Staff meeting dedicated to CIA for training on updated Inquiry Project info.	- Staff will start meeting to plan WIN block processes and procedures - Staff will set their own personal goals and inquiry - Staff meeting dedicated to CIA for training on updated Inquiry Project info.
OCTOBER 2022 20 Workdays	- GES will start our WIN block - Staff meetings focused on inquiry learning targets for teachers.	- WIN started on Tuesday, 10/11/22 - Classroom teachers have a PLC and curriculum block each week.
September/October Review	Identify what was learned in September/October. WIN is a complex program to ensure that all moving parts are working on a daily basis. Students love moving classrooms, and teachers are reporting that they enjoy working with the smaller groups. Challenges arise when staff are out, and in some of the logistics of staffing.	Identify the adjustments that will need to be made for November/December. Check in with staff moved to align timing with after the first eight week round of WIN. Work with the SAU to have reading/instructional specialists have subs on days they are out.
NOVEMBER 2022 18 Workdays	- Admin working with staff to support WIN, make any systemic changes - WIN survey administered at November staff meeting.	- Teams started working on ELA lessons based off of the 11/8 TW day. - Some teachers signed up for LETRS training and started.
DECEMBER 2022 17 Workdays	- Admin uses the feedback from the survey to meet with a small group of staff to discuss results and make any needed changes. - First grade piloted AIMSweb screeners	School collaboratively made the decision to not make large schedule changes mid-year. Made some smaller tweaks to allow better flow for WIN.
November/December Review	Identify what was learned in November/December. Some aspects of WIN are working very well, and some aspects need to be tweaked.	Identify the adjustments that will need to be made for January/February. School collaboratively made the decision to not make large schedule changes mid-year. Made some smaller tweaks to allow better flow for WIN
JANUARY 2023 20 Workdays	- Students in grades 1-4 took the STAR, first grade for the first time. - Grade 4 piloted AIMSweb screener	2nd grade looking into taking the first student to cross grades for WIN - a 1st grader in need of enrichment. - After the January STAR, 59% of GES students are on track to meet state benchmark in the spring, 71.7% of students made typical or more than typical growth - which is amazing!
FEBRUARY 2023 15 Workdays	STAR results shared at staff meeting - school, grade. Celebrate progress!	
January/February Summary	Identify what was learned in January/February. WIN seems to be effective - student growth on STAR looks promising. Continue to work with teams/PLCs around WIN, support, and planning.	Identify the adjustments that will need to be made for March/April. Keep the course for now. Begin to plan for next year
MARCH 2023 23 Workdays	- Work with Travis Bickford to plan AIMSweb screening for K-4 in May - Beth and Aaron meet with Tricia Banafato to plan the schedule and interventions for next school year.	- Beth and Aaron start LETRS admin training. - Continuation of PLCs, check in with school goals.
APRIL 2023 15 Workdays	Insert	Insert
March/April Summary	Identify what was learned in March/April.	Identify the adjustments that will need to be made for May/June.

MAY 2023 22 Workdays	▪ AIMSweb K-4 screening	▪ Insert
JUNE 2023 11 Workdays	▪ Review STAR data ▪ Identify Team Leaders (budget dependent)	▪ Insert
May/June Summary	Identify what was learned in May/June.	Identify the adjustments that will need to be made for May/June.

End of Year Reflection

School -
2022-2023 Goal:
2022-2023 Target:
Outcomes and Reflection:



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2022-2023

SCHOOL/DEPARTMENT: Woodman Park School

STRATEGIC GOAL: Dover School District 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.

SCHOOL GOAL: By June 2023, at least sixty percent of all students will be reading at/above the State Benchmark as evidenced by the STAR Reading screener. Current level of reading achievement in relation to State Benchmark (Spring of 2022): In the Spring of 2022 (May/June), 48.4 % of WPS students scored at/above the State Benchmark in STAR Reading.

