



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #9
Meeting Location:	City Hall, Council Chambers
Meeting Date:	Monday, September 8, 2025
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 School Board Matters of Interest)*
- F. APPROVAL OF MINUTES**
 - 1. Regular Meeting, August 11, 2025
 - 2. Special Session, August 25, 2025
- G. SUPERINTENDENT'S REPORT**
- H. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Brendan Fouracre – Paraeducator – Woodman Park School – Resignation (08/18/25)
 - b. Donna Harrington – Administrative Assistant – Dover High School – Resignation (09/17/25)
 - c. Debora Nary – Instructional Coach – Frances G. Hopkins Elementary School at Horne Street – Retirement (09/08/25)
 - d. Rachel Nickerson – Paraeducator – Dover Middle School – Resignation (08/19/25)
 - e. Darlene Shanahan – Student Services Administrative Assistant – Retirement (01/30/26)
 - f. Sam Shearer – Technology Specialist / District – Resignation (09/12/25)
 - 3. **Leaves of Absence:**
 - a. Calla Boria – Speech Language Pathologist – Woodman Park School (06/02/26 – 06/30/26)
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DTU Nominations (See New Business - Two Requests for One-Year Certificate of Eligibility under 189:39(b))
 - b. Non-Union Nomination
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** September Donation Acknowledgement
- I. STUDENT REPORT**
- J. FINANCIAL REPORT**
- K. POLICIES – CHANGES – PROPOSALS:** None
- L. POLICY ADOPTION:** None
- M. RESOLUTIONS:** None
- N. OLD BUSINESS:** None



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Meeting Type:	Regular Session #9
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O. NEW BUSINESS:

1. One-Year Certificate of Eligibility Request / Nomination – Edward O'Brien – Long-Term Substitute – Math Teacher – Dover Middle School
2. One-Year Certificate of Eligibility Request / Nomination – Christopher Ricardi – Long-Term Substitute – Grade Four Teacher – Frances G. Hopkins Elementary School at Horne Street
3. Dover School District Professional Development Master Plan | 2024-2029
4. End of Year Student Data
5. Fiscal Year 2027 Draft Budget Preparation Adoption Schedule
6. Cell Phone Ban Update

P. SUBMISSION AND PAYMENT OF BILLS

Q. COMMITTEE REPORTS

R. SCHOOL BOARD MATTERS OF INTEREST

S. 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, September 8, 2025

SUPERINTENDENT BOARD REPORT: The purpose of the Superintendent's Board Report is to: (1) provide the Board with my insights and recommendations on agenda items; (2) update the Board on significant issues relevant to its governance role; and (3) share important informational updates regarding the Dover School District.

BOARD AGENDA ITEMS:

F. APPROVAL OF MINUTES

1. Regular Meeting, August 11, 2025
2. Special Session, August 25, 2025

G. SUPERINTENDENT'S REPORT: See below.

H. CONSENT AGENDA

1. Correspondence: None
2. Resignations/Retirements:
 - a. Brendan Fouracre – Paraeducator – Woodman Park School – Resignation (08/18/25)
 - b. Donna Harrington – Administrative Assistant – Dover High School – Resignation (09/17/25)
 - c. Debora Nary – Instructional Coach – Frances G. Hopkins Elementary School at Horne Street – Retirement (09/08/25)
 - d. Rachel Nickerson – Paraeducator – Dover Middle School – Resignation (08/19/25)
 - e. Darlene Shanahan – Student Services Administrative Assistant – Retirement (01/30/26)
 - f. Sam Shearer – Technology Specialist / District – Resignation (09/12/25)
3. Leaves of Absence:
 - a. Calla Boria – Speech Language Pathologist – Woodman Park School (06/02/26 – 06/30/26)
4. Job Shares: None
5. Nominations:
 - a. DTU Nominations (See New Business - Two Requests for One-Year Certificate of Eligibility under 189:39(b))
 - b. Non-Union Nomination
6. Extended Travel (Student Trips): None
7. Donations: September Donation Acknowledgement

Superintendent Recommendations: I recommend the Board approve the Consent Agenda presented.

J. FINANCIAL REPORT: Mr. Limanni will present his financial report to the Board.

K. POLICIES – CHANGES – PROPOSALS: None

L. POLICY ADOPTION: None

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS:

1. One-Year Certificate of Eligibility Request / Nomination – Edward O'Brien – Long-Term Substitute – Math Teacher – Dover Middle School: Mr. O'Brien is certified as a Special Education Teacher in New Hampshire. Because Mr. O'Brien will be assigned outside of his certification area for more than 50% of his day, I am

requesting that the Board grant Mr. O'Brien a One-Year Certificate of Eligibility for the 25-26 School Year. I have confirmed with NH-ED that Mr. O'Brien is eligible for such a certificate.

Superintendent's Recommendation: I recommend the Board approve the request for a One-Year Certificate of Eligibility and nomination for Mr. O'Brien.

2. **One-Year Certificate of Eligibility Request / Nomination – Christopher Ricardi – Long-Term Substitute – Grade Four Teacher – Frances G. Hopkins Elementary School at Horne Street:** Mr. Ricardi does not currently hold a New Hampshire credential. I am requesting the Board grant him a One-Year Certificate of Eligibility for the 25-26 school year. I have confirmed with NHED that he is eligible for such a certificate.

Superintendent's Recommendation: I recommend the Board approve the request for a One-Year Certificate of Eligibility and nomination for Mr. Ricardi.

3. **Dover School District Professional Development Master Plan | 2024-2029:** The Professional Development Master Plan has been updated based on recommendations from the Professional Development Committee to improve clarity and strengthen alignment with the Dover School District Strategic Plan. Key revisions include:

- Removal of the term "inquiry" throughout the document for improved clarity.
- Enhanced focus on goal setting to better connect professional development efforts with strategic district goals.
- Clarification of SMART goal criteria (Specific, Measurable, Achievable, Relevant, Time-bound) to guide educators in developing meaningful individual plans.

These changes aim to streamline the professional development process and support more targeted, effective growth for educators, directly contributing to the district's strategic pillars.

Superintendent's Recommendation: I recommend the Board approve the Dover School District Professional Development Plan presented.

4. **End of Year Student Data:** An update will be provided on end-of-year student performance data in alignment with the district's strategic pillars. This presentation marks the first in a series of data reports throughout the school year aimed at informing the Board and community about progress toward our strategic goals.
5. **Fiscal Year 2027 Draft Budget Preparation Adoption Schedule:** At the August 11th meeting, Mr. Limanni presented a draft Budget Adoption Schedule for review. After receiving Board feedback and working around significant holidays, I am presenting a revised Adoption Schedule for review and approval.

Superintendent's Recommendation: I recommend the Board approve the Adoption Schedule presented.

6. **Cell Phone Ban Update:** A brief update will be provided on the implementation of the personal electronic device ban.

SUPERINTENDENT'S REPORT: Summary of key activities and events that transpired during August 2025.

- The District made its first appearance in U.S. Federal District Court in regard to the NH law banning DEI. On September 4, 2025, a Temporary Restraining Order was issued and is set to expire on September 18, 2025. We are hoping for a more substantive ruling on or prior to September 18th.

- We welcomed back our fabulous staff on August 25th. Staff participated in several professional development opportunities and classroom preparation. A special thanks to Chloe Trejo, DHS student, who sang the National Anthem for us. She did a fantastic job!
- Freshman, fifth grade and Kindergarten Orientation took place on August 28th
- All students returned on September 2nd.
- I would like to give a huge shout out to our facilities and IT staff who spent the summer making sure the buildings were ready for everyone to return. IT staff worked the weekend of August 26th in an effort to complete phone and intercom installations.

Thanks to the dedication of our staff and the support of this Board, our schools are ready to nurture, challenge, and inspire every learner. Together, we've created an environment where students feel safe, seen, and excited to grow. Thank you for your continued leadership and commitment to student success. The future is bright—and it starts here.

Respectfully Submitted,

Christine R. Boston, Ed.D.
Superintendent of Schools

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

TO: **DOVER SCHOOL BOARD**

DATE: September 8, 2025

MEMORANDUM: Nomination and Election of Non-Union Employees

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2025-2026 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY
Swenson, Christina	Noon Aide	Woodman Park School	Yvette Eichelburger	\$13.00/hr

**Donation Request List for Approval
September 8, 2025 - School Board Meeting**

Superintendent Approved the Following Donation:

School	Group Donating	Value	Items/Service	Purpose
DHS	Papa Gino's Pizzeria and D'Angelo Grilled Sandwiches	\$862.93	Monetary	Supports Strategic Plan objectives around student wellness.

