



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Special Session
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, April 15, 2024
Meeting Time:	6:00 p.m.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. CITIZENS' FORUM** *(Limited to Agenda Items Only)*
- E. SUPERINTENDENT'S REPORT**
- F. BUSINESS**
 - 1. MTSS Building Coordinator Job Description
 - 2. Grades K-4 English Language Arts (ELA) Curriculum Bid Waiver Request and Adoption
 - 3. Grades 5-8 English Language Arts (ELA) Curriculum Bid Waiver Request and Adoption
 - 4. Grades 5-8 Social Studies Curriculum Adoption
- G. RESIGNATIONS**
 - 1. Jane Duarte – Speech Language Assistant – Dover Middle School – Resignation
- H. NOMINATIONS**
 - 1. DTU (FY25)
- I. ADJOURNMENT**

All meetings conducted by the School Board are open to the public except for times when the School Board enters non-public session.

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

Citizens shall identify themselves by name and address for the record, address comments to the presiding officer and the Board as a body and not individual members.

Citizen's Forum will ensure citizens have the opportunity to speak to all other items on a meeting agenda and/or matters pertaining to the business of the School Board. At workshop meetings and special sessions, Citizens' Forum will be restricted to items on the meeting agenda. Statements shall be limited to five (5) minutes unless otherwise extended by the chairperson, with the approval of the School Board.

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



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Monday, April 15, 2024
Special Session

SUPERINTENDENT REPORT: The purposes of the April 15th Special Meeting is for the Board to review and act on the Teaching and Learning Department's recommendations for the Grades K-8 English Language Arts adoption and Grade 5-8 social studies curriculum adoption.

BOARD AGENDA ITEMS:

- **MTSS Building Coordinator Job Description:** The SAU 11 Teaching and Learning Department prepares for the upcoming ELA program adoption, the department anticipates a shift in how the district delivers literacy instruction, particularly aligning it with the Multi-Tiered System of Supports (MTSS) framework. One significant change is, except for Title I, shifting reading interventionists to MTSS Building Coordinators (MBC). This shift will be done in phases. These roles will be filled by NHED credentialed individuals who will work closely with teacher and school-based teams, as well as with the MTSS Director, to collect, interpret, and use assessment data to make recommendations and intervention decisions.

As indicated, this new structure will be phased in. Frances G. Hopkins Elementary School will implement the new model in 2024-2025 and Garrison Elementary School will implement the program in the 2025-2026 school year. In 2025-2026, Woodman Park School will be dependent upon Title I allocation; Title I Interventionists continue; MTSS Building Coordinator fully onboard.

Superintendent Recommendation: I recommend the Board approve the job description.

- **English Language Arts Adoptions:** The Teaching and Learning Department has worked with a K-8 Literacy Committee. The Board has been briefed on the process and the final selection of providers. The initial purchase of the proposed programs will be funded by ESSER III. In following years, the curriculum materials will be funded from the general budget. The ELA materials being recommended for adoption include:

- Grades K-4: Amplify CKLA
- Grades 5-8: HMH Into Reading

The Curriculum Advisory Council has reviewed and approved the programs listed above.

Superintendent Recommendation: I recommend the Board approve the proposed English Language Arts Curriculum programs and materials. I recommend the Board act on each recommended adoption separately. They will require a roll call vote.

- **Social Studies Adoption:** The Teaching and Learning Department has worked with a K-8 Social Studies Adoption committee. The Board will receive an overview of the process and the final recommendation for adoption. The initial purchase of the proposed programs will be funded by ESSER III. Following years, the curriculum materials will be funded from the general budget.

The Curriculum Advisory Council has reviewed and approved the following social studies adoption:

- Grades 5-8: TCI (Teachers Curriculum Institute)

Superintendent Recommendation: I recommend the Board approve the proposed Social Studies Curriculum programs and materials. It will require a roll call vote.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	PAGE 1 OF 3

Job Title: MTSS Building Coordinator
 Department: Dover School District, SAU #11
 Reports To: MTSS Director, Building Principal, or their Designee
 Prepared Date: April 5, 2024

Summary:

The MTSS Building Coordinator will play a crucial role in supporting our students' development through a variety of interventions and strategies in a Multi-Tiered System of Support (MTSS). The MTSS Director will determine area/s of priority for the MTSS Building Coordinator, based on student data which may include literacy, mathematics, and/or social-behavioral needs. This individual will work closely with general education teachers, ESOL staff, PLC teams, special educators, reading specialists, and other stakeholders to ensure that all students receive the support they need. The ideal candidate will have a strong background in Tier 1 instructional practices, small group instruction, and individualized interventions.

Essential Duties and Responsibilities:

Essential duties and responsibilities include the following. Other duties may be assigned.

Tier 1 -

- Consult with general education teachers on the use of evidence-based instructional practices.
- Co-teach with general education teachers - identify, plan, and co-deliver class wide interventions based on screening and summative assessments.
- Collaborate with English for Speakers of Other Languages (ESOL) staff regarding best practices for developing early literacy skills and vocabulary knowledge for Multilingual (ML) students.

Tier 2 -

- Provide consultation to grade level Professional Learning Community (PLC) teams for developing Tier 2 interventions that are aligned to the Essential Standards and delivered within the classroom.
- Assist with developing flexible student groupings, based on diagnostic assessment of skills.
- Model evidence-based intervention strategies within the classroom.

Tier 3 -

- Participate on the Site Intervention Team to problem solve how best to address students' needs.
- Identify, plan, and deliver small group or individual interventions based on diagnostic assessments for students in need of foundational skills.
- Collaborate and co-teach with special educators to meet the needs of students with goals in their Individual Education Program (IEP).

Data-Informed Decision Making -

- Assist grade level PLC teams with interpreting screening and classroom-based assessment data and provide consultation regarding next instructional steps.
- Follow established entrance and exit criteria for Tier 3 intervention programming.
- Support buildings in adhering to RSA 200:59 - "Screening and Intervention for Dyslexia and Related Disorders" compliance, as well as any other

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	PAGE 2 OF 3

literacy-related legislation and New Hampshire Education Department (NHED) requirements.

Training and Coaching -

- Collaboratively design and deliver professional development sessions for staff, which may include partnering with other MTSS building coordinators, instructional coaches, or school psychologists.
- Provide on-going training and coaching related to the district's screening, progress monitoring, and common assessment practices.
- Other duties as assigned by the MTSS Director, building principal, or designee, in accordance with the DTU contract.

Supervisory Responsibilities: None.

Competencies:

- Comprehensive knowledge of effective instructional strategies and evidence-based interventions for supporting students.
- Experience providing intervention services.
- Expertise in analyzing and using student data to inform decision-making and identifying areas for improvement.
- Demonstrated ability to provide direction, feedback, and support to achieve common goals for student outcomes.
- Excellent communication and interpersonal skills to work effectively with a wide range of stakeholders, including students, families, teachers, administrators, and district leaders.
- Strong organizational and project management skills to manage multiple priorities and meet deadlines.
- Proficient in the use of technology to support program implementation and communication with stakeholders, including preferable experience with curriculum-based measurement platforms such as: STAR, aimswebPlus, DIBELS, etc.

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The School Board reserves the right to select personnel found to be qualified in their judgment but not meeting all criteria listed.

Education and/or Experience:

Qualified applicants will have completed an accredited graduate degree program at the Master's degree level (MEd, MA, MS) or higher. Preferable candidates will also have advanced training which may include: Orton-Gillingham certification, LETRS participation, OGAP, or equivalent.

Certificates, Licenses, Registrations:

Preferable candidates will have completed the New Hampshire licensure standards and requirements in one or more of the following: Reading and Writing Specialist (508.09); Special Education Teacher (507.40); Elementary Education Teacher (507.11); or Elementary Mathematics Specialist (K-6) - (508.10).

Working Conditions, Environment, and Physical Requirements:

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	PAGE 3 OF 3

Qualified applicants will possess good oral and written communication skills, organizational skills, problem solving, and consultation and collaboration skills. Oral and written communication is required for sharing information with staff and parents. Computer processing and data entry are required for this position. Visual acuity and hearing are required for the delivery of assessment, intervention, and consultation services. Occasional lifting of materials and equipment of less than 25 pounds and assisting with students may be required. The ability to maintain emotional control under stress and work with multiple deadlines, a variety of people and personnel, and frequent interruptions is required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential tasks.

Other Opportunities:

MTSS Building Coordinators will have the opportunity to participate in various departmental and district-wide initiatives, including but not limited to serving on advisory groups or steering committees, and providing professional development, and mentorship (depending on experience).



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-CIA Director & Travis Bickford, MTSS Director
DATE: April 15, 2024
RE: Request to Waive Bidding and Request to Approve Program

Amplify CKLA, K-4 Literacy Program

Amplify CKLA curriculum print and digital material bundles, professional development, and shipping for grades kindergarten – grade 4.	ESSER III: Not to exceed \$270,000	Reallocating local budget: Not to exceed \$70,000	Total: Not to exceed \$340,000
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Request to Waive Bidding

On April 9th, 2024, the Curriculum Advisory Council reached a consensus recommendation: adopting Amplify CKLA for kindergarten – 4th grade literacy instruction. This request seeks to waive the bidding requirement for the purchase of ELA curriculum materials for grades kindergarten – 4th grade from Amplify for their literacy program, CKLA. This purchase includes all screening and intervention materials as well as aligned, supplemental resources.

The Dover School District is dedicated to providing comprehensive literacy resources that align with the most current science of reading and our own district's goals. After an extensive curriculum search by a diverse committee of stakeholders, we are recommending the adoption of Amplify CKLA for kindergarten – 4th grade for literacy instruction. Amplify has a proven track record of delivering high-quality, research-based materials that support literacy development and core knowledge for all students. Amplify is the sole vendor that sells this specific program along with the aligned supplemental tools such as Boost and mCLASS DIBELS, as well as the professional development necessary to effectively instruct with these materials. We are confident that Amplify's resources will enable our educators to effectively address the diverse literacy needs of students in grades kindergarten – grade 4.

Recommendation to the School Board:

Vote to waive bidding and approve the adoption of Amplify CKLA for kindergarten – grade 4.



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Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Siobhan Mehalek, Co-CIA Director & Travis Bickford, MTSS Director
DATE: April 15, 2024
RE: Request to Waive Bidding and approve

ESSER-III Grant: HMH, 5-8 Literacy Program

HMH Into Reading and Into Literature curriculum print and digital material bundles, professional development, and shipping for grades 5-8.	\$185,855.51
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Request to Waive Bidding and approve

On April 9th, 2024, the Curriculum Advisory Council reached a consensus recommendation: adopting Houghton Mifflin Harcourt (HMH) Into Reading for 5th grade and HMH Into Literature for 6-8th grade literacy instruction. This request seeks to waive the bidding requirement for the purchase of ELA curriculum materials for grades 5-8 from HMH.

The Dover School District is dedicated to providing comprehensive literacy resources that align with our educational goals. HMH has a proven track record of delivering high-quality, research-based materials that support literacy development and critical thinking skills among students. Notably, on March 26, 2024, the HMH program was unanimously selected for grades 5-8 by the ELA curriculum committee, highlighting its strong alignment with our district's middle school educational objectives. Furthermore, HMH is the sole vendor that sells this specific program with all its components, making it the exclusive option for meeting our 5-8 ELA curriculum needs. We are confident that HMH's resources will enable our educators to effectively address the diverse literacy needs of students in grades 5-8, promoting academic success and lifelong learning.

Recommendation to the School Board:

Vote to waive bidding and approve the adoption of HMH Into Reading grade 5 and Into Literature grades 6-8.

K-8 ELA Curriculum Recommendation



Dover School District

April 15, 2024

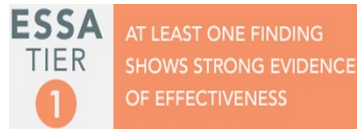


Agenda

- Tiers of Evidence
- Amplify CKLA
- HMH Into Reading/Literature
- Funding & sustainability
- De-implementation
- Next steps

Grades K-4

Amplify CKLA



Grade 5



Grades 6-8



K-8 ELA Curriculums
& ESSA Tiers of Evidence

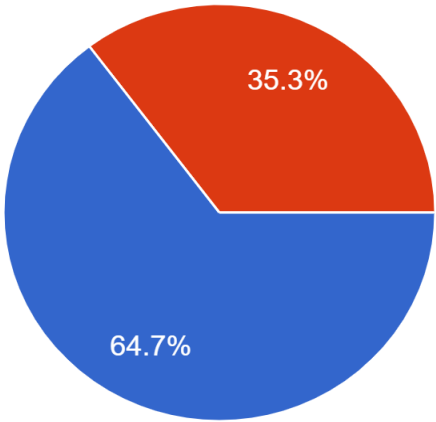
Recommendation
Grades K-4

Amplify CKLA

K-4 Final Program Preference

Which K-4 program do you prefer?

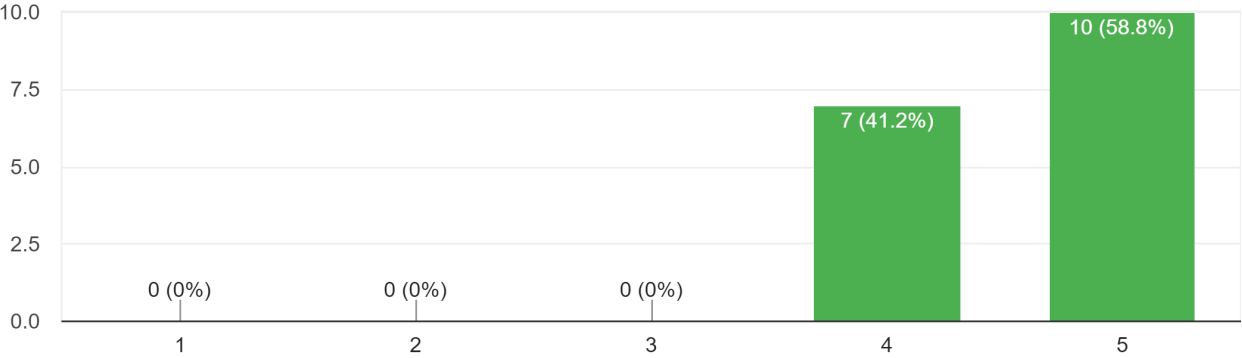
17 responses



- Amplify CKLA
- HMH Into Reading

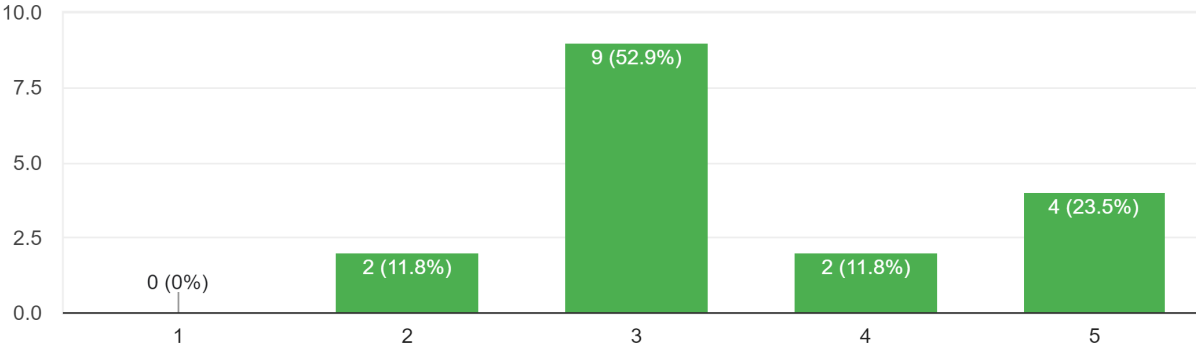
How strongly do you feel about your preference?

17 responses



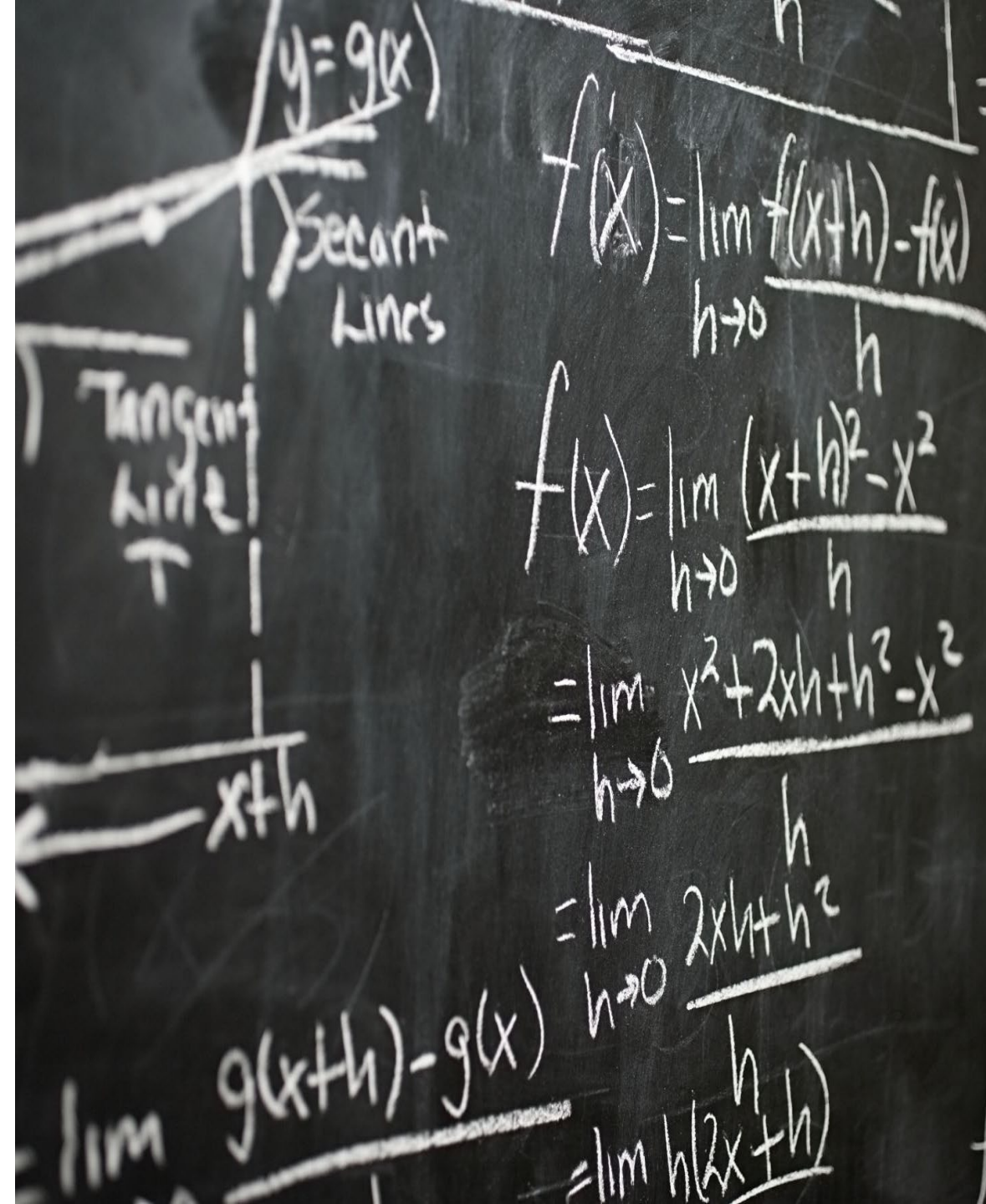
If the other program was selected, how supportive would you be?

17 responses



CKLA K-4 Rationale

- Foundational Skills component is very systematic and strong; consistent with LETRS
- “Educative curriculum” for those new to SOR
- Generally, students highly engaged in the Knowledge units
- High level of rigor – we need to expect a lot from our students and give everyone access
- Deep vocabulary
- Boost program is very engaging
- Strong integration of science and social studies content
- Student workbooks are student friendly
- Parents enjoy the school-home connections



Recommendation Grades 5-8



into **Reading**™

Grade 5



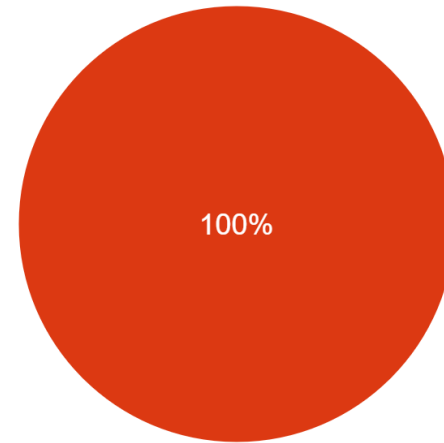
into **Literature**™

Grade 6-8

5-8 Final Program Preference

Which program do you prefer for 5th grade?

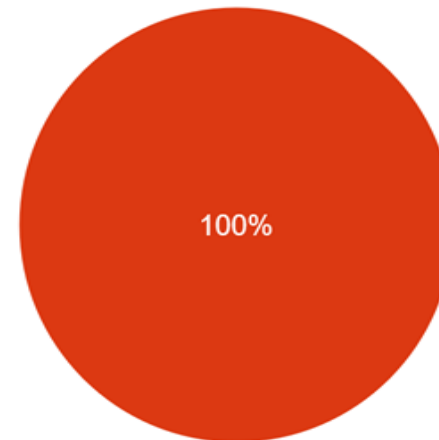
4 responses



● Amplify CKLA
● HMH Into Reading

Which program do you prefer for 6th - 8th grade?

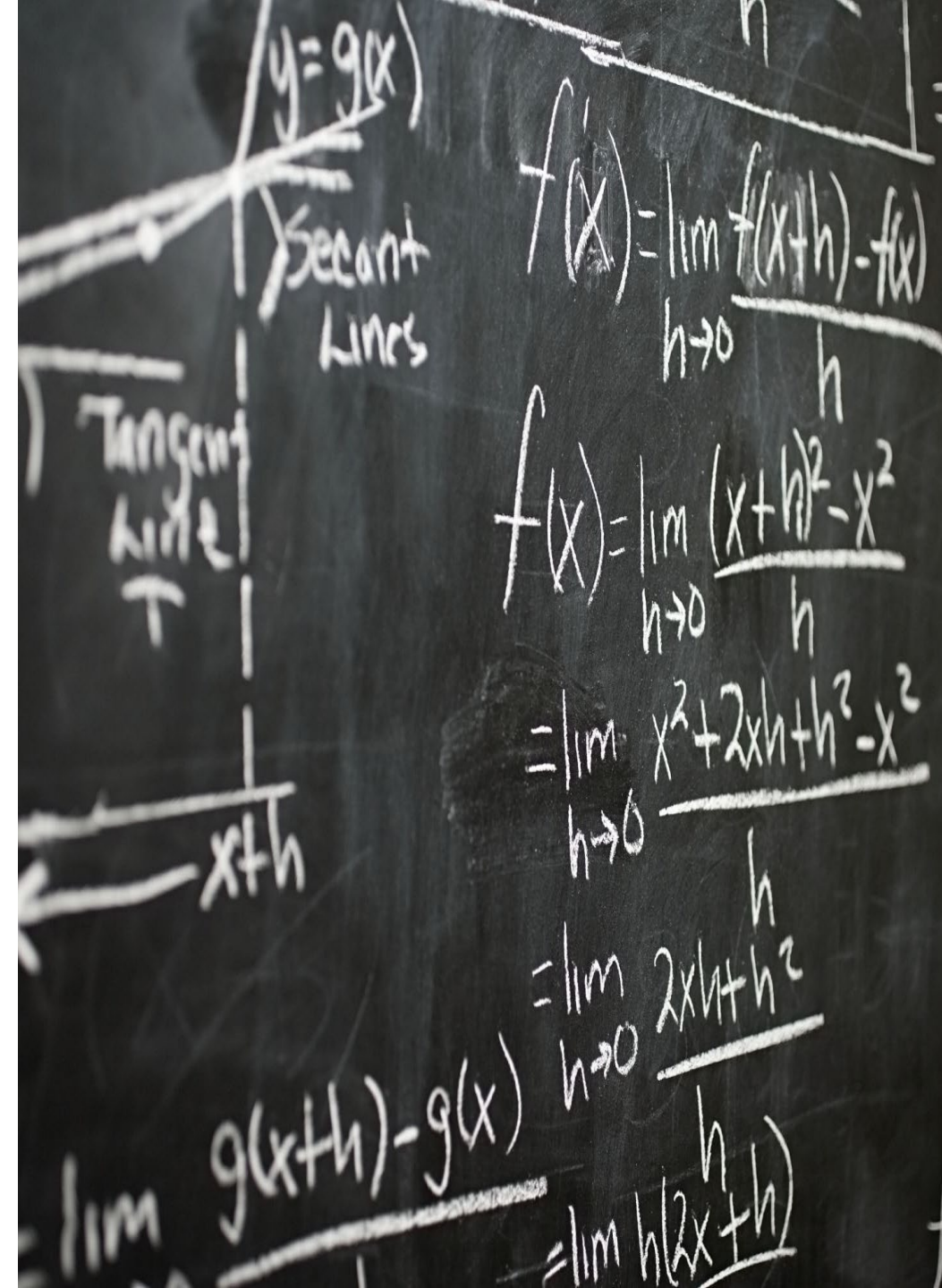
5 responses



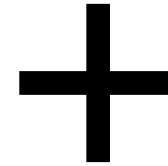
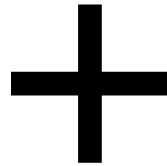
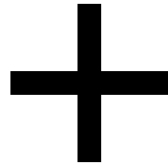
● Amplify ELA
● HMH Into Literature

HMH 5-8 Rationale

- Easy for teachers to navigate the platform and student friendly
- Assessments
 - Formative and summative options including reassessment
 - Answer keys are aligned with standards for easy reference
 - Printable standards reports by student
 - On-line assessments are similar format to the NHSAS
- Writable component
- Aligned to UDL with personalized student options
- Student engagement was high
- Diverse representation in materials, culturally responsive
- Strong non-fiction with relevant topics
- Strong professional development -online portal for educators
- Works within the current schedule



Purchasing – 4 Core Components



**Curriculum
Starter Kits**

**Student
Consumables**

**Digital
Subscriptions**

**Professional
Development**

One-time purchase,
majority of cost

Annual, existing local
funds re-allocated

Annual, existing local
funds re-allocated

Initial Training, one-
time purchase

Sustainable PD, existing
funds re-allocated

Amplify CKLA Quote - Materials and PD

\$337,732

K– 4th Grade

- Classroom kits – all durable materials
- Language Studio (ELD)
- Consumable student materials
- Teacher digital licenses (8 years)
- Student digital licenses (free with workbook purchase)
- Trade book collections
- Boost licenses – adaptative digital tool (2 years)
- mCLASS DIBELS, 8th Ed. – universal screener & connected intervention (3 years)

Professional Development, '24-25

- In-person implementation (6 hours)
- Remote Language Studio (3 hours)
- In-person mCLASS DIBELS, 8th Ed. (6 hours)
- In-person mCLASS Intervention (6 hours)
- Remote Boost training (2 hours)
- Custom: remote “Focus Hours” as needed

CKLA Sustainability

Yearly local funds, no longer necessary:

- Foundations consumables - \$33,000
- FUNHUB - \$8,700
- BrainPop - \$12,700
- Scholastic News - \$10,050
- Decodables - \$27,000
- aimswebPlus - \$9,000
- Raz Plus - \$22,900

• **Total: \$123,350**

Yearly funds needed for sustainability:

- CKLA student materials & digital licenses - \$47,360 per year
- Boost - \$22,433 per year (July 2026, then yearly)
- mCLASS DIBELS & Intervention - \$64,200 (July 2027)
 - \$21,400 per year
- CKLA teacher licenses- \$55,000 (July 2032)
 - \$6,875 per year

• **Annual Total Needed for Sustainability: \$98,068**

Local Funds Re-Allocated (\$123,350) – Annual Sustainability Funds (\$98,068) = \$25,432

These remaining local funds will be re-allocated to DMS HMH ELA adoption

HMH Into Reading/Literature Quote

\$185,855.51

- Grade 5 - Into Reading
 - Teacher Text – 1 per teacher
 - Student Texts – 30 per classroom
 - Student Journal – 1 per student
 - Digital licenses – 1 per teacher and student
 - Writable – teacher & student on-line component
- Grades 6-8 – Into Literature
 - Teacher Text – 1 per teacher
 - Student Texts – 30 per classroom
 - Student Journal – 1 per student
 - Digital licenses – 1 per teacher and student
 - Writable –teacher & student on-line component
- 5-8 Professional Development 2024-2025
 - Getting Started
 - 6-hour In-person
 - 2-hour Live, On-line
 - Writable
 - 2-hour Live, On-line
 - “Coachly” HMH Coach
 - 1 In-person visit to each ELA teacher
 - Live, On-line coaching sessions throughout the year for each teacher
 - Leader Implementation Support
 - 1-hour Live, On-line leader training

HMH 5-8 Sustainability

Local funds, no longer necessary:

- Part of NewsELA (\$17,500) that was shared with social studies - \$7,500
- aimswebPlus - \$5,700
 - Will be funded through other sources
- From Elementary - \$25,282
- Total: \$38,482 x 3years = \$115,446

Yearly funds needed for sustainability in 2028:

- HMH student materials - \$ 6,273per year
- HMH teacher licenses- \$0 per year
- HMH student licenses with writable- \$32,165 per year
- Total: \$94,438