ACTION TARGETS (What actions will be taken to achieve the goal?)	OUTPUTS (Identify the action or process that will be used.)	CRITERIA FOR SUCCESS (Identify the criteria that will determine if you are successful.)	IMPACT (Describe the impact that will be achieved by the identified action targets.)
1) Continuing the establishment and use of Professional Learning Communities (PLCs) to monitor student growth.	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings. - Protocols will be used to review student data.	- PLC Meetings will occur in all grade levels based on the schedule. - The Four Critical Questions will guide teams' work on reviewing student data.	PLCs will be embedded in our school culture with increased collective teacher efficacy while students make academic growth in Literacy.
2) Strengthening understanding and use of Tier I and Tier II literacy instruction through a whole grade level approach.	- Train staff on best practices of Tier I and Tier II literacy instruction. - Each grade level will use PLCs and the What I Need (WIN) Blocks to implement a grade level approach to Literacy Instruction. After whole group class instruction, each student will be placed with a specific educator to secure or enrich a literacy standard across the grade level (Tier II).	- Educators will demonstrate Tier I and Tier II instruction through classroom observations and PLC Meeting minutes. - WIN Blocks will support student growth with Literacy standards.	Grade level literacy instruction will improve through increased student performance-based research-based practices.

IMPLEMENTATION TIMELINE

MONTH	TASKS (Indicate what task will be completed during the month)	ACCOMPLISHED AT MONTHS END (Indicate what was completed during the month)
SEPTEMBER 2022 23 Workdays	- K-2 Literacy Progression Work with Ellen Hume Howard 3-4 and any new K-2 teachers Wilson Foundations - K-1 Heggarty training - Grade 2 and Related Arts follow up progression work 3-4 and any new K-2 Wilson Foundations Training - Staff Meeting: Instructional Practices, Impacts on Student Learning: Hatte Effect Size ~1.09: Defining Teacher Credibility: Trust, Competence, Dynamism and Immediacy - PLC Meetings Started for each grade level.	All tasks accomplished
OCTOBER 2022 20 Workdays	- PLC Meetings reflect on the Introduction and Chapter 1 of <u>Best Practices at Tier I Elementary</u> by Gregory, Kaufeldt, and Mattos - STAR test administered in grades 2-4. - Review STAR data in PLCs - Jonathan Vander Els through the NH Learning Initiative will visit each PLC and support their next steps on student literacy achievement. <u>Shifting the Balance</u> by Burkins and Yates will be used at the monthly staff meeting. Specifically, the Introduction and Chapter 1 will be used to support research-based literacy practices for Tier I instruction. - Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks.	All tasks accomplished
September/ October Review	Identify what was learned in September/October. - Deeper understanding and refining of the PLC and WIN Block times. - School normalizing the vocabulary around the concepts of Tier I, II, and III.	Identify the adjustments that will need to be made for November/December. - Some minor changes to when certain academic subjects are taught during the school day for certain grade levels to accommodate PLC and WIN needs. - STAR data will further help in identifying students for specific interventions (like Title I support).
NOVEMBER 2022 18 Workdays	District PD Day on the 8th: Grades K-2 and Related Arts: Collecting student evidence (data) of learning with Ellen Hume Howard of NH Learning Initiative.	- The District PD Plan changed to the following: - Elementary literacy vision discussion: https://docs.google.com/presentation/d/163FHfOYcRWoaUwftFf13hfcsbvqGovtPaYD6siJax0/edit#slide=id.g16f6ce2e4b6_1_11 - Literacy application work