Dover School District Monthly Financial Report

TO: Members Dover School Board
Dr. Christine Boston, Superintendent of Schools

FROM: Michael Limanni, CFO

DATE: September 5, 2025

RE: Condition of *School* Accounts

The August update to the previous months Condition of Accounts is attached for review.

Business Office Update:

As the school year engine starts, all major contracts have been encumbered, and the payroll accounts pulling from filled positions are fully encumbered. Pre encumbrances from vacant position that have not been filled by contractors are in, but do not reflect any benefit encumbrances. Currently we have 47 vacant positions representing 44.29 FTEs. Of these positions ,20 have been filled by contractors, some of which are still being encumbered via purchase orders to a variety of vendors including SLC, Amergis, Blazerworks, Boothby, and SERESC. We estimate that if the current vacancies were to be filled, benefits relating to these vacancies could be as much as \$1.5 milling more that what is reflected in the reported encumbrances.

Of the \$16,498,217 in budget remaining, the following cost expectations that are also not reflected in the reported encumbrances:

GF - Budget Balance - 09.05.25	\$ 16,498,216.73
(-) Debt and Fund Transfers	\$ (8,123,995.00)
(-) Continued Cost of Substitutes	\$ (708,876.00)
(-) Estimated Continued Professional & Staff Dev	\$ (391,035.02)
(-) Additional IT Services	\$ (55,800.00)
(-) Tuition Reimbursements	\$ (80,911.60)
(-) Athletic Coaching Salaries	\$ -
(-) Severances	\$ (228,384.00)
(-) Cost of SROs	\$ (108,000.00)
(-) Dues & Fees	\$ (73,284.71)
(-) New & Replacement Ed. Equip.	\$ (312,447.75)
(-) Supplies, Books, Graduation	\$ (923,831.52)
(-) Rescind SPED Transfer	
(-) Approved Projects	\$ -
Estimated Final Fund Balance:	\$ 5,491,651.13

Other funds representing our food services department and federal fund programs show no significant revenue concerns. While allocations were a little late arriving this year, all our large grants have come in, and our grant managers are working diligently on getting their activities approved.

DOVER SCHOOL DISTRICT
Condition of Accounts - August 2025

DISTRICT-WIDE Expenditures						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 28,289,050	\$ 1,114,978	\$ 27,174,072	\$ 25,964,973	\$ 1,209,099
1200	SPECIAL EDUCATION PROGRAMS	\$ 21,505,598	\$ 1,877,429	\$ 19,628,169	\$ 16,843,484	\$ 2,784,685
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 3,189,599	\$ 161,932	\$ 3,027,667	\$ 2,818,566	\$ 209,101
1400	OTHER EDUCATIONAL PROGRAMS	\$ 815,030	\$ 66,502	\$ 748,528	\$ 585,022	\$ 163,505
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 285,446	\$ 49,731	\$ 235,715	\$ 235,241	\$ 474
2100	SUPPORT SERVICES - Students	\$ 6,099,836	\$ 309,909	\$ 5,789,927	\$ 5,377,215	\$ 412,712
2200	SUPPORT SERVICES - Instructional Staff	\$ 2,270,716	\$ 259,143	\$ 2,011,573	\$ 1,468,913	\$ 542,660
2300	SUPPORT SERVICES - General Admin.	\$ 2,054,446	\$ 505,529	\$ 1,548,917	\$ 1,263,029	\$ 285,888
2400	SUPPORT SERVICES - School Admin.	\$ 3,688,068	\$ 565,475	\$ 3,122,593	\$ 2,999,633	\$ 122,960
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 6,564,780	\$ 361,038	\$ 6,203,742	\$ 5,662,505	\$ 541,238
2700	SUPPORT SERVICES - Student Transportation	\$ 5,912,427	\$ 93,722	\$ 5,818,705	\$ 3,982,014	\$ 1,836,691
2800	SUPPORT SERVICES - Centralized Services	\$ 2,157,733	\$ 1,072,697	\$ 1,085,036	\$ 852,122	\$ 232,915
2900	SUPPORT SERVICES - Other	\$ 32,295	\$ -	\$ 32,295	\$ -	\$ 32,295
5200	FUND TRANSFERS OUT	\$ 255,000	\$ -	\$ 255,000	\$ -	\$ 255,000
6900	SCHOOL DEBT - Principal & Interest	\$ 7,868,995	\$ -	\$ 7,868,995	\$ -	\$ 7,868,995
TOTAL GENERAL FUND EXPENDITURES:		\$ 90,989,019	\$ 6,438,086	\$ 84,550,933	\$ 68,052,717	\$ 16,498,217
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,838,238	\$ 977	\$ 1,837,261	\$ 1,548,771	\$ 288,490
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 4,109,323	\$ 573,023	\$ 3,536,300	\$ 2,313,580	\$ 1,222,720
Summarized Condition of District Expenditures:		\$ 96,936,580	\$ 7,012,086	\$ 89,924,494	\$ 71,915,067	\$ 18,009,427

DISTRICT-WIDE Revenue						
Account	Description	Budget	YTD Transactions	Balance	Est. Remaining	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	\$ 105,923	\$ -	\$ 105,923	\$ -	\$ 105,923
01321.3390	TUITION - BARRINGTON	\$ 3,595,805	\$ -	\$ 3,595,805	\$ -	\$ 3,595,805
01321.3390	TUITION - NOTTINGHAM	\$ 1,989,706	\$ 194,160	\$ 1,795,546	\$ -	\$ 1,795,546
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 8,000	\$ 3,276	\$ 4,724	\$ -	\$ 4,724
01321.3390	TUITION - BELLAMY ACADEMY	\$ 490,500	\$ -	\$ 490,500	\$ -	\$ 490,500
01322.3390	TUITION - SPED AIDES	\$ 311,255	\$ -	\$ 311,255	\$ -	\$ 311,255
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 220,000	\$ 127,165	\$ 92,835	\$ -	\$ 92,835
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ 16,480	\$ 18,520	\$ -	\$ 18,520
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ 30,000
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 150	\$ 103,850	\$ -	\$ 103,850
01980.3599	MISC REVENUE	\$ -	\$ 821	\$ (821)	\$ -	\$ (821)
01990.3599	OTHER LOCAL REVENUE DW	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 10,000
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 10,263,591	\$ -	\$ 10,263,591	\$ -	\$ 10,263,591
03210.3700	SCHOOL BUILDING AID	\$ 368,722	\$ -	\$ 368,722	\$ -	\$ 368,722
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 2,344,636	\$ -	\$ 2,344,636	\$ -	\$ 2,344,636
03241.3700	CTE TUITION AID	\$ 465,000	\$ -	\$ 465,000	\$ -	\$ 465,000
03242.3700	CTE TRANSPORTATION AID	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ 1,500
03290.3700	OTHER RESTRICTED STATE AID	\$ -	\$ -	\$ -	\$ -	\$ -
04210.3599	INDIRECT COST ALLOCATION	\$ 107,520	\$ -	\$ 107,520	\$ -	\$ 107,520
04220.3599	ABE ALLOCATION	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ 25,000
04580.3311	MEDICAID DISTRIBUTION	\$ 250,000	\$ 49,957	\$ 200,043	\$ -	\$ 200,043
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND REVENUE:		\$ 20,726,158	\$ 392,010	\$ 20,334,148	\$ -	\$ 20,334,148
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,838,238	\$ 46,266	\$ 1,791,972	\$ -	\$ 1,791,972
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 4,007,935	\$ 439,816	\$ 3,568,119	\$ -	\$ 3,568,119
Summarized Condition of District Revenue:		\$ 26,572,331	\$ 878,092	\$ 25,694,240	\$ -	\$ 25,694,240

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 20,726,158	\$ 392,010
State Wide Property Tax:	\$ 7,348,967	\$ 6,937,255
Local Property Tax:	\$ 62,913,894	\$ 57,034,234
*TOTAL GF Revenue:	\$ 90,989,019	\$ 64,363,499
TOTAL GF Expenditure:	\$ (90,989,019)	\$ (74,490,802)
Ending GF Fund Balance:	\$ -	\$ (10,127,303)
TOTAL FS Revenue:	\$ 1,838,238	\$ 46,266
TOTAL FS Expenditures:	\$ (1,838,238)	\$ (1,549,748)
Ending FS Fund Balance:	\$ -	\$ (1,503,483)
TOTAL Other SR Fund Revenue:	\$ 4,007,935	\$ 439,816
TOTAL Other SR Fund Expenditures:	\$ (4,109,323)	\$ (2,886,603)
Ending Grant Fund Balance:	\$ (101,388)	\$ (2,446,787)



Empowering all Learners

DOVER SCHOOL DISTRICT SAU 11

McConnell Center | 61 Locust Street, Suite 409 | Dover, NH 03820-4132
Phone: 603-516-6800 | Fax: 603-516-6809 | dover.k12.nh.us

To: Dover School Board
From: Christine Boston, Superintendent
Date: September 8, 2025
Re: One-Year-Only Certificate Request Edward O'Brien

Mr. Edward O'Brien has agreed to cover two long-term vacancies at Dover Middle School in the area of Math. He is currently certified as a Special Education Teacher in New Hampshire.