K-4 De-Implementation & Replacements

What will be de-implemented?	What will be the replacement?
aimswebPlus (K-4): Screening & Progress Monitoring	Amplify CKLA Integration of mCLASS DIBELS
Fundations at Tier 1 (150 minutes/week) • This resource will be available at Tier 2/Tier 3	Amplify CKLA – Phonics & Encoding
Fundations Unit Trackers	Amplify – Boost Reading + mCLASS DIBELS
Time allocated to developing common formative and summative assessments	Amplify CKLA Developed Assessments
Time allocated to teachers manually reviewing ELA data	Auto-assistance from Amplify – Boost Reading + mCLASS DIBELS
Time allocated to creating intervention plans for small group and individual students	Amplify Boost + mCLASS Intervention Library
Raz Plus – Digital Readers Subscription	Existing Sora + Learning Ally subscriptions
DGW & writer’s notebooks	Amplify writing lessons embedded in CKLA core
F & P Minilessons	Amplify CKLA lessons

5-8 De-Implementation & Replacements

What will be de-implemented?	What will be the replacement?
Time allocated to researching, locating, and creating instructional materials	HMH Into Reading/Literature
Time allocated to developing common formative and summative assessments	HMH Into Reading/Literature Integrated Assessments
Manually review data from assessments and create student standards reports	HMH Into Reading/Literature – Auto generated student reports
Current teacher and student textbooks and materials: Journeys and Common Core/Collections	HMH Into Reading/Literature
Older reading, writing, and grammar materials	HMH Into Reading/Literature

Next Steps

- April 15th – seek School Board approval
- April and beyond:
 - Finalize components to purchase
 - Work to de-implement current literacy components
 - Begin ordering process
 - Plan and schedule initial professional development



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SAU 11

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Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Siobhan Mehalek, Co-CIA Director
DATE: April 15, 2024
RE: Request to Waive Bidding and approve

ESSER-III Grant: TCI, 5-8 Social Studies Program

TCI (Teachers Curriculum Institute) social studies and civics curriculum print and digital material bundles, professional development, and shipping for grades 5-8.	\$140,801.75
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Request to Waive Bidding and approve

On April 9th, 2024, the Curriculum Advisory Council reached a consensus recommendation: adopting TCI (Teachers Curriculum Institute) resources for grades 5-8 social studies and Civics instruction. This request seeks to waive the bidding requirement for the purchase of social studies and Civics curriculum materials for grades 5-8 from TCI.

The Dover School District is committed to providing robust instructional materials that align with our educational objectives. TCI has a proven track record of delivering high-quality materials that foster critical thinking and literacy development among students. Following a thorough review process, TCI was chosen by the Social Studies Curriculum Committee for adoption. This selection underscores its strong alignment with our district's middle school educational goals. Moreover, TCI offers a comprehensive program uniquely suited to meet our social studies curriculum requirements for grades 5-8. With this adoption, TCI will provide highly-engaging, easy to navigate, digital curriculum in addition to its print resources. Furthermore, TCI is the sole vendor that sells this specific program and its components, ensuring consistency and continuity in our curriculum implementation. We are confident that TCI's materials will empower our educators to effectively address the diverse learning needs of students, facilitating academic achievement and lifelong learning in the social studies domain.

Recommendation to the School Board:

Vote to waive bidding and approve the adoption TCI social studies and Civics materials for grades 5-8.



5-8 Social Studies Curriculum Recommendation



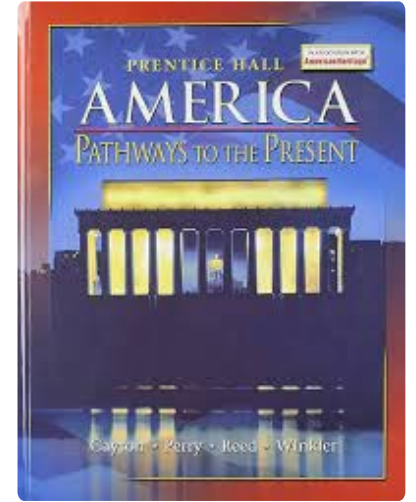
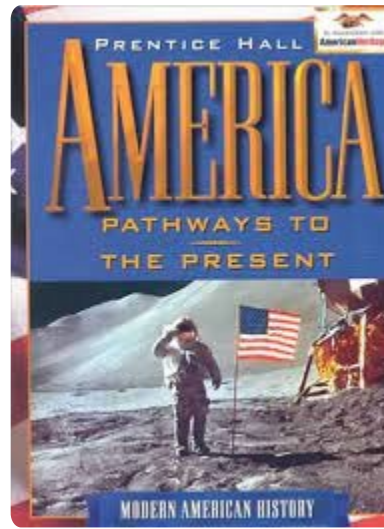
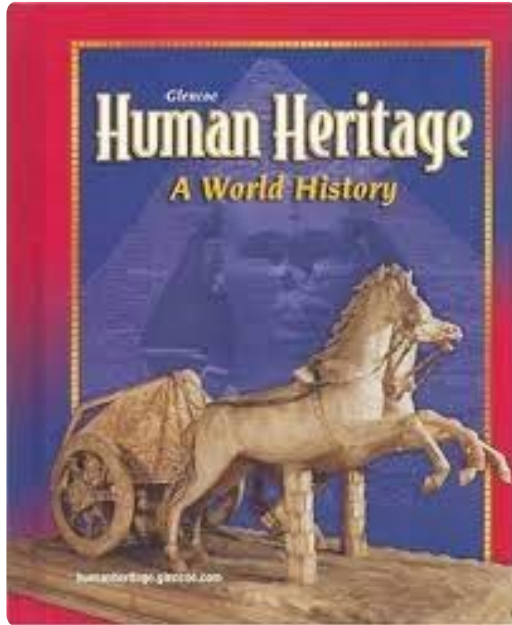
Dover School District