	Grades 3-4 Student Learning Progression of competencies/standards work with Ellen Hume Howard of NH Learning Initiative. - Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. - Jonathan Vander Els through the NH Learning Imitative will visit each PLC and support their next steps on student literacy achievement. - Staff Meeting: Instructional Practices, Impacts on Student Learning: Collective Teacher Efficacy, Hatte Effective Size ~1.6 and Chapter 6 of <u>Best Practices at Tier I Elementary</u> by Gregory, Kaufeldt, and Mattos on Using Data to Inform Instruction	- Self-directed math PD selected from PD MATH MENU OR Continue with literacy application work - Special Education and Pre-School = Heggerty training - Paraprofessionals = Active Assailant, Avoid/Deny/Defend Training - Related Arts = Collaborative Team Time, PLCs - Others: Peg Dawson - Executive Functioning - All other tasks accomplished
DECEMBER 2022 17 Workdays	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. - Staff Meeting: AVOID/Deny/Defend Q&A with DPD. Chapter 5 of Best Practices at Tier I Elementary by Gregory, Kaufeldt, and Mattos on Differentiation Instruction Through Pluralized Teaching Strategies	- The contents of the column to the left were accomplished except for the strikethrough content. - Fundations training with Jane O'Mahoney, Grades 1-4
November/December Review	Identify what was learned in November/December. - Deeper understanding and refining of the PLC 'Four Questions'. - Supporting Tier II practices during WIN Block time.	Identify the adjustments that will need to be made for January/February. - Use the various sources of data (like STAR) to modify student intervention groups. - Use staff meeting time to go deeper in the STAR literacy data.
JANUARY 2023 20 Workdays	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. - Jonathan Vander Els through the NH Learning Imitative will visit each PLC and support their next steps on student literacy achievement. - STAR test administered in grades 2-4.	- The contents of the column to the left were accomplished except for the strikethrough content. - Staff Meeting: Staff used the Notice/Wonder/Action Steps protocol on the WPS STAR Growth in Reading and the STAR literacy data based on CCSS: ELA standards for grades 2-4 - Grade One received training in administering AimswebPlus pilot literacy screening for Oral Reading and Nonsense Word fluency with MTSS Director Bickford.

	Staff Meeting: Chapter 2 of <u>Best Practices at Tier I Elementary</u> by Gregory, Kaufeldt, and Mattos on Creating Brain Friendly Learning Environments.	
FEBRUARY 2023 15 Workdays	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. Staff Meeting: Chapter 3 of <u>Best Practices at Tier I Elementary</u> by Gregory, Kaufeldt, and Mattos on Finding Each Students' Learning Sweet Spot.	- The contents of the column to the left were accomplished except for the strikethrough content. - Staff Meeting: Staff filled out forms from the Dover School District Professional Development Plan – Document H. Mid-Year reflections entered into T-Eval. Reflections on the grade level's SMART goals based on PLC work with JVE of NHLI. Some staff reflected on the Dover School District's Collective Commitments through this process. - Grade One administering the AimswebPlus pilot literacy screening for Oral Reading and Nonsense Word fluency with MTSS Director Bickford.
January/February Summary	Identify what was learned in January/February. - Staff have a beginning understanding of AimsWeb and how it relates to MTSS initiatives. - Staff recognize that the combination of PLCs and WIN Blocks are increasing students' achievement.	Identify the adjustments that will need to be made for March/April. The April Staff meeting will need to be modified to support State Testing Training and Paperwork and Recertification Activities through Inquiry/Project/Licensing
MARCH 2023 23 Workdays	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. - Jonathan Vander Els through the NH Learning Imitative will visit each PLC and support their next steps on student literacy achievement. - Staff Meeting: Literacy technology programs that supports Tier I instruction	- The contents of the column to the left were accomplished. - Mid-Year Conferences with classroom teachers and STAR data are helping staff reflect on student academic needs and future professional development (ex. Non-fiction reading and writing). - JVE is furthering the dialog in grade level PLC's on Common Formative Assessments (CFAs). - Learning Ally audio books for students (Small) Learning Ally Audiobooks Webinar Recording - Tier I Digital Tools (Hansen and Widerstrom): Woodman Park Digital Toolbox and WPS Wakelet introduction = Example Mentor Text - Insert March 17 Educator Workshop Day topics here.
APRIL 2023 15 Workdays	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks.	To be determined.

	Staff Meeting: Instructional Practices, Impacts on Student Learning: Teacher Clarity, Hatte Effect Size ~.75	
March/April Summary	Identify what was learned in March/April.	Identify the adjustments that will need to be made for May/June.
MAY 2023 22 Workdays	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. - Jonathan Vander Els through the NH Learning Imitative will visit each PLC and support their next steps on student literacy achievement. - STAR test administered in grades 2-4. - High Frequency Words assessment for Grades K-2 - Phonological Awareness Literacy Screening (PALS) for Grades K-1 - Staff Meeting: End of School Year Data Reflections and Changes for the Next School Year.	To be determined.
JUNE 2023 11 Workdays	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. - Staff Meeting: Star Data Review and Class Placement	To be determined.
May/June Summary	Identify what was learned in May/June.	Identify the adjustments that will need to be made for May/June.

End of Year Reflection

School -
2022-2023 Goal:

2022-2023 Target:
Outcomes and Reflection: