



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #5
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, May 8, 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 #4, April 10, 2023
 - 2. Special Session, April 17, 2023
- G. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Sophie Bednarek – Special Education Teacher – Frances G. Hopkins School at Horne Street - Resignation
 - b. Ann Doremus – Social Studies Teacher - Dover Middle School – Resignation
 - c. Pam D'Zurilla – Special Education Teacher – Frances G. Hopkins School at Horne Street - Resignation
 - d. Patricia Mulqueen – Math Teacher – Dover Middle School - Retirement
 - e. Colleen Rielly – Social Studies Teacher – Dover Middle School - Resignation
 - f. Ginger Rowe – Paraeducator – Woodman Park School - Resignation
 - g. Samantha Stevens – Paraeducator – Frances G. Hopkins School at Horne Street – Resignation
 - 3. **Leaves of Absence:**
 - a. Briana Collins – Kindergarten Teacher - Woodman Park School
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. 2022-2023 DTU Nominations
 - b. 2023-2024 DTU Nominations
 - c. 2034-2024 DAA Nomination
 - d. 2023-2024 Annual Administrator Re-Nominations
 - e. 2023-2024 Annual DEOP Re-Nominations
 - f. 2023-2024 Annual DTU Re-Nominations
 - g. 2023-2024 Annual Non-Union Re-Nominations
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** None
- H. STUDENT REPORT:**
- I. POLICY – CHANGES – PROPOSALS:** None
- J. POLICY ADOPTION:**
 - 1. KEC – Reconsideration of Instructional Materials – Revisions, Third Reading
 - 2. KEC-R – Form for Reconsideration of Instructional Materials – Revisions, Third Reading
 - 3. KEC-R2 – Request Form for Review or Reconsideration of Educational Materials and Library Materials – Nonfiction – New Policy, Third Reading



DOVER SCHOOL BOARD – AGENDA

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Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, May 8, 2023
Meeting Time:	7:00 p.m.

K. RESOLUTIONS:

1. Dover Schools LED Lighting Upgrade and Authorization for Bonding
2. Dover Middle School HVAC Project and Authorization for Bonding
3. Resolution to Rescind Capital Reserve Transfer

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. Portrait of a Learner Presentation
2. Naming Request - Dover Middle School Renaissance Room
3. 2022-2023 Academic Calendar Year End Modification Request
4. Dover Educational Office Personnel (DEOP) Collective Bargaining Agreement (2023-2026)
5. Bid Waiver Request – Elementary Intervention Materials
6. Bid Awards
 - a. Award of Food Service Management Company (FSMC)
 - b. Award of RFP #DSD23006 Food Services Equipment
 - c. Award of RFP #DSD23007 Career Pathway Software Platform
7. Project Acceptance Requests for Funding from the Existing General Fund Appropriation
8. 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: Sophie Bednarek <S.Bednarek@dover.k12.nh.us>

Sent: Friday, May 5, 2023 11:56 AM

To: Patricia Driscoll <patty.driscoll@dover.k12.nh.us>; Brittany Granfield <b.granfield@dover.k12.nh.us>

Cc: Moira Taylor <M.Taylor@dover.k12.nh.us>

Subject: Resignation

Good afternoon,

I have made the difficult decision to resign from my position as a special education teacher at FGH effective at the end of the 2022/2023 contracted school year.

I have enjoyed working in Dover and being a part of such a supportive and collaborative community.

Sincerely,
Sophie Bednarek

Sophie Bednarek

Special Education Case Manager/ Teacher
Francis G Hopkins Elementary at Horne Street
603 516 6761

April 13, 2023

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

Dear Kim,

It has been a pleasure to work with the grade 8 students at Dover Middle School, especially in the company of so many excellent educators. However, I will be resigning at the end of the 2022-2023 school year to pursue other opportunities.

Sincerely,
Ann Doremus

May 4, 2023

Patty Driscoll

Brittany Granfield

Frances G. Hopkins Elementary School

78 Horne Street, Dover, NH 03820

Dear Patty and Brittany,

I am writing to inform you that I will be resigning my position as Special Education Teacher/Case Manager at Frances G. Hopkins effective the end of the 2022/2023 contracted school year. It is with regret that I resign, but it is necessary for personal reasons.

I would like to thank you both for giving me the opportunity to work at FGH. The professional work atmosphere and positive energy here could be felt the moment I first stepped through the doors, and I can't tell you how much I have appreciated that over this past year. Thank you so much for providing such a supportive and caring learning environment for all our students and staff. As a member of the Dover Community, I will always be grateful for that!

Sincerely,

Pam D'Zurilla

From: Patricia Mulqueen <p.mulqueen@dover.k12.nh.us>

Sent: Wednesday, April 19, 2023 12:42 PM

To: Kimberly Lyndes <k.lyndes@dover.k12.nh.us>; William Harbron <w.harbron@dover.k12.nh.us>

Subject: retirement intent

Dear Principal Lyndes and Superintendent Harbron,

It is with mixed emotions that I share my plans to retire at the end of the 2022-2023 school year. I want to thank you both for your support during my many years at Dover Middle School. I will always think back fondly on my time as an educator.

Sincerely,

Patricia Mulqueen

Ms. Colleen Rielly

April 13, 2023

Dr. William Harbron
Superintendent, Dover School District
61 Locust Street #409
Dover, New Hampshire 03820

Dear Dr. Harbron,

I would like to notify you that I am resigning from my position as 6th Grade Social Studies Teacher at Dover Middle School, effective June 30th, after the end of the 2022-2023 academic year.

Thank you very much for the opportunity to serve in this position. I have enjoyed the opportunity to grow professionally in this position. It is with gratitude that I reflect on the journey of supporting and guiding my students as they grow as learners and community members.

Sincerely,

Colleen Rielly

From: Ginger Rowe <g.rowe@dover.k12.nh.us>

Sent: Friday, April 14, 2023 7:34 AM

To: Roseanna Drysdale <r.drysdale@dover.k12.nh.us>; Patrick Boodey <p.boodey@dover.k12.nh.us>

Subject: Letter of resignation

Good Morning,

Please accept this email as my letter of resignation from my position at Woodman Park School, effective immediately. I have so enjoyed my time working with the students, however, it is time for me to move on to different endeavors and take care of my family.

All the best to both of you and everyone at the school.

Regards,
Ginger

Dr. William Harbron
Superintendent of Schools
SAU 11
61 Locust St. Suite 409
Dover, NH 03820

April 15th, 2023

Dear Dr. Harbron,

My name is Briana Collins, and I am currently employed as a kindergarten teacher at Woodman Park Elementary School. I am writing to request a leave of absence to extend my maternity leave during the 2023-2024 school year. My first request is for 60 days of FMLA leave from the opening of school until November 28th, 2023. I am humbly asking to extend that leave by 31 school days until January 22nd, 2024. I would like to spend the extra time bonding with our new child and caring for myself so that I can return to work in the winter focused, healed, and ready to invest in my students. Thank you for considering this request.

Sincerely,

Briana Collins
Kindergarten Teacher
Woodman Park Elementary School

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

TO: **DOVER SCHOOL BOARD**

DATE: May 8, 2023

MEMORANDUM: Nomination and Election of Teachers

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2022-2023 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Bick, Jessica	Traveling Tales		New Hire	\$4,513.32	
Copley, Denise	Traveling Tales		New Hire	\$4,492.54	
Morneau, Brianne	Summer Program Coordinator		New Hire	\$4,616.48	
Fredrickson, Jill	Summer Program Coordinator		New Hire	\$6,009.92	

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

TO: **DOVER SCHOOL BOARD**

DATE: May 8, 2023

MEMORANDUM: Nomination and Election of Teachers

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2023-2024 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Cumba, Eric	Physical Education & Wellness Teacher	Dover High School	Kenneth Osbon	TBD	BA, Step 7
Lightizer, Jacob	Science/Bio/Ocean/AP Teacher	Dover High School	Donald Wason	TBD	MA, Step 1
Malinowski, Alison	Special Education Teacher	Garrison Elementary School	Jillian Lacasse	TBD	MA, Step 17
Soleimani, Lauren	Special Education Case Manager	Woodman Park School	Brielle Tryggstad	TBD	MA



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

To: Dover School Board
From: William R. Harbron, Superintendent
Date: May 8, 2023
Re: Frances G. Hopkins School at Horne Street, Dean of Students

I highly recommend Brian Rice for the position of Dean of Students at the Frances G. Hopkins School. Mr. Rice has an extensive background in education, with five years of experience as a fourth and fifth grade teacher and four years of experience as a Team Leader, Classroom Teacher, and Mentor Teacher with the Montgomery County Public Schools in Maryland. He is currently serving as a Staff Development Teacher, which indicates that he has experience and skills in professional development and teacher support.

In addition, Mr. Rice holds a Bachelor of Arts in Psychology and a Masters of Arts in Teaching with a concentration in Urban Education from Clark University in Worcester, MA, as well as a certification in Educational Leadership from Hood College in Frederick, Maryland. These qualifications demonstrate his deep knowledge of teaching and learning, as well as his commitment to professional growth and development.

Furthermore, Mr. Rice's expressed interest in returning to New Hampshire and serving in the Dover School District suggests that he is motivated and committed to the local community.

I believe his experience, qualifications, and commitment to education make him an excellent candidate for the position of Dean of Students at the Frances G. Hopkins School, and I strongly recommend him to the Dover School Board. His start date will be July 1, 2023, and his salary for the 2023-2024 school year will be \$94,649.48.

Thank you for considering Mr. Rice for this important position.

**DOVER SCHOOL DISTRICT
2023-2024 RE-NOMINATIONS
Administrators**

TO: DOVER SCHOOL BOARD
DATE: May 8, 2023
MEMORANDUM: Re-nomination of Administrators

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 2023-2024 school year.

ELEMENTARY

Boodey, Patrick, WPS Principal
Drysedale, Roseanna, WPS Dean of Students
Dunton, Elizabeth, GES Principal
Granfield, Brittany, HSS Principal
Taylor, Moira, Elem Dean of Student Services
Ward, Aaron, GES Dean of Students

DOVER MIDDLE SCHOOL

Dube, Lindsay, Dean of Students
Lyndes, Kimberly, Principal
Vail, Meredith, Dean of Students
Angwin, Charles, Dean of Student Services

BELLAMY ACADEMY

Lyndes, Robin, Dean of Students

DOVER HIGH SCHOOL

Driscoll, Peter, Principal
Madden, Linda, Dean of Student Services
Stephens, Kimberly, Dean of Students
Kennedy, Kori Director DHS CTC
West, Valerie, Dean of Instruction

DISTRICT-WIDE

Bickford, Travis, Director MTSS
Boston, Christine, Asst. Superintendent for Student Services
Hemphill, Kiley Director CIA
Krans, Jennifer Director CIA
Limanni, Michael, Business Administrator
Mehalek, Siobhan Director CIA
Small, Abigail, Assistant Director of Student Support Services
Strand, Deanna, Dover Adult Learning Center Executive Director
Wotton, Peter, Athletics Director

**DOVER SCHOOL DISTRICT
2023-2024 RE-NOMINATIONS
Administrative Assistants**

TO: DOVER SCHOOL BOARD
DATE: May 8, 2023
MEMORANDUM: Re-nomination of Administrative Assistants

I hereby nominate the following persons for the designated positions for the 2023-2024 school year. The School Board authorizes the Superintendent of Schools to execute these contracts.

BELLAMY ACADEMY

White, Joanne

CAREER TECHNICAL CENTER

Towle, Julie

DOVER HIGH SCHOOL

Boyatsis, Jan
Cunio, Valerie
DiGregorio, Laurie
Graves, Betsy
Harrington, Donna
Nault, Fern
Ward, Renee
Woodward, Carolyn
Peck, Sarah
Swartzendruber, Kristin

DOVER MIDDLE SCHOOL

Barnes, Ceili
Henck, Karen
Manning, Carol
Olkola, Lucy
Snow, Sonata
Wells, Jessica
White, Karen

GARRISON SCHOOL

Hurley, Karen

HORNE STREET SCHOOL

Morton, Margaret

WOODMAN PARK SCHOOL

Gaunya, Andrea

SAU

Shanahan, Darlene
Howard, Greg

DALC

Ciereszynski, Donna

DOVER SCHOOL DISTRICT
2023-2024 NOMINATIONS
for Professionals Engaged in Teaching and Educators

TO: DOVER SCHOOL BOARD
DATE: May 8, 2023
MEMORANDUM: Re-nomination of Professionals Engaged in Teaching and Educators

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 2023-2024 school year. The School Board authorizes the Superintendent of Schools to execute these contracts.

BELLAMY ACADEMY:

BECK, BRIAN
COCO, STEVEN
EVANS, SCOTT
MAILLETTE, MIKAYLA

DOVER HIGH SCHOOL:

ARGIROPOLIS, JOHN G
BONELLO, JESSICA A
BOULANGER, SAMANTHA E
BURROWS, LISA M
BUTKA, JAMES S
CARRIER, WHITNEY LS
CARVER, JOHN P
CARVILLE, BRITTANY R
CHASE, AMY M
CHASE, ANDREW H
CHURCHILL, HEATH N
CIANCARELLI, NICOLE M
COCONUBO, CLAUDIA C
CONNELLY, JENNIFER M
COTE, KYLE V
COX, DEBORAH C
CRETEAU, JAY C
CROSTON, ELIZABETH M
DEMATTEO, STEPHANIE D
DONLON, RICHARD TYLER
DOYLE, KATELYN M
DUPRAT, SCOTT M
ELLIOTT, TIMOTHY K
ENDRIZZI, MATTHEW G
FABBRI, HEATHER L
FENNESSY, MATTHEW P
FRANK-BERCHULSKI, DONNA M
FREEAR-MOTOR, KATE
GARNHART, JOHN RD
GAUTHIER, PARKER N
GEORGE, CHRISTINA M
GOODMAN, ERIC M
GRANDE, GREGORY F
HALL, CANDACE M
HAMBROOK, COREY M
HAMILTON, JONATHAN R
HAMLIN, ANNE M
HANSON, KRYSTAL A
HIPPERN, MARY JEAN
HOCKING, LESLEY J
HOWARD, AARON R
IZARD, ALLYSON D
KELLY, KIM H
KONTOS, FRANCINE W
LAGRUA, MAUREEN E

LECLERC, KRISTINE E
LIQUE NAITOVE, PETER D
LITTLE, SALLY A
LYNCH, KATIE E
MANN, NATHAN R
MARTIN, MARGO M
MCCARRON-STEWART, SARAH E
MCKANE, CHALAGNE
MERSEREAU, MARJORIE S
MINNIS, ANDREA L
MOLL, LAUREN A
MORNEAU, BRIANNE J
NULK, DARLENE L
O'MAHONY, JOHN W
O'ROURKE, MOIRA S
PAGNOTTA, JUSTIN J
PALMEIRA, KRISTEN S
PARSONT, JENNIFER B
PETERS, ASHLIE R
PIATTI, NICHOLAS S
PIATTI, SARAH M
PIKE, SUSAN H
POIRIER, AMY B
QUINATO A CUELLAR, EDISON R
REPUCCI, BROOKE E
ROYALTY, SAMANTHA S
RUSSO, MICHAEL
SALMONSEN, ERIC P
SCHLAPAK, ERIC M
SCHULTZ, LAUREN C
SCHWARTZ, CAROLYN
SCOTT, WAYNE A
SEEKAMP, PETER J
SPENCER, KATHERINE M
ST CYR, ELIZABETH R
STANCEL, MARY-KATHLEEN R
STEGMAN, SUSAN M
STEWART, BENJAMIN D
TOBIASSEN, KRISTEN M
TOWLE, KAYLEE M
TURNER, ERIC M
VAUGHAN, NANETTE J
VEIT, KAREN J
WARD, MEGAN K
WARES, JAMES J III
WENDORF, HOLLY L
WHITWORTH, KRISTIN M
WILLIAMS, KERRIE E
WYDA, JASON C
YORK, KAITLYN M

DOVER MIDDLE SCHOOL:

ALLEN, MATTHEW J
BOYNTON, JEFFREY D
BREAULT, JOAN C
BRICKLEY, JILLIAN M
BROWN, PATRICIA A
BURNS, LISA M
BURT, ANDREA P
CALHOUN, MARY M
CIMINO, KRISTEN
CLARK, JOHN R
CONRAD, KIMBERLY A
COPLEY, DENISE K
CROSIER, KRISTEN A
DAVIS, JULIE N
DAYNARD, KELLY A
DEAN, RORY B
DIBELLO, GEOFFREY R
DILLINGHAM, LISA M
DOWNEY, MARGARET J
DUFFY, CAITLIN A
EATON-CORBIN, HOLLY M
FERNANDEZ, TINA A
FOGG, CAITLIN M
GAGNE, STACY L
GARDELLA, JO-ANN E
GORSKI, JENNIFER A
HAIGHT, EMILY J
HAUST, JOHANNA, M
HINKLEY, AMIE L
HORVATH, ANNE-MARIE P
HOULIHAN, JOHN P
JACOBS, DEBORAH A
JOHNSON, MATTHEW W
KATZ, RHONDA L
KRAUSS, AIMEE L
KUEHL, JESSI H
LAROCHE, MIHAELA N
LEBLANC, MATTHEW P
LEVIN, STEPHANIE
LEWIS, KASEY E
MANHA, SUSAN J
MARSDEN, CALLAHAN J
MATHIEU, ALISON R
MCGARTY, CHRISTINA L
MCLEAN-MILLER, STEPHANIE
MONE, JENNIFER D
MURPHY, DIANE C
NASH, LISA M
NEVINS, KELLY J
PAIGE, ASHLEY E
POWERS, SHERYL A

ROGACKI, GARISON W
 ROY, NICHOLAS J
 SALACH, JANE A
 SALZANO, PATRICIA M
 SCHULTEN, KATHERINE
 SCHWARTZ, BENJAMIN A
 SEARLES, RONDA J
 SHANNON, MARK C
 SHELBY, JOCELYN
 SIMPSON, BONNIE M
 SLAVITZ, JOANNA S
 SMITH, LAUREN A
 TAIPAN, LISA M
 THORN, SALLY J
 TROMBA, DAVID J
 WILSON, MICHELE
 WINDERS, RUTH A
 WISNIEWSKI, JASON J
 WOOD, JAMES N
 WOTTON, KATHY J
 WOTTON, MOLLY L
 YUVA, RAMONA D

CAREER TECHNICAL CENTER:

AUSTIN, KEITH F
 FAZEKAS, KUYER J
 GAMBLE, THOMAS D
 GREEN, KATHERINE S
 HOPE, MELISSA L
 HOUGH, CARRIE S
 HUNT, ROBIN L
 KALWAY, NATHAN D
 LAMBIASE, MARK
 MCKENZIE, DAVID K
 MINASSIAN, DEBORAH A
 MOTA, ASHLEY E
 MULLIGAN, JEREMIAH J
 ROY, LISA L
 SPENCE HEBERT, JESSICA
 STEWART, CHRISTINE D
 TWOMEY, KRISTIN L
 WEBSTER, KATRINA M
 WITHAM, NICOLE R

GARRISON ELEMENTARY:

BANAFATO, PATRICIA J
 BAUER, LEIGHANN BURNEY
 BOLES, JOSEPH G
 CUSHING-LONG, ALANA
 DAVIDSON, HEATHER L
 DEJESUS, LESLIE L
 DUBE, MONICA A
 DUTTA, DOLON CHAMPA
 GAGNON, ERICA A
 GLASER-TAYLOR, KIM
 GROSS, JOCELYN LISET
 HILL, RACHEL A
 HUGHES, KERRI A
 KENT, HAZEL T
 KLOTZ, MELISSA E
 KNOWLTON, JESSICA E
 LAMURAGLIA, GRACE
 LEARY, KELSEY L
 LUPI, KATHLEEN E
 MATZ, KERSTIN E

MAYHEW, MEGHAN J
 MCKENNEY, TAYLOR E
 MINEROWICZ, MARCIA P
 MOORE, EMILY C
 MURPHY, ERIN L
 NELSON, ALLISON M
 O'KEEFE, ASHLEY B
 PERKINS, NICOLE B
 PHILIPPS, BRIANNE M
 ROMPS, MICHAEL F
 SCHLAPAK, SUSAN A
 THERIAULT, ELIZABETH
 TUCCI, EMILY E
 VETTER, MEGHAN E
 WHITE, NICOLE A

FRANCES G. HOPKINS SCHOOL:

ANDOLINA, ALYCIA
 BEAUDRY, DANIELLE
 BEAUREGARD, AMY
 BEDNAREK, SOPHIE
 BREEN, BETSY
 BROWN, SHERRI
 CALABRESE, DEBORAH
 CASSIDY-KETCHEN, KAYLEIGH
 COTE, JILLIAN
 DAVIS, PAIGE
 DAY, ELIZABETH
 DELLORUSSO, MEGAN
 DINWOODIE, CHELSEY
 DUBE, KIMBERLY
 DUNHAM, KRISTEN
 DUNN, MEAGHAN
 HAYNES, KATHERINE
 HOWELL, LAUREL
 KNOX, JAALYN
 LAYTON, MEGHAN
 LEBLANC, ANNIE
 LEONE, REBECCA
 LEWIS, AUDRA
 LONG, LINDA
 MCDERMID, ALEXANDER
 MONTECALVO, ALLISON
 NARY, DEBORA
 NICOLELLA, M. TERESE
 OCONNOR, ROXANNE
 O'GARA, LILY
 PIKE, KERRI
 ROSSI, RUTH
 RUSSELL, CARRIE E
 SANBORN, ALISA
 SAWYER, VALERIE
 SESSLER, COURTNEY
 SIEBERSMA, KERRY
 SINCLAIR, ANNA
 STEWART, ALEXIS
 THEIL, SAMANTHA
 VAWTER, LEAH
 WHITE, ELIZABETH

SPECIAL EDUCATION OFFICE:

GLASER-TAYLOR, KIM
 HELM, ERICA

WOODMAN PARK SCHOOL:

BICK, JESSICA
 BRENNEMAN, DIANNA
 CLOUGH, JULIE
 COLLINS, BRIANA
 CORBIN, ALEXIS
 COTE, KELLY
 DEVINE, MARYPAT
 DUFFY, CAITLIN
 EASTMAN, APRIL
 FREDRICKSON, JILL
 GORSKI, KATIE
 HAMILTON, NICOLE E
 HANSEN, JACQUELINE
 JACKSON, CHRISTINE
 KOZLOWSKI, CHRISTINE
 LAPIERRE, SARAH
 LEBS, MICHELLE
 LOTHROP, GRETHEN
 MAHAN, AMY
 MALLET, MARA
 MARDEN, ALIAH
 MARSHALL, ERIN
 MCKENNEY, STEPHANIE
 MORRISON, JENNIFER
 NORRIS, ELIZABETH
 PACHA-SUCHARZEWSKI,
 ELIZABETH
 ROBERTO, CONLEY
 ROUX, JEREMY
 RULAND, DEANNA
 SACCOCCIA, NATALIE M
 SEARS, JILL
 SENFLEBEN, KILEY N
 SIMKO, LISA
 SMITH, AMANDA
 TARBELL, JULIANNA
 TAYLOR, MEGAN
 THERIAULT, KATHRYN
 TRYGGESTAD, BRIELLE
 VELAZQUEZ, DAVID
 WATKINS, BLAKE-MARI
 WIDERSTROM, KATIE
 ZITTA, MICHELLE

PRESCHOOL:

BOUCHER, SHARON
 CARTER, LISA
 LAROCHELLE, ALLYSON

NOTE: All nominations are pending completion of teacher license renewal. Names with an "*" indicate that the nomination is pending certification.

**DOVER SCHOOL DISTRICT
2023-2024 RE-NOMINATIONS
Non-Union Personnel**

TO: DOVER SCHOOL BOARD
DATE: May 8, 2023
MEMORANDUM: Re-nomination of Non-Union Personnel

I hereby nominate the following persons for the designated positions for the 2023-2024 school year. The School Board authorizes the Superintendent of Schools to execute these contracts.

SAU

Badger, Tammy
Dickerman, Gary
Hamel, Kimberley
Kill-Kish, Evonne
Moore, Michael
Pellicano, Steven
Rup, Kristen
Shearer, Sam
Simmons, Libby
Watts, Tyler

DOVER SCHOOL DISTRICT	KEC
DATE OF ADOPTION: SEPTEMBER 9, 2019	PAGE 1 OF 5

THIRD 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, videos, 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.**

DOVER SCHOOL DISTRICT	KEC
DATE OF ADOPTION: SEPTEMBER 9, 2019	PAGE 2 OF 5

- 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 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 public 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.
3. Other individuals or entities may be determined to have standing on a case-by-case basis.

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DATE OF ADOPTION: SEPTEMBER 9, 2019	PAGE 3 OF 5

B. Procedure for Review or Reconsideration

Any person with standing who wishes to seek review or reconsideration of any educational materials or library materials shall file with the superintendent or superintendent's designee a completed *Request Form for Review or Reconsideration of Educational Materials and Library Materials*, see KEC-R1 (Fiction and Other Literary Forms) or KEC-R2 (Nonfiction). As part of completing the appropriate form, the person seeking review or reconsideration 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 at issue. Failure of the person seeking review or reconsideration to read (or have read to them) the entire educational material or library material challenged will be grounds for summary rejection of the request for review and reconsideration.

Upon receiving a completed form KEC-R1 or KEC-R2, the superintendent or superintendent's designee will conduct a staff-level review of any request for review or reconsideration of educational materials or library materials. The superintendent or superintendent's designee may conduct one or more discussions with the person seeking review or reconsideration. The superintendent or superintendent's designee may, as found necessary and desirable within their discretion, set up one or more advisory committees to assist with the staff-level review. The advisory committee may consist of school administrators, school librarians, teachers, parents, and community members that can provide a recommendation to the superintendent and the Board.

The challenged material will not be removed from use during the review/reconsideration process until a decision is made by the superintendent or the superintendent's designee. 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.

After completing a review, the superintendent or superintendent's designee will issue a written determination to the person seeking review or reconsideration, which explains the disposition of the request and supporting reasons. The disposition will state whether the educational materials or library materials in question will: (1) remain; (2) remain but be placed in a reserve section or otherwise have access restricted; or (3) be removed from the district's collection.

If the person seeking review or reconsideration is unsatisfied with the staff-level determination, the person seeking review or reconsideration may, within 20 calendar days of the date of the written disposition by the superintendent or superintendent's designee, request further review or reconsideration by the School Board, to occur at a special meeting. At its discretion, the School Board may, in accordance with RSA chapter 91-A, elect to hold a hearing, solicit feedback from the district's professional staff, and/or engage in other fact-finding. The School Board shall reach a final decision by vote at a meeting in accordance

DOVER SCHOOL DISTRICT	KEC
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with RSA chapter 91-A. A decision of the School Board regarding the action to be taken by the district is final.

In reviewing a request for further reconsideration, the superintendent or superintendent's designee and the School Board shall be mindful 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."

A request for reconsideration may be summarily rejected at any point if the person filing such request for review has already filed two (2) preceding requests for review of other materials in the preceding twelve-month period.

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.

Requests to review materials that have previously been before the committee with less than a ten-year lapse will not be considered.

IV. 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.

V. Applicability; Transition Provision

This policy underwent substantial revisions in 2023. 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, already in the process of 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 to the superintendent or superintendent's designee for staff-level determination as stated above, and the predecessor "Book Review Committee" shall be dissolved and shall no longer exist.

VI. Appendix

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

B. [Library Bill of Rights](#)

"Access to Resources and Services in the School Library Program," and 'The Students' Right to Read statement.

DOVER SCHOOL DISTRICT	KEC
DATE OF ADOPTION: SEPTEMBER 9, 2019	PAGE 5 OF 5

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 & Burrell 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.

D. Students’ Right to Read

DOVER SCHOOL DISTRICT	KEC-R KEC-R1
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THIRD 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

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

- ~~3. What do you believe is the theme or purpose of this work?~~
- ~~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 KEG~~

DOVER SCHOOL DISTRICT	KEC-R KEC-R1
DATE OF ADOPTION: SEPTEMBER 9, 2019	PAGE 3 OF 6

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

Which 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 superintendent or superintendent's designee as outlined in Policy KEC?

___ Yes ___ No

DOVER SCHOOL DISTRICT	KEC-R KEC-R1
DATE OF ADOPTION: SEPTEMBER 9, 2019	PAGE 4 OF 6

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

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 may be grounds for summary rejection of the request for review and reconsideration.)

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:

DOVER SCHOOL DISTRICT	KEC-R KEC-R1
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: _____

See policy KEC

DOVER SCHOOL DISTRICT	KEC-R2
DATE OF ADOPTION: SEPTEMBER 9, 2019	PAGE 1 OF 3

THIRD READING – NEW POLICY

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

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

Which 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 superintendent or superintendent's designee as outlined in Policy KEC?

___ Yes ___ No

DOVER SCHOOL DISTRICT	KEC-R2
DATE OF ADOPTION: SEPTEMBER 9, 2019	PAGE 2 OF 3

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

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 may be grounds for summary rejection of the request for review and reconsideration.)

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: SEPTEMBER 9, 2019	PAGE 3 OF 3

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: _____

See policy KEC

RESOLUTION

RE: DOVER SCHOOLS LED LIGHTING UPGRADE AND AUTHORIZATION FOR BONDING

WHEREAS: The City of Dover solicited and awarded a bid to Affinity LED Lighting, a Dover based business, via City Council Resolution [R-2015.03.11-027](#), to install LED lighting on any City property; and

WHEREAS: Affinity LED Lighting submitted a proposal to the school district for LED lighting upgrades at Bellamy Academy, Dover Middle School, Woodman Park Elementary School, Garrison Elementary School and Frances G. Hopkins Elementary School at Horne Street in the amount of \$1,305,100 and which is eligible for incentive awards in the amount of \$115,099; and

WHEREAS: It is anticipated that the conversion to LED lighting will save the school district an estimated annual amount of \$150,000 in utility expense; and

NOW, THEREFORE, BE IT RESOLVED THAT HEREIN IS A FORMAL REQUEST FROM THE DOVER SCHOOL BOARD TO THE MAYOR AND DOVER CITY COUNCIL THAT:

The amount of \$1,305,100 to be appropriated for the Dover schools' LED Lighting Project and to be financed through the issuance of bonds.

SUBMITTED BY:

Carolyn Mebert, Chairperson

Jessica Rozzo, Vice Chairperson

Kathleen Morrison, Secretary

Maggie Fogarty

Robin Trefethen

Micaela Demeter

Michelle Clancy

May 8, 2023

RESOLUTION

RE: DOVER MIDDLE SCHOOL HVAC PROJECT AND AUTHORIZATION FOR BONDING

WHEREAS: On an annual basis the City Council adopts the Capital Improvements Program (CIP), which includes the Capital Reserve (Non-Debt), Grant and Debt Financing authorization for certain School funded CIP projects; and

WHEREAS: Trane U.S. Inc. submitted a proposal under Contract No. 3314 through Omnia Partners, a public sector cooperative purchasing organization, to provide HVAC upgrades at Dover Middle School and that also includes the replacement of the existing EPDM roof in the total amount of \$4,900,000; and

WHEREAS: The roof replacement in the amount of \$650,000 was previously approved in the FY2024 CIP and funded through the School Facilities Capital Reserve; and

WHEREAS: The Dover School Board has identified the need for additional funding for completing the HVAC upgrades at Dover Middle School in the amount of \$4,250,000; and

NOW, THEREFORE, BE IT RESOLVED THAT HEREIN IS A FORMAL REQUEST FROM THE DOVER SCHOOL BOARD TO THE MAYOR AND DOVER CITY COUNCIL THAT:

The amount of \$4,250,000 to be appropriated for the HVAC upgrades at Dover Middle School and to be financed through the issuance of bonds.

SUBMITTED BY:

Carolyn Mebert, Chairperson

Jessica Rozzo, Vice Chairperson

Kathleen Morrison, Secretary

Maggie Fogarty

Robin Trefethen

Micaela Demeter

Michelle Clancy

May 8, 2023

RESOLUTION

RE: FY2022-2023 BUDGET AMENDMENT REQUEST

WHEREAS: The Dover School Department requests that the City Council rescind the amounts appropriated as transfers to the General Fund Education Account from the School Capital Reserve Accounts; and

To General Fund Education Account:
1000.1.600.46900.00000.00.000.000.950 *Education*
FY2023 General Fund Education \$250,000

From School Capital Reserve Account:
1000.1.600.46900.4918.00000.00.000.000.910 *Transfer to Trust*
FY2023 Transfer to School Student Support Services Capital Reserve (\$250,000)

WHEREAS: The Dover School Department estimates having a fiscal year end unassigned fund balance greater than \$250,000; and

NOW, THEREFORE, BE IT RESOLVED THAT HEREIN IS A FORMAL REQUEST FROM THE DOVER SCHOOL BOARD TO THE MAYOR AND DOVER CITY COUNCIL THAT:

The City Council approves to rescind the transfer amount of \$250.000 to the General Fund Education Account from the School Student Support Services Capital Reserve Account with no reduction to 2022-2023 appropriation.

SUBMITTED BY:

Carolyn Mebert, Chairperson

Jessica Rozzo, Vice Chairperson

Kathleen Morrison, Secretary

Maggie Fogarty

Robin Trefethen

Micaela Demeter

Michelle Clancy

May 8, 2023



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Dover Portrait of a Learner

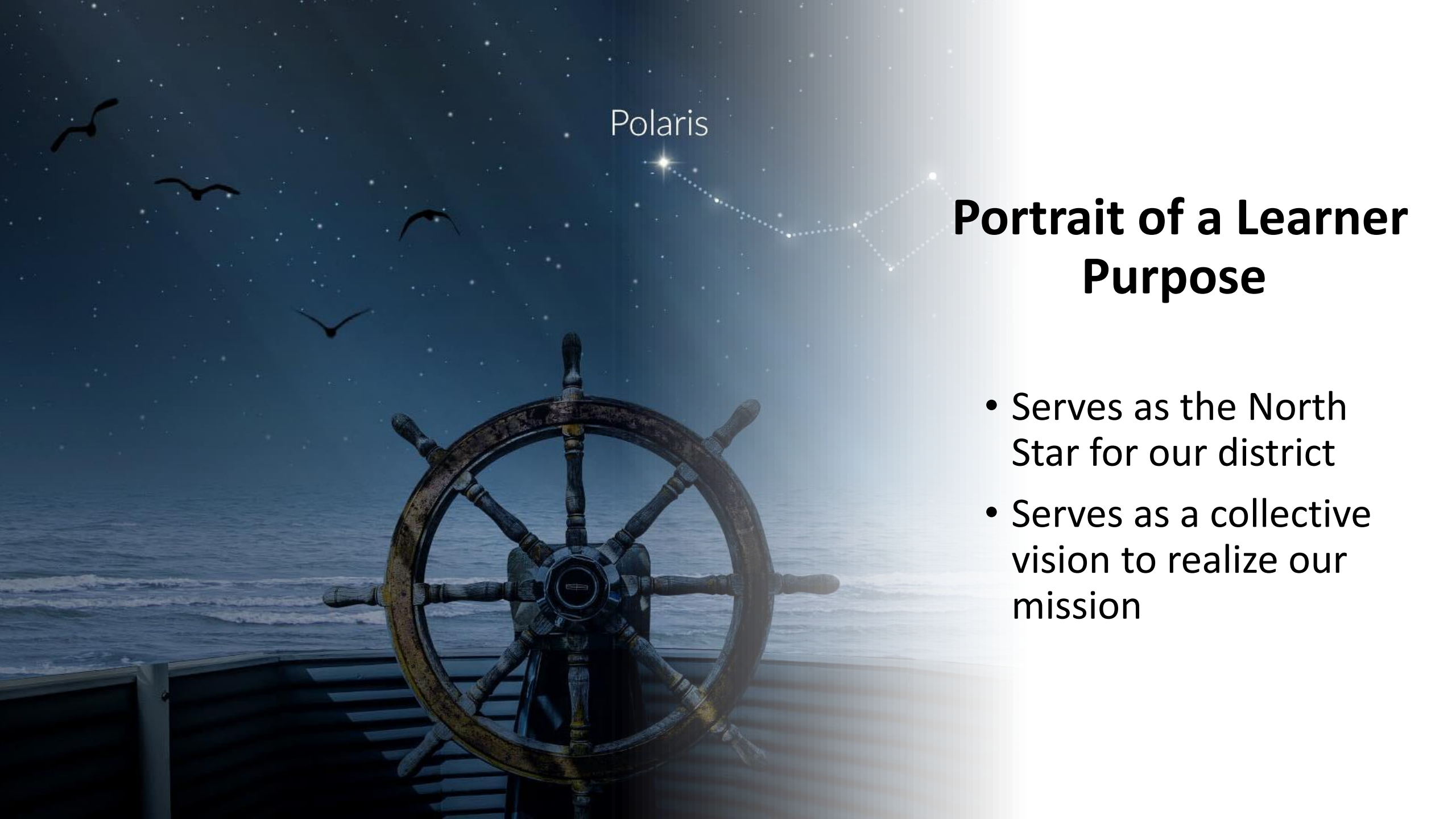
May 2023

Who we are

Mission Statement:
Working collaboratively to
empower all learns to
become dynamic global
citizens.

The Dover School District is made up of

- 3 elementary schools (k-4)
- 1 middle school (5-8)
- 1 high school and career technical center (9-12)
- Includes approximately 3,700 students and 600 employees
- Includes students from Dover, Nottingham and Barrington



Polaris

Portrait of a Learner Purpose

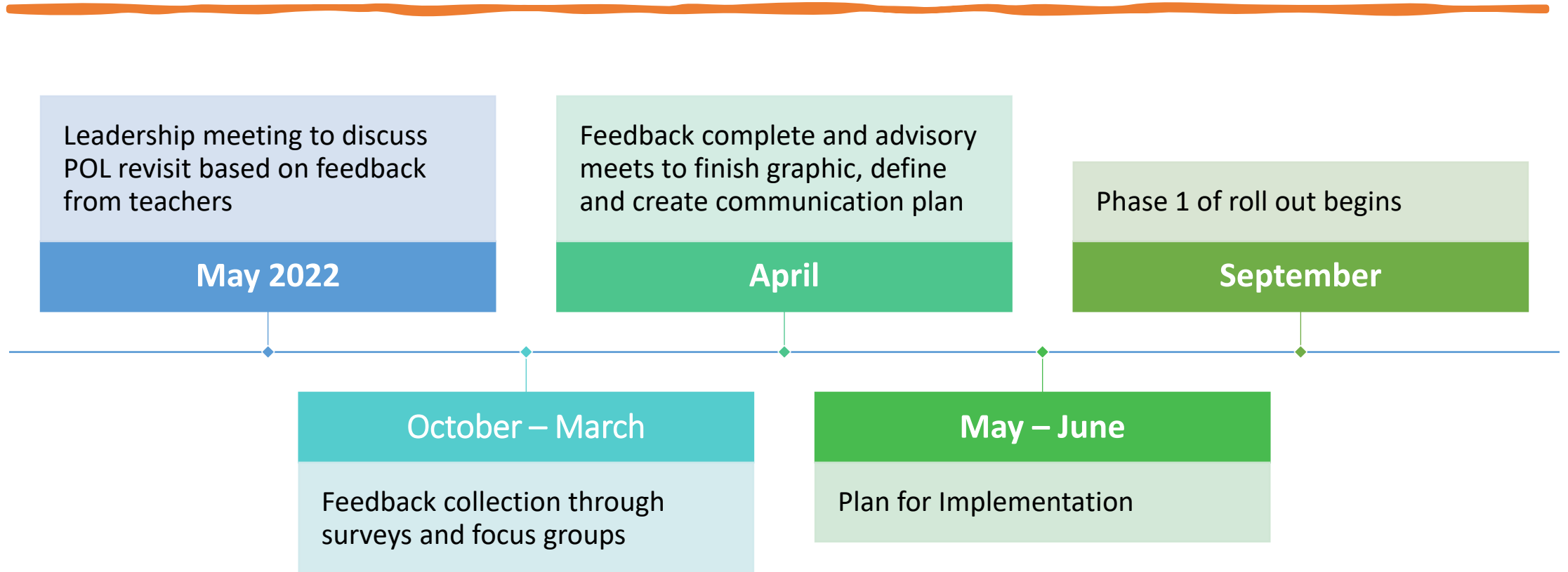
- Serves as the North Star for our district
- Serves as a collective vision to realize our mission



Inclusive Process

We continued to ask – who's missing?

Timeline



Stakeholder Feedback

Stakeholders

- Students, educators, families, community members, business owner

Collection Methods

- Surveys, focus groups, shared documents, previous Portrait of a Graduate work, whole staff professional development activities

Support

- New Hampshire Learning Initiative, Future Learning Pathways network

Feedback results



COMMUNICATION



COLLABORATION



CRITICAL THINKING



CHARACTER



LIFE SKILLS

Character

Understanding that you are unique

Being respectful to others

Knowing when to compromise

Know when not to compromise

Demonstrating perseverance

Taking care of yourself and others

Demonstrating digital citizenship

Be bold and have courage

Be trustworthy and dependable

Speaking clearly

Listening carefully

Understanding your audience

Using appropriate gestures and
facial expressions

Using technology appropriately and
safely

Choosing the correct tone for the
correct situation

Monitor for miscommunication

Use your voice-advocate

Communication

Collaboration



Being productive on a team



Valuing different perspectives



Getting to know people on your team



Understand when it is time to lead, and when it is time to be a supporter



Be open minded



Be approachable



Be humble and accept criticism



Sharing your ideas

Being able to “think outside the box” to solve problems

Using your imagination

Knowing and using different strategies appropriate to the task

Think for yourself

Consider the source of information and determine if you trust that source

Monitor for misunderstanding

Identify biases, even your own

Critical Thinking

Being able to have a plan, but be flexible with the plan as needed

Be on time

Make careful decisions

Make healthy choices

Being self-reliant

Being independent

Sticking to tasks

Making good financial decisions

Life Skills

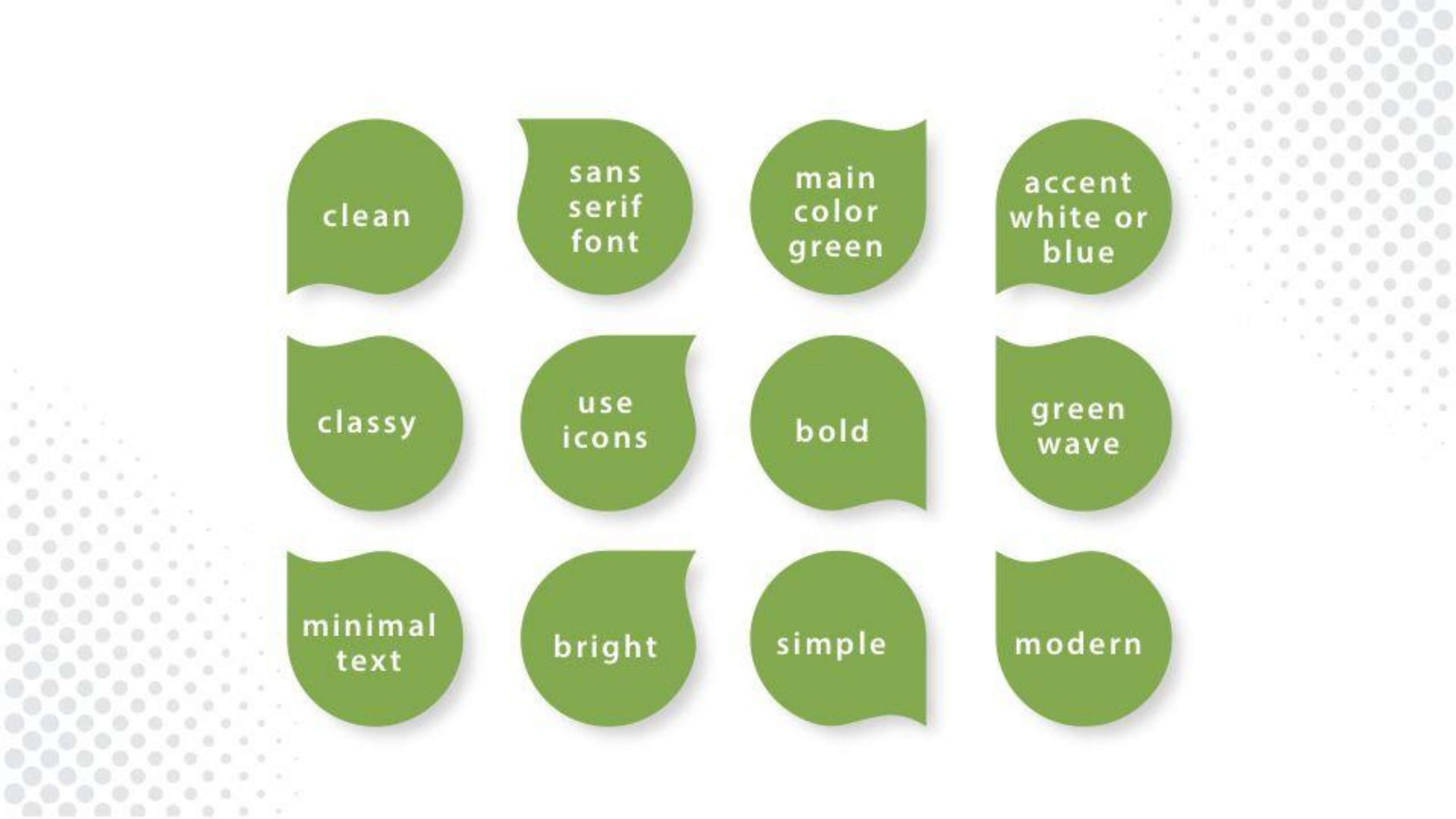
Next Steps

Create POL
advisory

Develop
communication
plan

Share POL with
the community

Determine how
to collect
evidence



clean

sans
serif
font

main
color
green

accent
white or
blue

classy

use
icons

bold

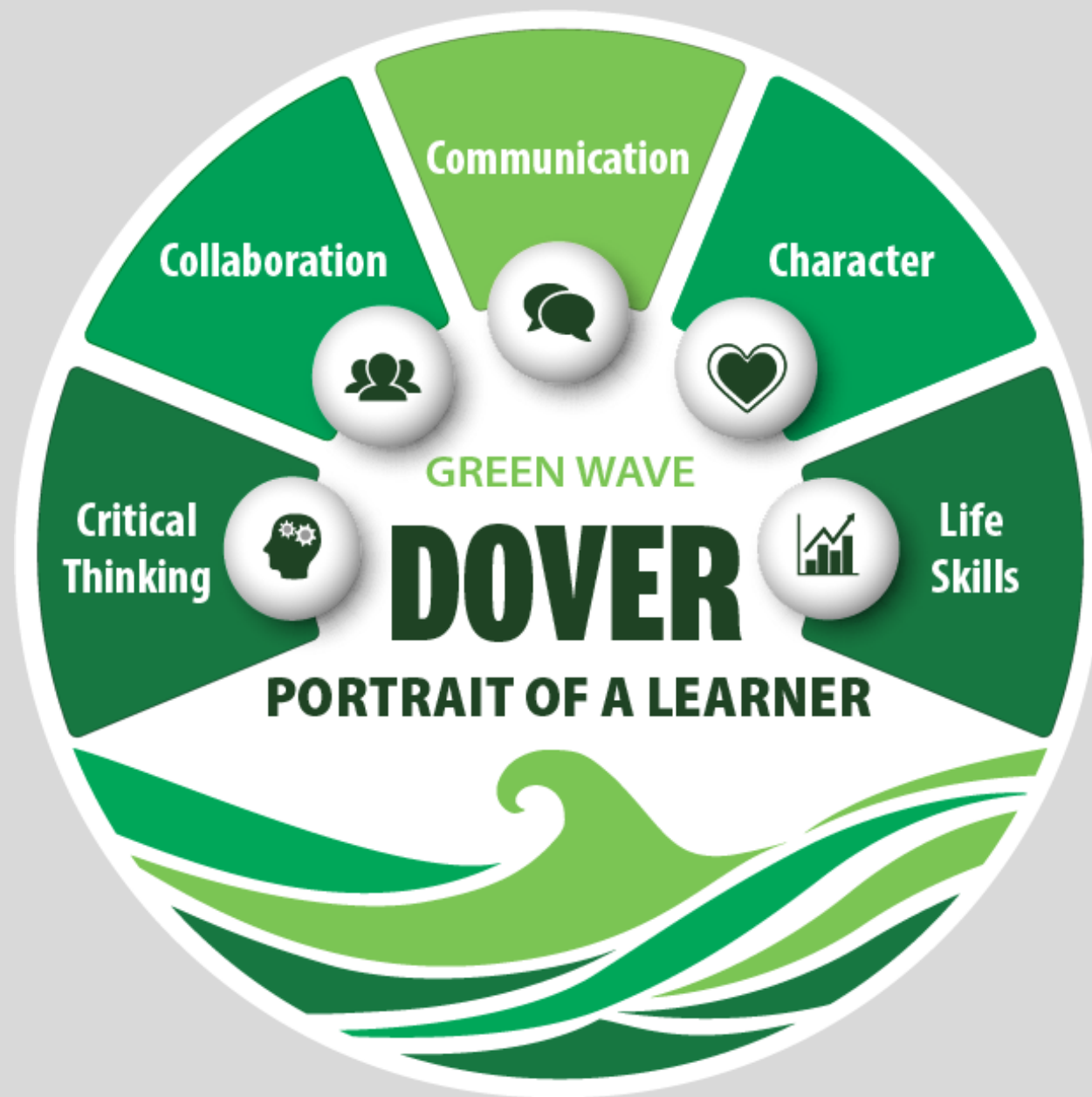
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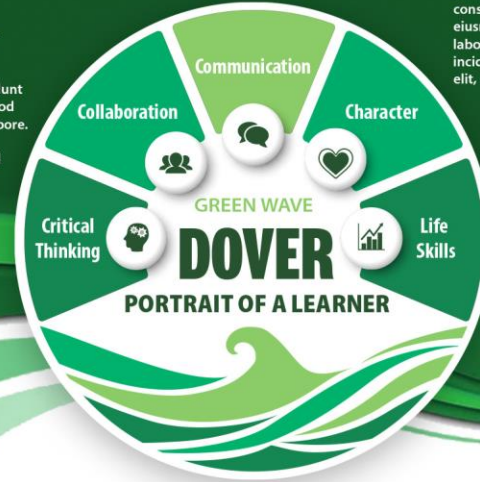


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DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Proposed Calendar Modification

April 17, 2023

Requirements by Hours

- Elementary School – 945 hours – Dover Elementary School – 1020 hours
- Middle School – 990 hours – Dover Middle School – 1080 hours
- High School – 990 hours – Dover High School – 1003

Proposed 2022-2023 Calendar Modification

- Friday, June 16 – Kindergarten – Last Day
- Monday, June 19 – Full Day of School – 2023-2024 Kindergarten Screening
- Tuesday, June 20 – ½ Day of School for Students – 2023-2024 Kindergarten Screening
- Wednesday, June 21 – Teacher Workday – School Hours
- Thursday, June 22 – Teacher Workday – School Hours

The School Board and the Dover Educational Office Personnel reached a tentative agreement on April 5, 2023. The estimated costs (including all associated benefits) to this Agreement are listed below:

FY24 Estimated cost of increase (steps/COLA): \$ 68,386

*FY24 Estimated cost of a paid holiday: \$ 6,251

Total Estimated Cost for FY24 \$ 68,386

Total Estimated Cost for FY25 \$ 68,318

Total Estimated Cost for FY26 \$ 69,621

*NOTE: The cost of a holiday is not included in the estimated costs associated with this agreement because Juneteenth is not currently recognized by the State of New Hampshire as a paid holiday, however, it is important to note that this cost will be incurred by the District if the State does recognize this day as a paid holiday.

Other Information:

- There are currently 25 DEOP members in the Dover School District; 14 are at the top step.
- Cost of Living Adjustments (COLA) for this agreement are as follows:
 - o FY24 5%
 - o FY25 5%
 - o FY26 5%
- This is a 3-year Agreement
- The Cost of this contract for FY24 exceeds the proposed budget by \$1,037. The business office recognizes this as an immaterial impact.

(Additions are generally noted by **bold and underlined typeface**.
Deletions are generally noted by ~~striking through~~.)

Proposal for Changes to the Collective Bargaining Agreement between the Dover Educational Office Personnel, NEA-NH and the Dover School District

~~July 1, 2020 – June 30, 2023~~ **July 1-2023 – June 30-2026**

ARTICLE IV: WORKING CONDITIONS

A. WORK HOURS AND DAY

1. Definition of Full-Time and School-Year Administrative assistant employees
 - b. School year employees are employed for the number of annual student days established by the School Board plus a workshop day to take place on the business day preceding the commencement of classes (the "work year"). The "work year" may also include, at the employee's discretion, ~~up to three (3)~~ additional workdays to take place on scheduled teacher

workshop days. The work year may be changed for a future school year after notification and consultation with the Association.

2. Compensation for work performed

- a. ~~It is recognized that it is the position that is classified and/or placed on a pay scale. The qualifications of the individual will determine placement in the position and performance will determine progression within the pay grade. However, the qualifications or over qualification of the individual have nothing directly to do with the classification or placement of the position. If the position utilization or requirements change (regardless of the involvement of the incumbent in this change), then the position should be reviewed by the Superintendent or the Superintendent's designee.~~ **Each bargaining unit position is listed in Appendix A. Placement of any new positions on Appendix A shall be by mutual agreement. The parties recognize that the duties and responsibilities of a position may change over time. If any employee believes that their position is no longer properly classified, the employee may request a review by the Superintendent (or designee). Within 15 school days, the Superintendent (or designee) shall provide a written response to the request for review, with an explanation of why a classification change is or is not recommended.**

2. Compensation for work performed

- d. Administrative assistants who are assigned by a building administrator to cover for members of the professional staff shall be paid an additional \$8.00 per hour when substituting. An employee shall be considered to be a substitute when they assume the duties of a professional employee for a minimum of thirty (30) consecutive minutes. An employee shall be compensated at the rate of \$4.00 extra for each thirty (30) consecutive minutes worked in this role. Payroll will inform employees prior to the first day of school as to how this time should be submitted for compensation.**

- ~~d.~~ **e.** The wage scale in Appendix A shall apply to the following Dover School District positions:

Administrative Assistant I:
Receptionist

Administrative Assistant II:
Attendance Administrative Assistant
~~Guidance Administrative Assistant~~
Nurse's Administrative Assistant
School Administrative Assistant (II)
Substitute Coordinator

Administrative Assistant III:
~~DALC Counselor~~ ~~Administrative Assistant~~
~~School Counselor~~ **Counseling Department** Administrative Assistant
Dean's Administrative Assistant
School Administrative Assistant (III)
Student Services Administrative Assistant

Administrative Assistant IV:
Student Services Administrative Assistant
Teaching & Learning Administrative Assistant
Athletic Administrative Assistant
Bellamy Academy Administrative Assistant

Career Technical Center Administrative Assistant
~~Guidance~~ **Counseling** Department Registrar
Principal's Administrative Assistant

Administrative Assistant V:
Accounts Payable Bookkeeper
~~Student Information Systems Data Coordinator~~

Administrative Assistant VI:
Dover Adult Learning Center (DALC) Office Manager
Student Information Systems Data Coordinator

ARTICLE VI: FRINGE BENEFITS

G. PROFESSIONAL DEVELOPMENT

6. The District shall train all employees in emergency management procedures and other topics relevant to work duties. **Before March 1, the District and the Association will meet to discuss professional development topics relevant to DEOP positions. Before August 1, the District will provide bargaining unit members with a list of upcoming professional development topics on each of the scheduled professional development days. The District will send the schedule to bargaining unit members home email addresses.**

ARTICLE VIII: HOLIDAYS AND VACATIONS

A. HOLIDAYS

1. Full-time administrative assistants shall observe the following holidays and such other days as may be designated from time to time:

New Year's Day
Martin Luther King, Jr., Day
Presidents' Day
First Day of April Vacation
Memorial Day
Fourth of July
Labor Day
Columbus Day (observed NEA teacher workshop day)
Veterans' Day
Day Before Thanksgiving
Thanksgiving Day
Friday following Thanksgiving
Christmas Eve (1/2 Day)
Christmas Day
The Day after Christmas (50% of staff off, with other 50% of staff to have a compensation day)
New Year's Eve (1/2 Day)

Juneteenth shall be a paid holiday if the State of New Hampshire designates the day as a paid holiday.

4. School-year administrative assistants employed six (6) or more hours per day shall observe the following eleven (11) holidays:

Labor Day
Columbus Day (observed NEA teacher workshop day)
Veterans' Day
Day Before Thanksgiving
Thanksgiving Day
Friday following Thanksgiving
Christmas
New Year's Day
Martin Luther King, Jr. Day
First Day of April Vacation
Memorial Day

Juneteenth shall be a paid holiday if the State of New Hampshire designates the day as a paid holiday.

5. School-year administrative assistants who work up to but not including thirty (30) hours per week shall receive the following paid holidays:

New Year's Day
Memorial Day
Thanksgiving Day
Friday following Thanksgiving
Christmas Day
Labor Day
Martin Luther King, Jr. Day

Juneteenth shall be a paid holiday if the State of New Hampshire designates the day as a paid holiday.

ARTICLE X: SENIORITY, LAYOFF, AND RECALL

C. ELIMINATION AND/OR REDUCTION OF DEOP POSITIONS

The District shall notify the Association of any decisions to eliminate, reduce to part time, or combine bargaining unit positions. If requested, the District will meet with the Association to discuss the impact, if any, of the changes.

Delete Appendix A-1 and replace it with

Appendix A: Wage Schedules

Dover Educational Office Personnel

2023-2024		5.00%							
		STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
CLASS 1	\$	15.79	\$ 16.28	\$ 16.78	\$ 17.28	\$ 17.78	\$ 18.32	\$ 18.88	\$ 19.46
CLASS 2	\$	17.66	\$ 18.17	\$ 18.72	\$ 19.30	\$ 19.85	\$ 20.45	\$ 21.09	\$ 21.72
CLASS 3	\$	18.61	\$ 19.13	\$ 19.73	\$ 20.31	\$ 20.93	\$ 21.56	\$ 22.20	\$ 22.86
CLASS 4	\$	19.51	\$ 20.12	\$ 20.74	\$ 21.32	\$ 21.99	\$ 22.66	\$ 23.32	\$ 24.01
CLASS 5	\$	20.98	\$ 21.63	\$ 22.26	\$ 22.93	\$ 23.65	\$ 24.34	\$ 25.10	\$ 25.83
CLASS 6	\$	23.24	\$ 23.97	\$ 24.66	\$ 25.42	\$ 26.16	\$ 26.94	\$ 27.76	\$ 28.61
2024-2025		5.00%							
		STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
CLASS 1	\$	16.58	\$ 17.09	\$ 17.62	\$ 18.15	\$ 18.67	\$ 19.24	\$ 19.82	\$ 20.43
CLASS 2	\$	18.54	\$ 19.07	\$ 19.66	\$ 20.26	\$ 20.84	\$ 21.48	\$ 22.15	\$ 22.81
CLASS 3	\$	19.54	\$ 20.09	\$ 20.72	\$ 21.32	\$ 21.97	\$ 22.63	\$ 23.31	\$ 24.00
CLASS 4	\$	20.48	\$ 21.12	\$ 21.77	\$ 22.38	\$ 23.09	\$ 23.79	\$ 24.49	\$ 25.21
CLASS 5	\$	22.03	\$ 22.71	\$ 23.37	\$ 24.08	\$ 24.83	\$ 25.56	\$ 26.35	\$ 27.12
CLASS 6	\$	24.40	\$ 25.17	\$ 25.90	\$ 26.69	\$ 27.46	\$ 28.29	\$ 29.15	\$ 30.04
2025-2026		5.00%							
		STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
CLASS 1	\$	17.41	\$ 17.94	\$ 18.50	\$ 19.05	\$ 19.60	\$ 20.20	\$ 20.81	\$ 21.45
CLASS 2	\$	19.47	\$ 20.03	\$ 20.64	\$ 21.28	\$ 21.88	\$ 22.55	\$ 23.26	\$ 23.95
CLASS 3	\$	20.51	\$ 21.09	\$ 21.75	\$ 22.39	\$ 23.07	\$ 23.77	\$ 24.47	\$ 25.20
CLASS 4	\$	21.51	\$ 22.18	\$ 22.86	\$ 23.50	\$ 24.24	\$ 24.98	\$ 25.71	\$ 26.47
CLASS 5	\$	23.13	\$ 23.85	\$ 24.54	\$ 25.28	\$ 26.07	\$ 26.83	\$ 27.67	\$ 28.48
CLASS 6	\$	25.62	\$ 26.43	\$ 27.19	\$ 28.03	\$ 28.84	\$ 29.70	\$ 30.61	\$ 31.55



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: Kiley Hemphill, Co-Director of CIA
DATE: May 8, 2023
RE: Request to Waive Bidding

Federal grant funding:

Flyleaf Decodable Books – Elementary level intervention • Materials	\$12,000.00	ESSER III
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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.

This vendor has been identified because they specialize in providing educational materials that are not only aligned with Dover's mission and values, they are currently a part of the academic programming in the schools, mainly in use for Tier 2 and Tier 3 intervention support. Expanding our purchase of Flyleaf materials will be crucial in helping us continue the implementation of this research-based programming.

Due to the specialized nature of the materials required, conducting a competitive bidding process would not be in the best interest of providing consistent academic programming for students. The selected vendor is 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 grant 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. 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



DOVER SCHOOL DISTRICT

SAU 11

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Empowering all Learners

TO: Members Dover School Board
William R. Harbron, Superintendent of Schools
Michael Limanni, Business Administrator
FROM: Libby Simmons, Operations and Accounting Manager
DATE: May 8, 2023
RE: Award of Food Service Management Company

On January 27, 2023, the District solicited a public bid seeking proposals from qualified food service management companies to enter into a contract for the operation of a food service program for the Dover Public Schools effective July 1, 2023. Six (6) vendors were present for the mandatory pre-proposal meeting held on February 9, 2023, and four (4) vendors submitted a proposal for consideration on March 20, 2023 at 2:00 PM.

A selection committee comprised of five (5) District administrators and staff thoroughly reviewed the four proposals. Per USDA guidelines, price remains the primary consideration when awarding a contract under the competitive proposal method. Based on the analysis of the proposals, the committee has made the recommendation to select Fresh Picks Café (a Café Services company) as the responsible offeror whose proposal is most advantageous to the Dover Public Schools. Fresh Picks Café offered a net guaranteed surplus of \$91,518, surpassed all other vendors for the non-cost criteria, and earned the highest score from each committee member. Fresh Picks Café has over thirty (30) years of experience, offices based in New Hampshire, a strong local network and a large presence in food service programs across New England. Fresh Picks Café is committed to providing a quality food service program for the Dover Public Schools.

The proposed meal prices are suggested to increase ten (10) cents per meal for all meal types. The increase will help offset the financial impact of higher wholesale product prices and the end of additional reimbursement provided through the Keep Kids Fed Act that will expire on June 30, 2023. Final meal prices will be brought back to the School Board for approval at the June 12, 2023 meeting.

It is the recommendation to the Dover School Board to accept the proposal from Fresh Picks Café to provide food service management services for a one-year period beginning July 1, 2023 and ending June 30, 2024 with the option for four (4) additional one-year renewals.

All bid documents are available on the District [website](#). These services will be funded through the Food Service Special Revenue Fund.



DOVER SCHOOL DISTRICT

SAU 11

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Phone: 603-516-6800 | Fax: 603-516-6809

Empowering all Learners

TO: Members Dover School Board
William R. Harbron, Superintendent of Schools
Michael Limanni, Business Administrator
FROM: Libby Simmons, Operations and Accounting Manager
DATE: May 8, 2023
RE: Award of RFP #DSD23006 Food Services Equipment

On December 22, 2022, the District was informed by the New Hampshire Education Department (NHED), Office of Nutrition Programs and Services, that the SAU exceeded its net cash resources of 3-months' average expenditures in its food service special revenue fund in FY2022 and requested a spend down plan per [7 CFR 210.14\(b\)](#). The District submitted a thoroughly reviewed plan on January 24, 2023 that included a reinvestment of the excess fund balance of \$403,000 to operational and food service program improvements at each Dover school. The NHED approved the plan on April 14, 2023.

On April 3, 2023, the District solicited a public bid seeking proposals from qualified vendors for the purchase of *Food Services Equipment* to be delivered to various Dover schools. Three (3) vendors submitted a proposal for consideration on May 1, 2023 at 2:00 PM.

It is the recommendation to the Dover School Board to accept the low bid proposals by item from Hubert Company of Harrison, OH in the amount of \$116,613.89 and from Singer Kittredge of Bow, NH in the amount of \$58,772.98.

Itemized bid recommendations are below.

Vendor	Bid Item # / Description / Bid Price / School
Hubert Company 9555 Dry Fork Road Harrison, OH 45030	Item #1 Reach-In Freezer <i>Woodman Park Elementary School</i> \$ 6,501.07
	Item #2 Hot Food Serving Counter / Table <i>Woodman Park Elementary School</i> \$ 9,015.27
	Item #3 Serving Counter, Cold Food <i>Woodman Park Elementary School</i> \$11,359.92
	Item #4 Serving Counter, Utility <i>Woodman Park Elementary School</i> \$ 4,582.27

	Item #5 Dishwasher, Conveyor Type <i>Garrison Elementary School</i>	\$39,676.84
	Item #6 Water Softener Conditioner <i>Garrison Elementary School</i>	\$ 2,565.94
	Item #7 Heated Holding Proofing Cabinet, Mobile (4) <i>Garrison Elementary School (1)</i> <i>Woodman Park Elementary School (1)</i> <i>Frances G. Hopkins Elementary School at Horne Street (1)</i> <i>Dover Middle School (1)</i>	\$17,137.40
	Item #9 4 Well Hot/Cold Convertible Serving Unit <i>Dover High School</i>	\$ 8,611.86
	Item #11 Serving Counter, Utility <i>Dover Middle School</i>	\$ 4,582.27
	Item #13 Gas Double Convection Oven <i>Frances G. Hopkins Elementary School at Horne Street</i>	\$12,581.05
	Total:	\$116,613.89
Singer Kittredge 618 Route 3A Bow, NH 03304	Item #8 Open Air Merchandiser <i>Dover High School</i>	\$10,050.49
	Item #10 3' Sandwich Slide and Spacer <i>Dover Middle School</i>	\$ 4,328.42
	Item #12 Double Combi Oven/Steamer <i>Dover Middle School</i>	\$44,394.07
	Total:	\$58,772.98

All bid documents are available on the District [website](#). All items will be funded through the Food Service Special Revenue Fund.



DOVER SCHOOL DISTRICT SAU 11

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Phone: 603-516-6800 | Fax: 603-516-6809

Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Jennifer Krans, Co-Director, CIA
DATE: May 4, 2023
RE: Award of RFP #DSD23007 Career Pathways Software Platform

Title IV-A Career Pathways Software

Xello, Inc	\$13,955
PowerSchool Group, LLC	\$27,363
MaiaLearning, Inc.	\$7,400
XAP Corporation	\$9,300
NS4ed LLC	\$10,000
SchoolLinks	\$15,000

Recommendations:

The Dover School District (DSD) would like to thank all the vendors that responded to this Request for Proposal. We appreciate the work that was done by each vendor that addressed the scope of work requested by the District, including the timeline of deliverables and a fixed pricing model for software services beginning in June 2023. A selection committee joined the CIA Director in reviewing the six proposals from the vendors listed above, which included the Co-CIA Directors, Dover High School Dean of Curriculum and Instruction, and CTC Director. Prior to providing the selection committees's final recommendation, we will provide the scope of the RFP, and what was evaluated.

It is the recommendation of the committee that the Dover School Board accept the proposal from Xello, Inc. in the amount of \$13,955, for the first year of the agreement that includes implementation costs of \$1,200, to provide career pathways software. The funding for this project is contingent on the New Hampshire Department of Education's approval to use federal grant funds through Title IV-A. The first year of the agreement will begin on or about June 1, 2023, and will renew on an annual basis contingent upon District satisfaction with the product and funding availability.

The selected vendor will be responsible for the following:

- Providing a comprehensive, cloud-based career pathway software platform that meets the needs of our district, including modules related to career exploration, personal finance, connection to Common App, and identification of pathways for college and career for grades 6-12, approximately 2,000 students.
- Providing a single sign on through Clever or Google

- Training district staff on how to use the platform effectively to support student success.
- Providing ongoing technical support and assistance to ensure the platform is functioning properly.
- Providing data tracking and reporting capabilities to monitor student progress and inform district decision-making.
- Working with district staff to customize the platform to meet the specific needs of our students and school communities.

Costs & Proposal Narrative (per scope of work above):

Each vendor was required to provide a detailed *firm fixed price* that described the costs for the services requested, and described the payment structure for the project, required deposits, progress payments, etc. that were proposed for the project work requested within the RFP.

What was evaluated, and who did the committee recommend:

The selection committee evaluated each proposer's ability to provide cloud-based software to allow for rigorous career exploration in grades 6-12, including modules for career and college exploration, goal setting, evidence collection and future planning at a level appropriate to student development. After careful consideration, it is the recommendation of the committee that Dover School District accept the proposal from Xello to provide career pathway software for students in grades 6-12.

Xello software offers data collection that provides insights into students' aspirations for college and career. It allows for a portfolio of student evidence to be collected, allowing for students and educators to reflect on goals. This can be helpful in planning opportunities for future exploration, as well as planning for future courses.

Xello provides flexible, on demand support through a dedicated success coach, who will help us through our implantation process, as well as included training at the beginning of implementation. They will provide ongoing technical support throughout the contract. The District evaluated the ability of the tool to integrate with out existing systems, including Infinite Campus, Common App and Clever, and Xello met these requirements.

2023 Unencumbered Projects - Request Funding Approval

Status	Location	Description	Dept Owner	Est. Cost
Out-to-Bid	DW	Commercial Appliances	Fac	\$ 65,000.00
Quoted	DW	Exterior Cameras, Servers, Remote Access	Fac	\$ 304,292.30
Quoted	DW	IT Infrastructure Improvements (Phases 1 & 2)	Tech	\$ 72,000.00
Estimated	DMS	DMS Student Space AV Equipment and Furniture	Tech	\$ 40,000.00
Estimated	GES	Outside Front Lighting	Fac	\$ 25,000.00
Estimated	HSS	HVAC Compressor	Fac	\$ 25,000.00
				<u>\$ 531,292.30</u>
TOTAL EOY PROJECTS FOR APPROVAL :				\$ 531,292.30
Ending GF Fund Balance				\$ 927,803.40
Unencumbered EOY Projects				\$ 531,292.30
Sub Total:				<u>\$ 396,511.10</u>
Rescind CR Transfer	Reduction of Revenue due to rescinding Student Svcs CR Transfer			\$ 250,000.00
Anticipated Costs	Substitute Pay			\$ 74,250.00
(not encumbered)	Student Debt Write-off			\$ 34,000.00
Estimated Remaining Budget Balance:				<u>\$ 38,261.10</u>

DOVER SCHOOL DISTRICT
Condition of Accounts - May 8, 2023

DISTRICT-WIDE Expenditures						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 26,112,923	\$ 17,887,368	\$ 8,225,555	\$ 7,371,655	\$ 853,900
1200	SPECIAL EDUCATION PROGRAMS	\$ 15,885,300	\$ 11,909,153	\$ 3,976,147	\$ 4,044,454	\$ (68,307)
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,426,352	\$ 1,599,889	\$ 826,463	\$ 592,663	\$ 233,799
1400	OTHER EDUCATIONAL PROGRAMS	\$ 730,524	\$ 503,836	\$ 226,689	\$ 147,514	\$ 79,174
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 238,851	\$ 206,712	\$ 32,139	\$ 41,680	\$ (9,541)
2100	SUPPORT SERVICES - Students	\$ 5,100,085	\$ 3,393,509	\$ 1,706,577	\$ 1,408,314	\$ 298,263
2200	SUPPORT SERVICES - Instructional Staff	\$ 1,371,196	\$ 843,942	\$ 527,254	\$ 303,437	\$ 223,817
2300	SUPPORT SERVICES - General Admin.	\$ 1,530,897	\$ 1,517,996	\$ 12,901	\$ 326,869	\$ (313,968)
2400	SUPPORT SERVICES - School Admin.	\$ 3,286,486	\$ 2,619,736	\$ 666,750	\$ 552,793	\$ 113,957
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 5,475,308	\$ 4,880,702	\$ 594,606	\$ 812,834	\$ (218,228)
2700	SUPPORT SERVICES - Student Transportation	\$ 3,838,209	\$ 3,137,270	\$ 700,939	\$ 1,266,872	\$ (565,933)
2800	SUPPORT SERVICES - Centralized Services	\$ 1,506,210	\$ 1,175,897	\$ 330,313	\$ 248,270	\$ 82,043
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	\$ 51,660,363	\$ 22,568,217	\$ 21,878,299	\$ 689,918
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,650,000	\$ 1,622,557	\$ 27,443	\$ 177,233	\$ (149,790)
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 17,192,700	\$ 3,912,279	\$ 13,280,421	\$ 1,319,921	\$ 11,960,500
Summarized Condition of District Expenditures:		\$ 93,071,280	\$ 57,195,200	\$ 35,876,080	\$ 23,375,452	\$ 12,500,628

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	\$ 60,863	\$ (20,446)	\$ 14,575	\$ (35,021)
01321.3390	TUITION - BARRINGTON	\$ 2,801,505	\$ 2,340,836	\$ 460,669	\$ 670,904	\$ (210,235)
01321.3390	TUITION - NOTTINGHAM	\$ 1,644,988	\$ 1,075,710	\$ 569,278	\$ 500,961	\$ 68,317
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ 8,724	\$ 1,276	\$ -	\$ 1,276
01321.3390	TUITION - BELLAMY ACADEMY	\$ 146,775	\$ 237,299	\$ (90,524)	\$ 81,473	\$ (171,997)
01322.3390	TUITION - SPED AIDES	\$ 285,000	\$ 273,991	\$ 11,009	\$ 75,283	\$ (64,274)
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 135,000	\$ 90,097	\$ 44,903	\$ 90,484	\$ (45,581)
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ 29,715	\$ 5,285	\$ 24,441	\$ (19,156)
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ 21,690	\$ 8,310	\$ -	\$ 8,310
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 81,155	\$ 22,845	\$ -	\$ 22,845
01980.3599	MISC REVENUE	\$ -	\$ 86,625	\$ (86,625)	\$ -	\$ (86,625)
01990.3599	OTHER LOCAL REVENUE DW	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ 38,000
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 12,206,933	\$ 12,174,079	\$ 32,854	\$ 32,854	\$ -
03210.3700	SCHOOL BUILDING AID	\$ 389,462	\$ 389,462	\$ (0)	\$ -	\$ (0)
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	\$ 119,911	\$ (9,911)	\$ -	\$ (9,911)
04220.3599	ABE ALLOCATION	\$ 43,000	\$ 29,302	\$ 13,698	\$ -	\$ 13,698
04580.3311	MEDICAID DISTRIBUTION	\$ 200,000	\$ 140,012	\$ 59,988	\$ -	\$ 59,988
05251.3918	FUND TRANSFERS IN	\$ 250,000	\$ -	\$ 250,000	\$ -	\$ 250,000
TOTAL GENERAL FUND REVENUE:		\$ 20,192,012	\$ 18,936,083	\$ 1,255,929	\$ 1,490,975	\$ (235,046)
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,650,000	\$ 1,347,079	\$ 302,921	\$ 177,233	\$ 125,688
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 17,156,065	\$ 3,942,733	\$ 13,213,333	\$ 1,289,467	\$ 11,923,866
Summarized Condition of District Revenue:		\$ 38,998,077	\$ 24,225,895	\$ 14,772,182	\$ 2,957,674	\$ 11,814,508

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 20,192,012	\$ 20,427,058
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	\$ 74,466,466
TOTAL GF Expenditure:	\$ (74,228,580)	\$ (73,538,662)
Ending GF Fund Balance:	\$ 2,840	\$ 927,803
TOTAL FS Revenue:	\$ 1,650,000	\$ 1,524,312
TOTAL FS Expenditures:	\$ (1,650,000)	\$ (1,799,790)
Ending FS Fund Balance:	\$ -	\$ (275,478)
TOTAL Other SR Fund Revenue:	\$ 17,156,065	\$ 5,232,199
TOTAL Other SR Fund Expenditures:	\$ (17,192,700)	\$ (5,232,200)
Ending Grant Fund Balance:	\$ (36,635)	\$ (0)



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Monday, May 8, 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** – I recommend the approval of the leave of absence presented.
4. **Job Shares** – None
5. **Nominations** – I recommend the approval of the nominations presented.
 - a. **2022-2023 DTU Nominations**
 - b. **2023-2024 DTU Nominations**
 - c. **2034-2024 DAA Nomination**
 - d. **2023-2024 Annual Administrator Re-Nominations**
 - e. **2023-2024 Annual DEOP Re-Nominations**
 - f. **2023-2024 Annual DTU Re-Nominations**
 - g. **2023-2024 Annual Non-Union Re-Nominations**
6. **Extended Trips** - None
7. **Donations** – None

H. STUDENT REPORT:

I. POLICY – CHANGES – PROPOSALS: None

J. POLICY ADOPTION:

1. **KEC – Reconsideration of Instructional Materials – Revisions, Third Reading** – Policy KEC consisted of three paragraphs that did not detail a process and/or procedure. The revisions of Policy KEC began in the Fall of 2022. The policy was developed through examination of model policies, small group work, and review by attorneys. There have been several revisions made as feedback has been provided. The district has worked closely with Josh Wyatt, Dover City Attorney on the development of the policy and revision process. The Board needs to conduct a thorough review of the policy. **Superintendent Recommendation:** I recommend the Board adopt Policy KEC after a thorough review and discussion.
2. **KEC-R – Form for Reconsideration of Instructional Materials – Revisions, Third Reading** – The revised form aligns with Policy KEC and includes a change of code name. The Board needs to determine during the third reading if any additional changes need to be made in the form. **Superintendent Recommendation:** Following the adoption of Policy KEC, I recommend acting on Policy KEC-R.
3. **KEC-R2 – Request Form for Review or Reconsideration of Educational Materials and Library Materials Form – Nonfiction – New Policy, Third Reading** - The new form aligns with Policy KEC and form KEC-R. **Superintendent Recommendation:** Following the adoption of Policy KEC, I recommend acting on Policy KEC-R2.

K. RESOLUTIONS:

- 1. Dover Schools LED Lighting Upgrade and Authorization for Bonding**
- 2. Dover Middle School HVAC Project and Authorization for Bonding**
- 3. Resolution to Rescind Capital Reserve Transfer**

Michael Limanni will discuss and review the three Resolutions being presented to the Board. **Superintendent Recommendation:** I recommend the Board take action to approve the Resolutions presented.

L. OLD BUSINESS: None

M. NEW BUSINESS:

- 1. Portrait of a Learner Presentation and Action by the Board** – The Teaching and Learning Department will present the Portrait of a Learner, a model that defines qualities students should possess. The New Hampshire Learning Initiative through Learning Pathways collaborated with the district to gather feedback from parents, community members, business leaders, educators, and students. This feedback has been crucial in finalizing the Portrait of a Learner. Students are working with the Teaching and Learning Department to help define the qualities. The traits identified are Communication, Collaboration, Critical Thinking, Character, and Life Skills. **Superintendent Recommendation:** I recommend the Board take action to adopt the Dover School District Portrait of a Learner.
- 2. Naming Request - Dover Middle School Renaissance Room** – Steffany Oliveira has requested renaming the Dover Middle School Renaissance Room. Maggie Fogarty has worked with Ms. Oliveira and will request the following from the Board based on Board Policy AEB:
 - Scheduling of Executive Session of the Board to review the nomination for the renaming.
 - Board can act on the naming proposal at the Monday, June 12th Regular Board Meeting.
 - If the Board approves the naming, the Board will need to appoint a Recognition Committee consisting of three board members to determine the type of recognition and the ceremony planned. The Recognition Committee would be activated based on the decision from the June 12th Regular Board Meeting.
 - The process outlined above is based on Board Policy AEB.
- 3. 2022-2023 Academic Calendar Year End Modification** – The number of instructional hours completed allows the district to make a modification in the 2022-2023 calendar. The following are required instructional hours:
 - Elementary School – 945 hours / Dover Elementary School – 1020 hours
 - Middle School – 990 hours / Dover Middle School – 1080 hours
 - High School – 990 hours / Dover High School – 1003

The proposed modifications are:

- Friday, June 16 – Kindergarten – Last Day
- Monday, June 19 – Full Day of School – 2023-2024 Kindergarten Screening
- Tuesday, June 20 – ½ Day of School for Students – 2023-2024 Kindergarten Screening
- Wednesday, June 21 – Teacher Workday – School Hours
- Thursday, June 22 – Teacher Workday – School Hours

With the reduction in FTEs at the elementary school and middle school levels, it will allow new teams to meet and if necessary, time to relocate teacher materials to newly assigned classrooms. For teachers leaving the district, it provides time to pack and remove materials.

The Board has also received emails from parents/guardians requesting school does not end for students until Thursday, June 22. The Board will need to consider this viewpoint before making a final decision.

The notification of the potential calendar change was communicated in the last Staff Update and Family and Community Update.

Other information for consideration:

- Professional Development will be made available for paraeducators
- Bus drivers surrender two days
- Food services surrender two days

The Board will need to weigh the advantages and disadvantages of altering the academic calendar for the 2022-2023 school year.

Superintendent Recommendation: I recommend the Board make the change in the calendar.

4. **2023-2026 Dover Educational Office Personnel (DEOP) Collective Bargaining Agreement** – The Board has reached an agreement with the Dover Educational Office Personnel (DEOP) Collective Bargaining Agreement. This is a three-year agreement that includes 2023-2024, 2024-2025, and 2025-2026. The Board packet contains a summary document outlining the changes in the DEOP Collective Bargaining Agreement. DEOP has ratified the contract. The cost of the contract is \$68,386.

*NOTE: The cost of a holiday is not included in the estimated costs associated with this agreement because Juneteenth is not currently recognized by the State of New Hampshire as a paid holiday, however, it is important to note that this cost will be incurred by the District if the State does recognize this day as a paid holiday.

Superintendent Recommendation: I recommend the Board approves the 2023-2026 DEOP Collective Bargaining Agreement. **Note:** Following approval by the Board, the Dover City Council will need to act on the Agreement.

5. **Bid Waiver Request – Elementary Intervention Materials** – The Teaching and Learning Department is requesting a Bid Waiver Request. This request 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.

This vendor has been identified because they specialize in providing educational materials that are not only aligned with Dover’s mission and values, but they are also currently a part of the academic programming in the schools, mainly in use for Tier 2 and Tier 3 intervention support. Expanding our purchase of Flyleaf materials will be crucial in helping us continue the implementation of this research-based programming.

Superintendent Recommendation: I recommend the Board approve the waiver request.

6. **Bid Awards**
 - a. **Award of Food Service Management Company (FSMC)**
 - b. **Award of RFP #DSD23006 Food Services Equipment**
 - c. **Award of RFP #DSD23007 Career Pathway Software Platform**

The RFPs were developed for the items listed above. The Board has received the recommendations and the cost of each RFP recommended for the Board’s approval. **Superintendent Recommendation:** I recommend the Board approve the RFP for Food Service Management Company, Food Service Equipment, and Career

Pathway Software Platform. The food service equipment is being funded by the Food Service Special Revenue Fund and the Career Pathway Software Platform is being funded through Title IV.

7. **Project Acceptance Requests for Funding from the Existing General Fund Appropriation** – Michael Limanni will review this with the Board.
8. **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 APRIL 2023 WEEKLY REPORTS

Weekly Review for Monday, April 3 through Friday, April 7:

As of April 7, students have completed 130 instructional days.

The FY24 City Budget, which included the Dover School District SAU 11 budget, was approved. Despite the Board's request for an override, the budget was reduced by \$390,000. As a result, we need to eliminate approximately four positions from the new position list. We are exploring other areas that can be adjusted to mitigate the impact on our staff and students.

The Board's DEOP Negotiations Team reached a tentative agreement which will be presented to the Board at the Board Meeting on May 8. However, negotiations for the DTU and DPA contracts are still ongoing. Attorney Mark Broth has been working with the Board's Negotiation Teams to plan for future sessions.

The development of Policy KEC continues, we are working with the Board and Attorney Josh Wyatt. A revised draft of Policy KEC will be presented to the Board at the April 10 Board Meeting for further discussion.

As the Chair of the Strafford Learning Center Board, I met with Helen Rist, Executive Director, to plan for her annual evaluation. This is an important process that helps us ensure that the Center is providing high-quality services to our students.

Christine Boston and I met with the Teaching and Learning Department to discuss K-8 Literacy. The conversation aimed to provide further clarity on the potential direction of literacy for grades K-8. It was emphasized that literacy should continue to be a district priority, with a stronger emphasis on grades 5-8.

Other meetings attended this week included:

- ✓ Weekly SAU Directors Meeting
- ✓ Weekly SAU Cabinet Meeting
- ✓ Weekly Update Meetings with Michael Limanni and Christine Boston
- ✓ Monthly Conferences with Kori Kennedy, Beth Dunton, Kim Lyndes, and Patty Driscoll
- ✓ NHED Updates with Education Leaders
- ✓ Executive Session with Book Review Committee and Attorney Josh Wyatt
- ✓ School Board Executive Session with Attorney Josh Wyatt
- ✓ DPA Negotiations Discussions with Board DPA Negotiation Team and Attorney Mark Broth
- ✓ Meeting with Mark Broth and Michael Joyal pertaining to Board Negotiations with the DTU
- ✓ Two meetings of the DTU Negotiations Meeting with Board DTU Team and Attorney Mark Broth
- ✓ K-8 Literacy Discussion

Weekly Review for Monday, April 10 through Friday, April 14:

Students have completed 135 instructional days.

Josh Wyatt, City Attorney, will revise Policy KEC based on ideas generated at the April 10 meeting.

The SAU is planning a three-day summer retreat for the Leadership Team from 9 a.m. to 3 p.m. We are hoping to hold the retreat at the UNH Brown Center. The Team is being surveyed for topics and activities to be included.

The Equity Vision Keepers will meet on April 20 at 6 p.m. Further work will be done by the different groups. Their concepts will be incorporated into the District's Equity Plan.

Student focus groups were held at the Dover Middle School and Frances G. Hopkins School. Students provided insights about their schools. Most of the observations were positive, but there was also beneficial feedback to continue to improve schools. The information was shared with the principals.

The Strategic Plan Survey has been completed and analyzed by Hanover Research except for the community portion which is still being analyzed. I met with Hanover representatives for a preliminary review of the results. A board workshop will be scheduled in May for Hanover to provide their overview.