April 15, 2024



Agenda

- Current Curriculum
- 5-8 Social Studies adoption timeline
- Committee Tights and Loose
- Social Studies and Data/Research
- Deep Dive – What was accomplished
- Local factors to consider
- TCI
- Funding & sustainability
- Next steps



CURRENTLY

2001 Textbooks

2006 State Standards Framework

2014 adopted Curriculum

5-8 Social Studies Timeline



Tights

Grades 5-8 Social Studies Curriculum Committee

- 5-8: Aligned to our [Curriculum Advisory Council's guidelines](#)
- Meets state laws
- Diverse representations in the materials
- Culturally responsive/inclusive
- Accessibility - reading level
- Common formative and summative assessments
- Professional development resources
- Online component for teachers
- online component for students (single-sign on)
- Non-digital materials available
- Engaging/fun
- Relevant/current over time
- User friendly for teacher and student
- Sustainability - funding, subscriptions, etc.

Research and Data



Social Studies is not reviewed on Ed Reports



Social Studies is not nationally, or state tested



Social Studies has minimal peer-reviewed research on specific social studies curriculum when compared to reading and mathematics

5-8 Curriculums for our Deep Dive

The Savvas logo consists of the word "SAVVAS" in a bold, white, sans-serif font, centered within a solid blue square.

SAVVAS

The McGraw Hill logo features the words "Mc", "Graw", and "Hill" stacked vertically in a bold, white, sans-serif font, centered within a solid red square.

**Mc
Graw
Hill**

The TCI logo displays the letters "TCI" in a bold, white, italicized sans-serif font, followed by a trademark symbol (TM), all centered within a solid purple square.

TCI™

Deep Dive

Sample sets of materials and digital resources for each program to everyone on the committee – used with students

Online training with vendor's implementation specialists

Classroom visits to observe each curriculum in use with our students

Reflection meeting as a committee after trials ended

Collected written feedback from committee members on each program

Local Factors to consider when selecting a curriculum



MASTER
SCHEDULE



PD CALENDAR



PERSONNEL



GRADE LEVEL
BREAKDOWNS



DISTRICT
PRIORITIES



TCI Selection Rationale

- Meets all tight and Loose criteria
- Accessibility
- Ease of use
- Assessments -Inquiry path
- Relevant over time
- Teacher and student flexibility
- UDL
- 8th grade history curriculum change – ends in 1750



Third Edition

**History Alive! The World Through
1750**

Grade 8



Third Edition

History Alive! The Ancient World

Grade 7



Second Edition

**History Alive! The United States
Through Modern Times**

Grade 6



Third Edition

Social Studies Alive! America's Past

Grade 5



Third Edition

**Geography Alive! Regions and
People**

Grade 8



First Edition

**Civics Alive! Foundations and
Functions**

Civics

TCI

Recommended Social Studies Curriculum Grades 5-8

TCI Quote

\$140,802

6 years

\$23,467 / year

5TH – 8th Grade Components

- Teacher Texts –15 total
- Student Texts – 30 per classroom
- Student Journal – 1 per student
- Digital licenses – 1 per teacher and student

Civics Component

- Teacher Text – 1
- Student Texts – 35
- Digital licenses – 1 teacher and 30 student

• Professional Development

- In-person orientation (1)
- Virtual training sessions (5)
- 6 Self-paced, on-line learning courses for getting started

TCI 5-8 Sustainability

Local funds, no longer necessary:

- Part of NewsELA (\$17,500) that was shared with ELA - \$10,000

Total: \$10,000 x 6 years = \$60,000

Funds needed for sustainability in 2031:

- TCI teacher licenses- \$0
- TCI student licenses \$57,712 for 6 years
- Student notebooks grades 5/6 - \$11,424

Total: \$69,136

Next Steps

- April 15th – seek School Board approval
- April and beyond:
 - Begin ordering process
 - Start exploration as a social studies department in PLCs
 - Plan and schedule initial professional development
 - De-implement current social studies components for 2024-2025

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

TO: DOVER SCHOOL BOARD

DATE: April 15, 2024

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 2024-2025 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Cromwell, Nadia	School Psychologist	District	Unfilled DMS Position	\$50,904	MA+30, Step 2