Ed 503.01(b) sets out the applicable guidelines for school districts employing non-credentialed substitute teachers for more than 20 days in the same position.

- A substitute teacher or school nurse without a state-issued educator credential can be employed for up to 20 consecutive days in the same role.
- After 20 consecutive days, the individual must hold NH State Board of Education issued credential or a one-year certificate of eligibility.

After 20 consecutive days, the individual must hold a credential or have obtained a one-year certificate of eligibility in order for a superintendent to continue to assign the individual to the same role.

Additionally, Ed 503.01(d) allows a senior education official to employ an individual to teach in a subject area for which they do not hold a valid board-issued endorsement, provided that the total instructional time outside of their endorsement area is less than 50% of their weekly teaching and administrative responsibilities.

Chapter 189:39 permits in consultation with the superintendent, may offer a one-time certificate of eligibility, for a one-year period which may be extended by the local school board for a second consecutive year, to any person interested in employment as an educator on a full-time or part-time basis, without requiring a person to possess an educator credential provided that such person:

- (a) Possesses at least a bachelor's degree from an accredited postsecondary institution.
- (b) Is subject to a criminal history records check pursuant to RSA 189:13-a.
- (c) Is qualified for the position by relevant experience and education.

Because Mr. O'Brien will be assigned outside of his certification area for more than 50% of his day, I am requesting that the Board grant Mr. O'Brien a One-Year Certificate of Eligibility for the 25-26 School Year. I have confirmed with NH-ED that Mr. O'Brien is eligible for such a certificate.



Empowering all Learners

DOVER SCHOOL DISTRICT SAU 11

McConnell Center | 61 Locust Street, Suite 409 | Dover, NH 03820-4132
Phone: 603-516-6800 | Fax: 603-516-6809 | dover.k12.nh.us

To: Dover School Board
From: Christine Boston, Superintendent
Date: September 8, 2025
Re: One-Year-Only Certificate Request Christopher Ricardi

Mr. Christopher Ricardi has agreed to cover a fourth-grade vacancy at the Frances G. Hopkins Elementary School at Horne Street. He does not currently hold a New Hampshire credential.

Ed 503.01(b) sets out the applicable guidelines for school districts employing non-credentialed substitute teachers for more than 20 days in the same position.

- A substitute teacher or school nurse without a state-issued educator credential can be employed for up to 20 consecutive days in the same role.
- After 20 consecutive days, the individual must hold NH State Board of Education issued credential or a one-year certificate of eligibility.

After 20 consecutive days, the individual must hold a credential or have obtained a one-year certificate of eligibility in order for a superintendent to continue to assign the individual to the same role.

Chapter 189:39 permits in consultation with the superintendent, may offer a one-time certificate of eligibility, for a one-year period which may be extended by the local school board for a second consecutive year, to any person interested in employment as an educator on a full-time or part-time basis, without requiring a person to possess an educator credential provided that such person:

- (a) Possesses at least a bachelor's degree from an accredited postsecondary institution.
- (b) Is subject to a criminal history records check pursuant to RSA 189:13-a.
- (c) Is qualified for the position by relevant experience and education.

I am requesting that the Board grant Mr. Ricardi a One-Year Certificate of Eligibility for the 25-26 School Year. I have confirmed with NH-ED that Mr. Ricardi is eligible for such a certificate.

Dover School District

Professional Development Master Plan

2024-2029

PREFACE

The Dover School District, SAU 11 in Dover, NH serves approximately 3,700 students, 360 professionals, and 170 paraeducator staff supporting five schools: Dover High School and Regional Career Technical Center, Dover Middle School, Garrison Elementary School, Frances G. Hopkins School at Horne Street School, and Woodman Park School.

Quality professional development focusing on student success and achievement requires the establishment of a learning environment serving both the educators in schools as well as the students. A quality learning environment espouses that learning is a lifelong activity, and in that spirit, educators in schools must model and share their learning as part of a teaching-learning relationship with students.

The expectation of Dover's Professional Development Master Plan is that educators will work collaboratively with peers to develop deeper understandings of learning and its impact to student achievement. All educators will work on a continuous, systematic approach with student achievement at its core; make and implement the plan that embeds professional development as a teaching/classroom activity; collect and assess data collaboratively; and evaluate and share their learning to a larger audience.

In one of 16 key research findings in the National Staff Development Council's report entitled, *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*, they found that "While teachers need substantial professional development in a given area (close to 50 hours) to improve their skills and their students' learning, most professional development opportunities in the U.S. are much shorter." The report also points out that collaboration amongst teachers and embedding their professional development into their classroom experience were essential to their growth as a learner and teacher.

Dover currently has major curriculum initiatives in math, language arts and writing across the curriculum to address New Hampshire College and Career Ready standards. Additionally, the district is creating structures to implement Multi-Tiered Systems of Support, including the associated integration of technology needed. It is the intent that this master plan will allow staff to integrate their personal growth and professional development with current and future district/school initiatives through a collaborative process with colleague's classroom experience, reflection, and analysis.

**DOVER SCHOOL DISTRICT
5 YEAR ACTION PLAN
2024-2029**

MISSION: Empowering ALL Learners!

VISION: Teachers and students will be held accountable to a standard of excellence, emphasizing collaboration, innovation and best practices in teaching and learning.

Collective Commitments:

1. We will be responsible for the success and wellbeing of every student.
2. We will provide a welcoming and safe environment for students, families, staff, and community members.
3. We will provide a challenging, rigorous, and developmentally appropriate curriculum.
4. As professional educators, we will model life-long learning by taking advantage of professional development opportunities.
5. Through our own actions, we will model kindness, understanding, integrity, and respect for all.

Goals 2024-2029:

I. Curriculum

All students will be provided with aligned, rigorous, and evidence-based instructional materials to prepare them for career, college, and life.

II. Instruction

All educators will partner with colleagues to create an instructional climate that values coaching, modeling and a collaborative culture to improve teaching practices.

III. Assessment

All educators will use assessment information to improve the achievement of all students.

IV. Environment

Educators, students, and parents/guardians will partner to create a positive, engaging, and safe school environment.

V. Technology

Teachers and students will use technology to enhance learning.

Adopted by the Dover School Board on March 11, 2024.

CURRICULUM

- ◆ Establish full curriculum alignment to include:
 - Awareness of revision cycle process and duties of Curriculum Planning Council.
 - Scope and sequence K-12.
 - Sound transitions between grades and between schools.
 - Adequate resources for sustainability and professional development.

INSTRUCTION

- ◆ Target professional development for new and veteran teachers on best practices, through coaching and modeling.
- ◆ Stress importance of cross curriculum applications of content.
- ◆ Create collaborative teams focused on teaching and learning.

ASSESSMENT

- ◆ Raise the achievement level for all students.
- ◆ Close the achievement gap for SES and Special Education sub-groups.
- ◆ Develop a systematic process of monitoring progress at the classroom, building, and district levels to maximize student achievement.

ENVIRONMENT

- ◆ Enhance sense of community through a positive, engaging school climate.
- ◆ Increase quality, frequency and consistency of parent/guardian involvement and communication strategies.
- ◆ Increase opportunities for students to explore and pursue post-secondary options.

TECHNOLOGY

- ◆ Pursue options to increase technology infrastructure, capacity, and integration.

SECTION I **STATEMENT OF PURPOSE**

The purpose of the Professional Development Master Plan in the Dover School District is to increase educators' knowledge and expand their professional skills to improve the learning experiences of students by acknowledging their varied needs, both in their learning styles and development. Professional development is driven by data from student assessments, and helps educators meet the performance and improvement goals of the district and its schools.

This Master Plan outlines how educators in the Dover School District will improve our professional capacity, while satisfying the New Hampshire requirements for recertification.

The plan provides for professional learning teams whose goals are based on the school and district's improvement goals. We believe that high quality and effective professional development relies on the evaluation of data and other information concerning student learning. Educators are required to

implement research-based educational practices in their teaching and apply knowledge of learning. Collaboration is expected in the establishment of goals, the activities used to meet these goals, and in both the informal and formal assessments of the success of reaching these goals.

Professional development in the Dover School District is based on a job-embedded process that guides educators in developing goals, carrying out learning activities, collecting data, analyzing data, framing or re-framing key issues or questions, and working together to address these goals through collaborative efforts and field experiences.

Beliefs and Values:

This Master Plan represents the **beliefs** of the Dover School District and addresses the standards established by the New Hampshire Department of Education. The plan reflects Learning Forward Standards for Professional Growth:

Learning Teams: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate for, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students, using a variety of sources and types of students, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning increases educator effectiveness and results for all students applies research on change and sustains support for professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students and aligns its outcomes with educator performance and student curriculum standards.

Source: *Learning Forward: Standards for Professional Development*

The Dover School District believes that professional learning is the link between educator practice and increased effectiveness and results for student learning and achievement.

The role of this Master Plan is to guide the ongoing process of a collaborative professional learning culture that supports the Dover School District's improvement plan, goals, and strategies. The improvement in educator professional practice and improved student learning outcomes will enable our students to be successful lifelong learners in our complex, information rich, and democratic society.

This plan will assist educators in developing and fulfilling their individual professional development plans by outlining the specific requirements and options. This plan demonstrates a commitment to using data for continuous learning and growth of educators. Recertification becomes a by-product of their growth and commitment.

SECTION II

PROFESSIONAL DEVELOPMENT COMMITTEE

Membership Description:

Who is represented on the Professional Development Committee?

The Professional Development Committee includes a representation of educators, administrators, a board member, and community members. It is recommended that it be no larger than necessary. To that end, members of the committee may represent more than one constituency (i.e., parent/guardian/administrator, teacher/community member, etc.).

- One teacher per building.
- One paraeducator representative.
- At least one educational specialist.
- SAU director(s)
- At least one building principal or designee per level.
- Either superintendent or assistant superintendent.
- Technology representative (optional by request)
- One School Board member (optional by request)
- One community member (optional by request)

How will members be selected?

- Teachers are appointed by the Superintendent or designee with recommendations from building administrators.
- Paraeducator representative is appointed by the Dover Tutor, Interventionist, Paraeducator and Aides Association (DTIPA) President.
- Administrators are designated by building principals.
- Community representatives are selected by the administration.
- School Board member appointed by the School Board.

Professional Development Committee Roles/Responsibilities:

What are the roles and responsibilities of the Professional Development Committee?

The Professional Development Committee will determine if the following strategies are improving student learning and performance:

- Collaborative goal setting.
- Student-learning assessment tools.
- Educator professional development.

The Professional Development Committee will formulate and recommend alternative approaches and revise the plan as needed:

- To address student needs.
- To enable staff members to continue to grow professionally.

Additional responsibilities include:

- Data review.
- Feedback collection and review.
- Individual support.
- Approve/refine professional development forms.
- Approve professional staff certification.
- Appeals.

When, where, and how frequently will the Profession Development Committee meet?

- The Professional Development Committee will meet quarterly (minimum of twice a year) with a focused purpose to discuss and monitor the plan's implementation, make necessary revision/refinements to the plan, and assess the degree to which the plan accomplishes its stated purpose.
- Additional meetings will be added as needed.
- Subgroups may meet more frequently as needed.

Plan Development:

The function of the Professional Development Committee is to create, review and revise the Master Plan for professional development. The Master Plan for the Dover School District was created by the members of the Professional Development Committee. The process for approval:

- The first draft of the Master Plan is created by the members of the district's Professional Development Committee.
- The final draft is created and sent to the State of New Hampshire for review and approval.

The Master Plan may be amended in the following manner:

- The Professional Development Committee may adopt amendments with two-thirds of the committee assembled. The amendments must be introduced in writing.
- Amendments approved by the Professional Development Committee shall be submitted to the Superintendent and School Board, who will then act on the proposed amendments.
- Approved changes will be sent to the State Board of Education.
- Provide all staff members with information about the Professional Development Plan.
- Professional development programs and procedures.
- Meet to discuss procedures and professional development issues and questions brought forth by staff.
- Administer and analyze the results of the SAU Needs Assessment.
- The SAU Needs Assessment is a tool for administration to develop school, and district professional development opportunities, as well as the implementation of the Strategic Plan.

SECTION III

DATA COLLECTION, INTERPRETATION AND USE

Data Collection:

The Dover School District is committed to student centered approaches to learning that target individual and collective understanding, growth, and proficiency. The following matrix consists of data sources that the district uses to measure student and educator progress, practice, and achievement.

Data Interpretation:

Generally, decisions are made using this data, but other data/evidence may be used as well. The data may vary from building to building depending on the need.

Data Use:

The Dover School District is committed to identifying the learning needs of our students. To this end, our Master Plan reflects our commitment to analyze and use the data collected through the system outlined in the following matrix to:

- Evaluate students' performance and identify student learning needs in relation to the: NH Education, Improvement and Assessment Program, NH Curriculum Frameworks and/or the Common Core State Standards (CCSS) and expectations set out by the Dover School District.
- Identify, develop and/or revise district/school/individual level goals which target identified student learning needs and measure of the effectiveness of individual professional development plans.
- Measure the effectiveness of the Professional Development Master Plan in improving student learning by the Professional Development Committee.
- Inform instruction based on analysis of data through the school/district data teams.

The matrix below represents:

- Data/information collected and interpreted for decision-making.
- Methods used for collecting data.
- Persons responsible for data collection, dissemination and interpreting the data.
- Schedule for data collection, dissemination, and interpretation.
- Format and way the data will be made available.
- Procedures and timeline for data use.

Data Sources: Identify the types	Collection: Who collects it? How often? When?	Analysis: Who analyzes it? What is the process?	Decision Making: What is information being used for? How are results reported and to whom?
Standardized Testing: SAS	Spring/Annually	All staff and administration. Results are compiled by the state. Results are analyzed at the district level, admin. level, school level, and grade levels.	Data used for instructional development and monitoring student progress over time. Results are reported through the Cambium portal to all parents/guardians and professionals involved with students.

		Results are shared with parents/guardians via parent portal. Electronic copies are stored within the district.	Results are used to monitor professional growth and development.
Standardized Testing: AIMSWEB	Fall, Winter, Spring	Administrators, educators. Results are compiled and analyzed electronically by designated team members and are shared with classroom teachers, parents/guardians, and administrators.	Data used for instructional development and monitoring student progress over time. Results are reported in hard copy/electronic form to all parents/guardians and professionals involved with the student. Results are used to monitor professional growth and development.
Standardized Testing: PSAT/SAT	Annually	Administrators, educators. Results are compiled and analyzed by the College Board. Individual student results are provided to parents/guardians and students. General results are shared with the district and staff.	Data used for instructional development and monitoring student progress over time. Results are reported in hard copy/electronic form to all parents/guardians and professionals involved with the student. Results are used to monitor professional growth and development.
Standardized Testing: Advanced Placement Tests	Annually	Results are compiled and analyzed by the College Board. Individual student results are electronically shared by the College Board.	Data used for instructional development and monitoring student progress over time. Results are reported in hard copy/electronic form to all parents/guardians and professionals involved with the student. Results are used to monitor professional growth and development.
Standardized Testing: NAEP (National Assessment of Educational Progress)	Winter	Administrators, educators. NAEP results are compiled and analyzed at the Federal level. Results shared at the district and school level.	Data used for instructional development and monitoring student progress over time. Results are reported in hard copy/electronic form to all parents/guardians and professionals involved with the student. Results are used to monitor professional growth and development.
Standardized Testing: ACCESS	Winter	ESOL Educators. Results are compiled and analyzed by ESOL educators and are shared with administration, staff, and parents/guardians at individual student conferences.	Data used for instructional development and monitoring student progress over time. Results are reported to all parents/guardians and professionals involved with students. Results are used to monitor professional growth and development.
Standardized Testing: Renaissance Star Enterprise	Fall, Winter, Spring	All admin and staff. Depending on the screening tool selected, results may be compiled electronically by the screening company. Results will be analyzed at the district level, admin. level, school level, and grade levels. Results are shared with administrators, staff, and parents/guardians at student conferences.	Data used for instructional development and monitoring student progress over time. Results are reported to all parents/guardians and professionals involved with student. Results are used to monitor professional growth and development.
Math Learning Center Number Corner Baseline and Assessments K-5	Fall	Classroom teachers, instructional coaches, special educators, ESOL teachers use the results to inform instruction. Results are shared with parents/guardians during parent/guardian conferences.	Results are generally reported in a spreadsheet of all professionals involved with student. Results are used to monitor student progress over time, and for individualized student instruction, program revisions and development, and to monitor professional growth and development.
Instructional Program Data:	Ongoing throughout the year	Grade 7 – 12 classroom teachers, instructional coaches', special	Results are reported through the Student Information System portal. Results are