RIF, non-renewal, and one year only notices were prepared and delivered by the principals to the teachers affected. The numbers per school are as follows:

- DHS: (2) one-year-only
- DMS: (2) non-renewals and (4) RIFs
- Garrison School: (1) RIF and (1) one-year-only
- Frances G. Hopkins School: (3) one-year-only
- Woodman Park School: (1) non-renewal and (2) RIFs

With the reduction of FTEs at DMS, there will be restructuring of the teams and development of a new schedule to accommodate the team structure. Elementary schools will also adjust grade level teams.

Meetings attended this week included:

- ✓ Dover Chamber of Commerce Government Affairs Committee
- ✓ Weekly SAU Directors Meeting
- ✓ Browne Center Meeting
- ✓ Weekly updates with Michael Limanni and Christine Boston
- ✓ Monthly Conferences – Peter Driscoll
- ✓ DPA Negotiations
- ✓ Regular School Board Meeting
- ✓ Monthly Leadership Team Meeting
- ✓ Equity Vision Keepers Preparation Meeting
- ✓ Board Chair and Vice Chair Meeting
- ✓ Student Focus Groups – Dover Middle School and Frances G. Hopkins School
- ✓ Hanover Research Debrief on Strategic Plan Survey
- ✓ DHS Learning Leaders Chat
- ✓ DTU Negotiations
- ✓ Meeting with Elementary Principals on transfer process

Weekly Review for Monday, April 17 through Friday, April 21:

As of April 21, students have completed 140 instructional days.

The interview season for the 2023-2024 school year has begun. The early start for interviews is thanks to the earlier budget adoption, which has helped move this forward.

The Teaching and Learning Department meets monthly with the Secondary and Elementary Principal Learning Guidance Teams. This helps improve communication and coordination between schools and the Department.

The Leadership Team reviewed the 2022-2023 end of year calendar. Below are the proposed adjustments:

- Friday, June 16 – Kindergarten – Last Day
- Monday, June 19 – Full Day of School – 2023-2024 Kindergarten Screening
- Tuesday, June 20 – ½ Day of School for Students – 2023-2024 Kindergarten Screening
- Wednesday, June 21 – Teacher Workday – School Hours
- Thursday, June 22 – Teacher Workday – School Hours

A professional development program is being developed for paraeducators for June 21-22. The half-day on June 20 can be used for records. We will discuss the effect on contracted services, such as transportation and food services, with Michael Limanni.

Development of the Portrait of a Learner (POL) continues. Kori Kennedy has worked with marketing students to develop infographics. Traits identified for the POL include Communication, Collaboration, Critical Thinking, Character, and Essential Life Skills. The Teaching and Learning Department is working with students to define these traits. The POL will be presented to the Board at the May 8th Regular Board Meeting.

The Art Department held its annual Empty Bowl's Fundraiser. Ceramic bowls made by students could be purchased, and guests could enjoy a bowl of soup. Funds raised goes to the food pantry.

The Equity Vision Keepers Committee met with fourteen attending. Small work groups continue. The remaining meetings will incorporate the groups' findings and ideas into the equity plan. The policy group is developing an equity policy to guide future work to be presented to the Board in June or July.

Oyster River School District and Dover School District are hosting a community listening session pertaining to the 306s on Tuesday, May 9, at 6:30 p.m. in the Oyster River Middle School Concert Hall. This is a wonderful opportunity for board members, community members, and educators to provide feedback. I encourage you to invite others to attend this important meeting.

The opening of the Solar System Trail will occur on Tuesday May 2nd at 6 p.m. with a Ribbon Cutting Ceremony. This is an excellent learning opportunity for the greater Dover Community. The trail features a scale model of the solar system with information stations for each planet. The planet stations are distanced to replicate (scale) the distance of the planets.

Meetings attended this week included:

- ✓ Calendar Adjustment Meeting with Leadership Team
- ✓ Weekly SAU Directors Meeting
- ✓ School Board Special Session
- ✓ Executive Coaching Session
- ✓ First Time Applicant Criminal History Records Check Training
- ✓ Weekly Updates: Michael Limanni, Christine Boston
- ✓ Weekly SAU Cabinet Meeting
- ✓ Draft Community Vision – City of Dover
- ✓ Monthly Conferences: Peter Wotton, Robin Lyndes, and Patrick Boodey
- ✓ Three Teacher Candidate Interviews
- ✓ Monthly Strafford Learning Center Board Meeting

- ✓ Strafford County YMCA Advisory Board Meeting
- ✓ Hanover Research Meeting with Teaching and Learning Department

PRINCIPAL REPORTS: See attachments below for the 2022-2023 Strategic Plan Goals.

- Dover High School
- Dover Middle School - *Not included*
- Garrison Elementary School
- Frances G. Hopkins School at Horne Street
- Woodman Park School



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.

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

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

ACTION TARGETS (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	1. Students perform better on summative assessments. 2. 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 days will differentiate with activities ranging from learning criteria to using discussion as a tool for formative assessment	- Professional Development- September 14- different sessions to share formative assessment practices - Department reassessment policies developed- note for next year- one policy
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 ▪ Collect information on reassessment frequency
January/February Summary	Identify what was learned in January/February. • Need for a summative assessment schedule that balances the needs of students and teachers	
MARCH 2023 23 Workdays		▪ Classroom observations ▪ Summative assessment schedule for seniors and underclassmen for June ▪ Work on UBDs on professional development days and in PLCs
APRIL 2023 15 Workdays	▪	▪ Faculty Meeting- Quarter Two Grades- effectiveness of flex and reassessment, Tier 1 discussion, grading split of 80%/20% ▪ Classroom observations
March/April Summary	Identify what was learned in March/April. • Need for Tier 1 fidelity	Identify the adjustments that will need to be made for May/June. • Formative assessment as a component of all end of the year meetings
MAY 2023 22 Workdays	▪ Insert	▪ Faculty meeting discussion on study hall effectiveness, executive functioning, and study skills
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

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

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

STRATEGIC GOAL: 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.	1. Continue with SOS, First Aid, and Connect programs as well as professional development for teachers on mental health. 2. Grades and referrals will be systemically mined to identify high needs students. 3. 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. 4. Focus on a PBIS Tier 1 approach around respect + responsibility = success at Dover High School.	1. Update task force membership both amongst students and community members. 2. Timely reports will be provided to MTSS stakeholders and support personnel. 3. Students will receive the academic and social-emotional supports that can best contribute to their success.	1. Students feel they have a voice in providing supports to fellow students who are struggling. 2. Students in need of assistance are recognized in a timely fashion. 3. 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 - 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	- 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
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.	Identify the adjustments that will need to be made for January/February. Need to continually remind faculty/students of the purpose of Flex

	Students, both individually and for friends, are reaching out for support.	• 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 Summary	Identify what was learned in January/February. 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 March/April. Suicide ideation continues, how do we get students and families to seek support when they do not want to go to the emergency room because of a lack of mental health resources. They are afraid of being placed in a holding ward.
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.	▪ Weekly sharing of YRBS data with reflection questions ▪ Professional development day discussion on how to support freshmen
APRIL 2023 15 Workdays	▪ Dover Coalition for Mental Health Meeting ▪ Vape and alcohol use correlation- signs posting in school ▪ YRBS initiative continues ▪ Sullivan presentation to juniors and seniors	▪ Health classes did impaired driving simulations. ▪ Weekly sharing of YRBS data with reflection questions ▪ Teen Mental Health First Aid taught in Health classes
March/April Summary	Identify what was learned in March/April. Teacher and student mental health is negatively impacted by concern over school shootings.	Identify the adjustments that will need to be made for May/June. Recognizing those who are struggling with this issue and provide with individual or small group support that focuses on mental health.
MAY 2023 22 Workdays	▪ Professional development day will include small group support. ▪ 19 Day Challenge to build collaborative teams beyond departments.	
JUNE 2023 11 Workdays	▪ Provide information on community resources as school breaks for the summer.	
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: 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.

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

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

ACTION TARGETS (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 • comprehension • fluency • vocabulary development	Read: <u><i>Shifting The Balance</i></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 • 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 clarity Increased teacher feedback Increased teacher belief in high student achievement 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
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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	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.

	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	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	To continue to develop the MTSS structure at FGH Horne Street to support all learners K-4, by systematizing intervention process and decision-making protocols regarding student data	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 K-4 Grade two administered ORF for all students. Results showed need to improve oral reading fluency for students across grade levels.

April 2023	Grade one continuation of targeted (push in) intervention model, in which high risk students received highest level of teacher direct instruction each day. Grade two Identification of partner reading protocol to support oral reading fluency for all students. Taught students protocol and implemented during month of April	Grade one administered ORF for all students. Results showed an increase in oral reading fluency for majority of first graders. For those with no change or a decrease in score, intervention groups were changed and shifted to better meet student needs.
March/April 2023 Summary	Identify what was learned in March/April. Assessment data analyzed in kindergarten PLC to identify new intervention groups, with areas of specific learning targeted. Assessment data analyzed in grade one PLC to identify new intervention groups, with areas of specific learning targeted. Grade 2 used “partner reading” protocol within each class to focus on improving reading fluency skills for all students. Continued ORF training for grade 3 and 4 teachers	Identify the adjustments that will need to be made for May/June. New student groupings for intervention based on most recent data. Literacy intervention block continues to be school-wide priority. Implementation of SAS Testing for students in grades 3 and 4
May 2023		

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.

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

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

ACTION TARGETS (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.)
4 th 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.	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

Staff meetings will focus on strong instructional practices to support learners.			
FUNdations unit assessments added to the district assessment calendar.			

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 ▪ 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.	▪ 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.
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.	Continuation of PLCs, check in with school goals.
APRIL 2023 15 Workdays	PLCs continue to meet, teachers begin to review data for the year.	- Beth and Aaron start LETRS admin training. - review schedule pros and cons for WIN - model different ideas for next year.
March/April Summary	Identify what was learned in March/April. Some changes are needed for next year's schedule. Need to get input from all staff about potential tweaks	Identify the adjustments that will need to be made for May/June. Finalize schedule for 23-24 Share/look at school data - AIMSweb, STAR, and NHSAS
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: 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 <u>Staff Meeting: Instructional Practices, Impacts on Student Learning: Hatte Effect Size ~1.09: Defining Teacher Credibility: Trust, Competence, Dynamism and Immediacy</u> - 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:

	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	- Elementary literacy vision discussion: https://docs.google.com/presentation/d/163FHfOYcRWoaUwftFlf13hfcsvbvgGovtPaYD6siJax0/edit#slide=id.g16f6ce2e4b6_1_11 - Literacy application work - 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. - Foundations 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. Staff Meeting: Chapter 2 of Best Practices at Tier I Elementary by Gregory, Kaufeldt, and Mattos on Creating Brain Friendly Learning Environments.	- 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.

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 Best Practices at Tier I Elementary 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. Teacher Clarity slides will have to wait.
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 ▪ Bridges in Mathematics workshop - Unpacking Learning Progressions: Focus on Fluency Across Grade Levels ▪ Surveys: school climate & technology & workplace fulfillment ▪ Suicide Prevention training ▪ Aimsweb training - Data Utilization for Special Education and other Interventionist. ▪ Review trimester breakdowns with team and/or curriculum companions (report card HUB), prepare for report cards.

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. Staff Meeting: Instructional Practices, Impacts on Student Learning: Teacher Clarity, Hattie Effect Size ~.75	- The contents of the column to the left were accomplished. - State Testing Training and Paperwork: NHSAS Slides - Decodables and new purchases: Teaching Structured Literacy with Decodable Text: Decodable Books
March/April Summary	Identify what was learned in March/April. - Common Formative Assessments (CFAs) will be expanded in time at each grade level. - Bridges numeracy professional development was well timed based on implementation roll out. - Tier I instruction can be supported with technology with an increase in student engagement.	Identify the adjustments that will need to be made for May/June. - K needs to have a different training for AimsWeb Early Literacy than grades 1-4. - Staff needs more time for Inquiry work for PD and recertification. - Staff Meeting in May will need to be pushed off until June due to time constraints and the fact that more data will be available.
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.	- The contents of the column to the left were accomplished. - AimsWeb Early Literacy and Reading screening training grades K-4 - Inquiry Question time for professional development and recertification. - Calibrate Trimester #3 expectations and assessments - focus on developing understanding of competencies and what to assess on the report cards - Teachers Inquiry Report Out: Faculty met in small groups to share.
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	Identify what was learned in May/June.	Identify the adjustments that will need to be made for May/June.

Summary		
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End of Year Reflection

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