Common Summative Assessments 7 - 12		educators, ESOL teachers, and principals meet to analyze and discuss results. Results are shared with parents/guardians throughout the year and during parent/guardian conferences.	used to monitor student progress over time, and for individualized student instruction, program revisions and development, and to monitor professional growth and development.
Classroom Assessments: Ongoing Formative Assessment	Ongoing throughout the year	Classroom teacher, Title I tutors, special educators, ESOL teachers, and instructional coaches collect and analyze student data and meet regularly to discuss individual student results. Individual student data is shared with parents/guardians as needed during parent/guardian conferences.	Results are reported in hard copy to all professionals involved with students. Results are used to monitor student progress over time, and for individualized student instruction, program revisions and development, and to monitor professional growth and development.
Student/Staff Profile Data: Attendance Data Tardy Data Mobility Data IEP (Individualized Education Program) RTI (Response to Intervention) Intervention Data 504 Plans Health Data Free/Reduced Lunch Data High School Drop Out Data Report Card Data Homeless Data School Climate Data Youth Risk Assessment Data Virtual Learning Academy Credit Recovery Alternate Pathways high school completion	Ongoing throughout the year	Data is collected within the School Information System (main office, nurse, guidance). Classroom teacher, Title I tutors, special educators, ESOL teachers, school counselors, reading specialists, behavior specialists, instructional coaches, and principals meet regularly to discuss individual student data.	Results are reported electronically to all professionals involved with students. Results are used to determine what non-academic support may be needed to help a child be successful in school.

SECTION IV

PROCESS AND REQUIREMENTS FOR 3-YEAR INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

Individual Professional Development Plans and Goals Required of all Educators:

Teachers and administrators certified by the NHDOE are differentiated as beginning or experienced educators. Individual Professional Development Plans are required for all educators for continuous professional growth that supports their current job assignment and recertification.

All educators credentialed through the New Hampshire Department of Education will develop and complete a 3-year individual Professional Development Plan that uses yearly goals that include self-reflection and assessment of student growth.

A. Establishing Individual Professional Development Goals

The Dover School District values educator self-assessment and goal setting, problem solving. Each educator's professional development goals will guide educators in their professional development. Educators will develop one or more goals based on the Marshall Rubric examination and analysis of student data/information, and the district or school goals/improvement plans.

The Dover School District staff follows a three-year timeline and requires the following steps outlined below:

1. Goal Setting (August/September)

- a) Choose an appropriate goal based on district and school goals.
- b) Develop goals for which evidence will be gathered.
- c) Complete three-year Professional Development Plan form.

2. Plan Development (September-November 1)

- a) Submit the plan to an administrator or designee by November 1 and schedule a meeting with an administrator or designee.
- b) Refine, expand, or limit the plan based on feedback.

3. Plan Implementation (Ongoing November-March)

- a) Engage in activities and efforts directed towards goals.
- b) Review research and data.
- c) Organize, analyze, and interpret data to inform practice and focus for professional growth.
- d) Log all activities on Three Year Professional Development Plan form.
- e) Include evidence when applicable (agendas, data, curriculum work, student examples, etc.

4. Annual Reflection (March)

- a) Complete the reflection questions found in the Professional Development Plan packet.
- b) Annual reflective conversation with administrator.
- c) Use data to determine the impact of changes in practice.
- d) Explore adjustments or latest information needed.

5. Total Performance Evaluation (March – end of year 3 only)

- a) Annual reflective conversation with an administrator or designee.
- b) Review professional development work/evidence with administrator/designee: plan, activities log, collaboration, adjustments to practice, impact of adjustments, related data.
- c) Discuss how this will impact practice moving forward.

- d) **Optional** - Share /present gained knowledge (appropriate pieces of your work with appropriate audience)

B. The following is an enhanced version of the five steps:

1. Step one: Goal Setting

At the beginning of each re-certification cycle or during the first year of hire, educators will develop at least one goal to be approved by the administrator or designee for the successful completion of the educator's Professional Development Plan:

- a) Develop goals. Quality goals are specific, measurable, achievable, relevant, and timely (SMART)
- b) Goals are established at the beginning of the professional development process and are reviewed and revised annually.
- c) Goals are informed by:
 - 1. Dover School District Mission Statement and Goals.
 - 2. Dover School District Strategic Plan
 - 3. Competencies and Curriculum.
 - 4. Instructor Standards and Expectations.
 - 5. Learning Walks and Self-assessment
 - 6. Content area.
 - 7. Best practice.
 - 8. Professional experience.
 - 9. Student and parent/guardian data and feedback.

Goals will meet the following criteria:

Indicator	Met (Y or N)
Based on identified and current student learning needs and be directly related to improving student performance.	
Authentic, challenging and relevant to your work.	
Measurable and lead you to collect, analyze and report on student learning data.	
Addresses an issue you can do something about.	
Realistic for the timeframe of one year.	
Focused and connected to the district goals.	

2. Step two: Professional Development Plan Development

The Dover School District has three options available to educators to fulfill the professional development requirements for recertification.

- a) Select one of the following plans: Collaborative, Hybrid, or Independent. Educators will work collaboratively with a supervisor to develop a plan that follows these guidelines. Should we remove this whole section
- **Collaborative Plan: Common Goal Setting:** The Collaborative option allows a group of colleagues to work together on the same goal. This provides the opportunity to share experiences and provide support and feedback in the process of enhancing skills and knowledge. It also allows for a wider scope of research and inquiry as it includes multiple classrooms and/or disciplines. Examples of collaborative efforts include literacy development, creating curriculum, or technology exploration. If this option is chosen, part of the plan proposal should include the defined group of collaborators and the specific goal.
 - **Hybrid Plan: Individual Goal Setting with Collaboration:** The Hybrid option is characterized by a group of professionals, each working on independent areas of goals but seeking feedback from a defined group on an ongoing basis. This allows an individual the ability to explore opportunities for research or growth in a specific area of goal while receiving ongoing support and feedback from a collaborative group of educators. Appropriately defined groups for collaboration include content areas, grade levels, committee groups, professional learning communities, and blog/discussion boards with the group. If this option is chosen, part of the plan proposal should include the defined group of collaborators and the specific goal.
 - **Independent Plan: Individual Goal Setting:** The Independent option allows an individual to pursue goals independently. An individual may choose to receive feedback/support from colleagues as needed. Educators choosing this plan pursue independent exploration, such as a graduate program, applicable to their content area. If this option is chosen, the plan proposal should include the goal along with potential collaborative options but does not need to define a group for collaboration.
- b) Submit the plan to an administrator at the beginning of a three-year cycle or during the first year of hire (see Appendix A).
- **Documentation of Professional Learning:** The development of an activities logs documenting job-embedded or formal professional development addressing their goal.
 - Each educator will develop a body of evidence that documents job-embedded and/or formal professional development addressing their goal.
 - Each educator will use this method outlined above to provide evidence of their growth in knowledge of subject or field of specialization and learners and learning as they relate to their goal to increase student achievement.
 - Each educator will document professional learning gained through the completion of job-embedded and/or formal professional development activities.
 - Each educator will reflect on experience and the resulting professional learning.
 - Schedule a meeting with an administrator to review the plan proposal.

- **Approval of Professional Development Plans:** Professional Development Plans follow the Dover School District model outlined in this document. Plans must be approved by the direct supervisor. To secure approval, educators, in collaboration with an administrator, will do the following.
 - Educators submit their plan to their administrator in the fall of the first year of their recertification cycle or the fall of the first year of hire. Review of the plan is scheduled annually until re-certification.
 - The administrator and the educator will review goals, data, plan for outcome, and determine timeline. The agreed-upon plan is signed by the educator and the designee, and a copy is kept in the educator's personnel file.
 - The educator will have the option to an appeals process for remedying disagreements between the individual submitting the plan and the individual(s) with approval authority.
 - Refine, expand, and/or limit the plan based on reflection and/or feedback received.

3. Step three: PD Plan Implementation

- a) Engage in appropriate professional development activities and efforts directed towards the/goal.

Appropriate Professional Development Activities: The Dover School District recognizes the value of committing to a variety of professional development opportunities (internal and external) for its educators, including, but not limited to the following:

Activity	Example	Evidence
Action Research	Examining one's own teaching or professional practice and its impact on students by engaging in a research project in their classroom or work setting (For example, measuring the effects of the implementation of a new program or specific classroom strategies.)	Research plan. Data collection, analysis, and interpretation of results.
Book Discussion Groups	Engaging in a single discussion or a series of discussions about a book or other professional publications.	Book titles, meeting dates, attendance lists, discussion notes.
Case Discussions and Lesson Study	Examining written narratives or videotapes of classroom teaching and learning and discussing what is happening, the problems, issues, and outcomes that ensue.	Videos or description of cases, attendance lists, discussion notes.
Classroom observation process	Engaging in conversations about teaching and learning based upon one or more classroom observations.	Dates on which the process occurred, meeting notes, observation reports.
Creating a "product"	Developing some kind of "product." Products can be something for the classroom, school, or district, such as completing a self-study, participating in a task force, or creating a new form, document, or tool.	The "product," a log of activities and time, sources of information used.
Collaborative Team within a Professional Learning Community	Forming a structured, collaborative, collegial group approach to examining student work to improve	Meeting dates, attendance lists, discussion notes, conferences, courses.

	instruction and generating solutions to classroom problems.	
Curriculum development, implementation, adaptation, revision	Developing new curriculum, creating new instruction units, lessons, materials, and strategies, or tailoring existing ones to meet the learning needs of students.	Curriculum documents, lesson plans, log of activities and time.
Collaboratively examining student work and student thinking, scoring assessments	Carefully analyzing student work and products to understand students' thinking and learning strategies and identifying learning needs and appropriate teaching strategies and materials.	Copies of the student work, which was examined, meeting dates, discussion notes.
Independent study	Engaging in the study of a specific topic of interest either on one's own or as part of a formal university or college degree program.	Description of the study, log of activities, paper, projects transcripts, institutes.
Partnerships	Working in a collaborative partnership with a business, industry, university, or college with a focus on improving the educators' knowledge of content, instructional methods, and understanding of "real world" applications of curriculum content and skills.	Log of activities, materials, projects, lesson plans.
Professional learning presenter	Creating and/or presenting learning experiences for other educators.	Description of the presentation, copies of materials, dates, lists of participants, video, or audio tape of presentations.
Professional networks	Linking educators with one another through electronic means to explore and discuss topics of interest, issues of concern, and experiences in applying new methods to provide support and to identify and address shared problems.	Names of participants, log of contacts, notes.
Study Groups	Engaging in a regular and collaborative interaction with a group of colleagues around a particular topic or topics (e.g., block scheduling, cooperative learning, multiple intelligences, etc.)	Meeting dates, agendas, discussion notes, materials.
Courses, seminars, workshops, and conferences	Engaging in learning in a formal environment potentially leads to an additional degree.	Transcripts, reflections, sharing of learning.
Grant Writing	Grants written that required the educator to increase their knowledge of issues relating to teaching and learning, may qualify for professional development. (The finished product, whether accepted or not, should have an impact on individual professional growth, SAU/building needs, and/or improved student learning.)	Copy of the grant and supporting documents.
Mentoring/Coaching	Serving as a formal mentor/coach for another educator or participating as a recipient of formal mentoring/coaching by another educator.	Meeting dates, agendas, discussion notes, materials.
Professional Writing	Using writing to share your own professional learning through both informal and formal publication.	Copies of written documents.
New Teacher Induction	Participating in the formal New Teacher Induction Program.	Meeting dates, agendas, discussion notes, materials.

4. Step four: Annual Reflection, Review & Documentation of Evidence of Learning

The plan's intention is for the educator to regularly reflect on their professional growth and how it is impacting student learning. The annual review will consist of educators completing the Annual Review and Reflection Form (see Appendix B) and engaging in a conversation with their administrator, focusing on their professional development work and activities over the past year as outlined below.

5. Step five: Total Performance Evaluation

Approval of Plan Completion: When the educator feels the educator has completed the professional development cycle as outlined in this plan, the educator will meet with their supervising administrator to share work and evidence of growth. This meeting will take place no later than April of the year when the educator's certification expires. Based on the approved plan, the educator will review with the administrator the body of evidence demonstrating the progress toward the completion of the plan.

The administrator will determine if adequate progress has been made on the plan. If more work needs to be done on the plan, the feedback will include a date for a follow-up meeting to review progress on the items outlined in the feedback.

Evidence of progress/results will be reviewed and will be evaluated based on progress made on the goals set in the educator's plan. This may include, but is not limited to, the following:

- a) Multiple data sources
- b) Observations
- c) Student performance data
- d) Student and parent/guardian feedback
- e) Instructor self-assessment
- f) Evidence of collaboration

C. Professional Development Activities and Evidence

Educators in the Dover School District will engage in high quality job-embedded professional learning (JEPD), which is defined as professional learning that is:

1. Grounded in daily professional practice and designed to enhance educators' content-specific knowledge of best professional practices to improve student learning and achievement.
2. Primarily school or classroom based and integrated into the workday, consisting of educators assessing and finding solutions for authentic and immediate problems of professional practice as part of a cycle of continuous improvement.
3. A shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active educator involvement in collaborative, data-informed work.
4. Aligned with state standards for student academic achievement and any related district and school improvement goals.

(Adapted from Learning Forward)

The value of job-embedded professional learning lies in its transformational power. It can contribute to the development of all educators within a school or team by generating

conversations about their professional practice and its impact on student achievement. Job-embedded professional learning taps into and respects the accumulated knowledge of the professionals engaged in the practice.

Professional learning activities may take place across a variety of environments and structures: collaborative teaming within a PLC, departments, teams, professional development focus groups, and instructional coaching. Some activities may be completed individually. Teachers may also participate in traditional learning activities, such as workshops, courses, and conferences. However, such activities must be shown to connect to the educator's daily work, support individual school and district goals, and improve student achievement. Educators will select one or more of the activities listed in Appendix A (or another appropriate activity) to engage in and document their professional learning.

ANNUAL PROFESSIONAL DEVELOPMENT PROCESS - DOVER SCHOOL DISTRICT

Date	Steps	Description of Activities	√
August/ September	Goal Setting	• Complete the Self-assessment. • Develop Goal • Complete PD Plan Form	☐
September- November	Plan Development	• Submit PD Plan to admin/designee. • Meet to refine plan	☐
Ongoing November- March	Plan Implementation	• Engage in activities directed towards goal • Log activities on PD Plan Form (Attach evidence)	☐
March	Annual Reflection	• Complete reflection questions • Annual reflective conversation with admin/designee.	☐
End of Year 3 (March)	Total Performance Evaluation	• Complete reflection questions • Review all PD work with admin for approval of recertification.	☐

SECTION V – DOCUMENTATION OF PROFESSIONAL LEARNING

High-quality professional learning activities, such as those listed above, must:

- reinforce school or district improvement goals.
- increase student achievement.
- increase content-area or professional knowledge.
- increase knowledge of learners and learning.
- increase their knowledge of best practice.
- promote continuous improvement.

Educators in the Dover School District will document professional learning gained through the completion of job-embedded and/or formal professional development activities by developing a body of evidence as a natural, integrated part of their work and learning process rather than an excessive added demand. Evidence to be collected should include artifacts organically generated through the professional's daily

work thus requiring that the educators “collect” rather than “create” evidence. Evidence that educators collect should be logged on an ongoing basis.

In collecting their evidence, educators should focus on demonstrating their own learning and the impact of their activities on student learning in:

- the subject or field of specialization and;
- learners and learning as they relate to school and district goals to increase student achievement.

When necessary, brief written explanations may accompany evidence. The collected evidence is not a portfolio, though teachers may choose to create a portfolio if they wish.

Upon completion of the selected activities and gathering of evidence, educators will document their reflection on their learning by completing a reflection and have a reflective conversation with an administrator or designee. This reflection should be used to explain and interpret the collected evidence. The educator will reflect on the experience and the resulting professional learning for the content area or field of specialization and how the activity and evidence relate to district and school improvement goals. Also, this reflection should describe that learning's contribution to fulfilling their individual professional development goals.

SECTION VI – APPROVAL OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS PRIOR TO IMPLEMENTATION

Approval of Professional Development Plans:

Professional Development Plans follow the Dover School District model outlined in this document. Plans must be approved by the direct supervisor. To secure approval, educators, in collaboration with colleagues, must follow the timeline and process below:

- Educators submit their plan to their building administrator or designee in the fall of the first year of their recertification cycle or the fall of the first year of hire. A review of the plan is scheduled annually throughout the 3-year certification cycle.
- The administrator and the educator will review goals, data, and plan for approval. A written copy of the agreed-upon plan is signed by the educator and administrator/designee before implementation. A copy is kept in the educator's personnel file.
- Evidence of progress/results will be reviewed and will be evaluated based on:
 - Multiple data sources
 - Observations
 - Student performance data
 - Student and parent/guardian feedback
 - Instructor self-assessment
 - Evidence of collaboration
 - Narrative
- Refine, expand, and/or limit the plan based on reflection and/or feedback received.

Approval of Plan Completion:

When the educator has completed the professional development cycle as outlined in this plan, the educator will meet with her supervising administrator to share work and evidence of growth. This meeting will take place no later than the last day of March of the year that the educator's certification expires. The educator and administrator will review with the body of evidence demonstrating progress toward completion of the approved plan. The administrator will determine if the plan has been completed; if adequate progress has been made toward the completion of the approved plan, or if the educator has not made adequate progress toward the completion of the plan. If the plan has been completed, the administrator will notify the Superintendent in writing that the educator has successfully completed their plan; if the plan is not yet complete, the administrator will provide the educator with oral and written feedback indicating what needs to be done to successfully complete the plan. If more work needs to be done on the plan, the feedback will include a deadline for a follow-up meeting to review progress on the items outlined in the feedback.

Appeals Process:

In the case that a disagreement should arise between the educator submitting the plan and the administrator with approval authority, the first step is for the two to attempt to resolve the disagreement themselves. Although differences regarding individuals' professional development are usually resolved informally, there is a well-defined process in place for educators to appeal a disagreement regarding Individual Professional Development Plans. The steps are as follows:

- The staff member must contact the school administrator in writing within ten (10) working days of the date of the decision.
- A meeting is scheduled between the administrator and staff member, to be held within fifteen (15) working days of the staff member contacting the school administrator in writing, at which time the staff member may bring whatever information, documentation or resources are needed to support the appeal.
- The school administrator must inform the individual of a decision in writing within fifteen (15) working days of the staff member/administrator meeting.
- The staff member may further appeal this decision to the Professional Development Committee by requesting, in writing, a hearing with the committee. This request must be made within ten (10) working days of receipt of the written decision from the administrator as above. The hearing must be held within fifteen (15) days of the receipt of the written request for appeal. A quorum, defined as a simple majority of Professional Development Committee members must be present at the hearing. No new evidence or information may be presented at this hearing. However, full discussion of the facts by all parties will precede final deliberations. The school administrator and the aggrieved educator will be excused from final deliberations and voting. The decision of the Committee shall represent a majority vote by the members present at the hearing.
- The educator will receive a written decision from the Professional Development Committee within five (5) working days of the meeting.

Paraeducators:

All Class 4 interventionists, defined as those interventionists who have teacher certification, will follow the same professional development plan as other professional educators under the Dover School District Master Professional Development Plan to maintain their teacher certification status.

All Class 4 interventionists who have 4-year college degrees and/or are certified paraeducators seeking re-certification, will complete within the 3-year cycle a minimum of 50 continuing education units. Twenty of the CEUs must be obtained by working in job specific areas. The other thirty CEUs must be obtained by working on school and/or district goals.

All Class 3 paraeducators, defined as a paraeducator with state paraprofessional certification, seeking state recertification will complete within the three-year cycle, a minimum of 50 continuing education units. Twenty of the CEU's must be obtained by working in job specific areas. The other 30 CEU's must be obtained by working on district and/or school goals.

Class 1 and 2 paraeducators who hold no state certifications, either teacher certification or paraprofessional certification, and are not trying to acquire state certifications, have no professional development requirements under our Master Plan.

PROFESSIONAL DEVELOPMENT ACTIVITIES CHART

Activity	Example	Evidence
Action Research	Examining one's own teaching or professional practice and its impact on students by engaging in a research project in their classroom or work setting. (For example, measuring the effects of the implementation of a new program or specific classroom strategies.)	Research plan, data collection, analysis, and interpretation of results.
Book Discussion Groups	Engaging in a single discussion or a series of discussions about a book or other professional publications.	Book titles, meeting dates, attendance lists, discussion notes.
Case Discussions and Lesson Study	Examining written narratives or videotapes of classroom teaching and learning and discussing what is happening, the problems, issues, and outcomes that ensue.	Videos or description of cases, attendance lists, discussion notes.
Classroom observation process	Engaging in conversations about teaching and learning based upon one or more classroom observations.	Dates on which the process occurred, meeting notes, observation reports.
Creating a "product"	Developing some kind of "product." Products can be something for the classroom, school, or district, such as completing a self-study, participating in a task force, or creating a new form, document, or tool.	The "product," a log of activities and time, sources of information used.
Critical Friends Groups	Forming a structured, collaborative, collegial group approach to examining student work to improve instruction and generating solutions to classroom problems.	Meeting dates, attendance lists, discussion notes, conferences, courses.
Curriculum development, implementation, adaptation, revision	Developing new curriculum, creating new instruction units, lessons, materials, and strategies, or tailoring existing ones to meet the learning needs of students.	Curriculum documents, lesson plans, log of activities and time.
Collaboratively examining student work and student thinking, scoring assessments	Carefully analyzing student work and products to understand students' thinking and learning strategies and identifying learning needs and appropriate teaching strategies and materials.	Copies of the student work, which was examined, meeting dates, discussion notes.
Independent study	Engaging in the study of a specific topic of interest either on one's own or as part of a formal university or college degree program.	Description of the study, log of activities, paper, projects, transcripts, institutes.
Partnerships	Working in a collaborative partnership with a business, industry, university, or college with a focus on improving the educators' knowledge of content, instructional methods, and understanding of "real world" applications of curriculum content and skills.	Log of activities, materials, projects, lesson plans.
Professional learning presenter	Creating and/or presenting learning experiences for other educators.	Description of the presentation, copies of materials, dates, lists of participants, video, or audio tape of presentations.
Professional networks	Linking educators with one another through electronic means to explore and discuss topics of interest, issues of concern, and experiences in applying new methods to provide support and to identify and address shared problems.	Names of participants, log of contacts, notes.

Study Groups	Engaging in a regular and collaborative interaction with a group of colleagues around a particular topic or topics (e.g., block scheduling, cooperative learning, multiple intelligences, etc.)	Meeting dates, agendas, discussion notes, materials.
Courses, seminars, workshops, and conferences	Engaging in learning in a formal environment potentially leads to an additional degree.	Transcripts, reflections, sharing of learning.
Grant Writing	Grants written that required the educator to increase their knowledge of issues relating to teaching and learning, may qualify for professional development. (The finished product, whether accepted or not, should have an impact on individual professional growth, SAU/building needs, and/or improved student learning.)	Copy of the grant and supporting documents.
Mentoring/Coaching	Serving as a formal mentor/coach for another educator or participating as a recipient of formal mentoring/coaching by another educator.	Meeting dates, agendas, discussion notes, materials.
Professional Writing	Using writing to share your own professional learning through both informal and formal publication.	Copies of written documents.
New Teacher Induction	Participating in the formal New Teacher Induction Program.	Meeting dates, agendas, discussion notes, materials.

**Dover School District Activity Log
For Professional Development****District Smart Goal:****School Goal:****Personal (SMART) Goal:**

Date	Activity	Number of Hours	Artifacts/Evidence: May not always be applicable.

PROFESSIONAL DEVELOPMENT REFLECTION QUESTIONS**Name:** _____**School:** _____**Date:** _____

Instructions: Please use the following questions to reflect on your work during the school year. The information from your reflection will allow your school and the district to have a deeper understanding of your experience and what future support you feel is needed and your goals.

This Year's Professional Development

1. In what ways have you grown professionally this year?
2. What instructional strategies did you try this year?
3. How did you collect evidence of student learning toward mastery?
4. What did you learn by examining student evidence?
5. What was unexpected when you looked at student evidence?
6. In what ways has your progress with your professional learning targets been evidenced in student learning?
7. In what ways did you function on a mutually accountable and interdependent team this year?
8. What are your next steps?

Looking Ahead

1. What ongoing professional development will help you grow as an educator?
2. How can you support your own professional growth?
3. What professional opportunities are you most excited for next year?

UPDATE ON RECERTIFICATION AND OPTIONS FOR STAFF WITH MULTIPLE CERTIFICATIONS

Even though Ed 512 continues to offer multiple methods for documenting professional development growth, *all* methods require that "...individual educators reflect on and provide **evidence** of the impact of their professional learning and on student learning and provide **evidence** that the professional development addresses:

- a. increases in educator learning,
- b. growth in student learning and academic achievement..."

The NHED expectation is that evidence be provided in the instructional area in which the staff member is currently engaged to be recommended for certification by their local School District.

For staff members holding multiple certifications, the following options are available:

1. Educators may maintain multiple certifications by finding ways for linking evidence gathered around one or two goals to meet all certifications being renewed.
2. While providing evidence for recertification in the primary instructional area, a staff member may elect to collect evidence or document CEUs (30) for their additional certifications over the 3-year recertification cycle. That documentation can be submitted with the evidence gathered to support their primary assignment to keep all certifications active.

Class: (circle) 1 2 3 4

Certifications: 1. _____

2. _____

3. _____

Administrator's Signature: _____ Date: _____

Appeal Process

Building Level Appeal

Upon the receipt of the above written appeal request and the form in question from the professional, the building PDC representative will meet with the professional and the building administrator in an attempt to resolve the issue. If the issue remains unresolved:



District Level Appeal

The building PDC representative will contact the PDC chair for inclusion of the appeal as an agenda item on the next scheduled monthly meeting. The PDC will review the issue as presented by the professional's building PDC representative. If the aggrieved party and the building administrator wish to present their views, they may do so at this time. The professional, the building administrator and the superintendent will be notified in writing of the PDC decision within fifteen (15) working days.



Within ten (10) working days of the refusal, the professional should submit a written appeal for reconsideration to the building Professional Development Committee (PDC) representative. The letter should include specific information on the issue of disagreement, the nature of the problem, the reason there is a disagreement, a copy of the IPDP form or the Professional Development Plan Form in question, and a brief rationale stating why the professional feels the goal or activity should be approved.

PROFESSIONAL DEVELOPMENT APPEAL FORM**Staff Member Name:** _____**School:** _____**LEVEL A****To:** _____
(Name of Immediate Supervisor)**Date of Appeal:** _____ (must be within ten (10) working days of occurrence)

- **Statement of appeal: (Be sure to include specific incident)**

- **Relief sought:**

Signature: _____ Date: _____

Answer given by immediate supervisor: (Within fifteen (15) working days)

Signature: _____ Date: _____

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Self-Directed PD Form**Date of submission:** _____**Name:** _____**Building:** _____**Position:** _____**Date/s of the activity being requested:** _____**Describe the professional learning activity that you are requesting:****Describe the connection to school or district goals:**

District strategic plan

Building strategic plan

Personal PD Goal

Funding:

No funding is required

Funding in the amount of \$ _____ is needed.

This funding has been approved by: _____

Submission of this form does not guarantee approval**Approved with funding****Approved without school or district funding****Not Approved****Reason:** _____**Building-level administrator signature:** _____**CIA Director signature:** _____

DOVER SCHOOL DISTRICT-SAU #11
Application for Course Reimbursement Approval

Applicant's Name: _____ Date: _____

Please complete a separate form for each new course.

Name of Course: _____

College or University: _____

Start and End Date: _____

Number of credits	Cost per credit	Total cost

Is this course part of an approved degree program?

Yes _____ No _____

Is this course related to your current role in the Dover School District?

Yes _____ No _____

If this course is approved, I understand that I must submit a transcript of my grade for the course to be considered for reimbursement. I further understand reimbursement is paid in accordance with the local school district policy. Proof of payment must also be submitted to receive reimbursement.

Cohorts will be paid directly by the district in accordance with local policy. If the course reimbursement funds are exhausted, I understand that I may be responsible for some of the cost of the cohort course. Cohort courses are subject to the B or better requirement.

Signature _____ Date _____

_____ This application for course reimbursement is approved on the condition of a B or better and proof of payment.

Reason for denial if applicable: _____

Amount eligible for reimbursement:

Total: _____ No. Credits: _____ Cost per Credit: _____

Superintendent Signature _____ Date _____

GLOSSARY OF TERMS

Action Research – A process of asking important questions and looking for answers in a methodical way; an examination of a teacher’s own teaching and student learning by engaging in a research project in the classroom. (ASCD.org)

Best Practice – Best practice is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result. A commitment to using the best practices in any field is a commitment to using all the knowledge and technology at one’s disposal to ensure success (“Best Practice” Search VB.com Definitions. http://searchvb.techtarget/s0Definition/0sid_gci498678,00.html).

Collaboration and Collaborative Planning – Involves groups, team or partnership of people working and learning together as they plan curriculum, examine student and teacher work, plan and use assessments, and use data to improve student learning (<http://webserver3.ascd.org/oscd/collaborativeplanning.html>).

Collegiality – Deals with the social and professional interaction of school community members. Collegiality is demonstrated by teachers who are supportive of one another, by openly sharing failures and mistakes, demonstrating respect for one another, and constructively analyzing and criticizing practices and procedures (Marzano, *What Works in Schools* 61, based on Fullan and Hargreaves, 1996).

Curriculum Development – When teachers are empowered to become curriculum designers, they have the opportunity to know the entire curriculum of the school, to develop curriculum maps and a curriculum web to show the connections among the disciplines. Having a deeper understanding of the bigger curriculum picture contributes to a teacher’s greater knowledge of how to teach the curriculum.

Data-Driven Decision-Making – Using diverse forms of data to inform instructional strategies.

Educational Peer Coaching – Peer coaching is cooperative activities between educators that result in increased learning activities for both parties.

Examining Student Work – The practice of collectively analyzing samples of student work for the purpose of studying the impact of your teaching (instructional practice) on student achievement.

Immersion – The act of actively being immersed in a content area such as math or science, through participation in jobs, internships, or specialized training to gain first-hand experiences in the content area.

Inquiry-Based Learning – Seeking information by questioning. This is a cyclical process involving much reflection.

Job-Embedded – A culture of on-going professional learning and collaboration activities that take place during the regular school day, or before or after school. The focus of job-embedded professional growth is to improve student learning and is achieved by continual formal and informal discussions about student work.

Journaling – The practice of writing to learn, by keeping a journal in which to summarize and make sense of what you are learning.

New Teacher Induction – A program in which all new teachers to Dover are provided support in the first year of teaching. It may include:

- ◆ Analyzing classroom activities
- ◆ Analyzing skills/proficiencies
- ◆ Identifying strengths and weaknesses
- ◆ Assisting classroom discipline
- ◆ Providing guidance and feedback
- ◆ Assisting with curriculum and assessment
- ◆ Sharing resources, insights, practices, and materials

Professional Development Focus Groups – Grade level/content/district groups working collegially and collaboratively

Peer Coaching and Peer Review – Professional development strategies for educators to consult with one another, to discuss and share teaching practices, to observe one another's classroom, to promote collegiality and support, and to help ensure quality teaching (<http://webserver3.ascd.org/ossd/peercoaching.html>).

Portfolios – Frameworks; an artifact collection which could include an individual's accomplishments, learning, strengths, and expertise; a collection of assignments, artifacts, and evidence gathered to demonstrate attainment of prescribed competencies, standards, or outcomes, such as might be determined by the New Hampshire Credential Standards for Education Personnell; a collection of artifacts and evidence to discuss with colleagues and describe learning outcomes.

Professional Development – The learning that occurs for adults in schools so they may create environments in which all students can achieve high standards. Professional development is primarily focused on specific curriculum content, effective instructional practice, and methods and strategies to assess student learning. The term's professional development and staff development are used interchangeably throughout this document.

Professional Development Master Plan – The School Administrative Unit (SAU) document that describes the process through which professional development will be accomplished. The document covers a five-year period and is required by the New Hampshire Department of Education. The SAU Master Plan outlines the process for identifying the goals and selecting professional development activities for achieving the goals at the school, district, or SAU levels.

Recertification Cycle – The three-year process by which educators retain and renew their certification(s).

Reflections and Reflective Dialogue – A process of self-examination and self-evaluation that effective educators regularly engage in to improve their professional practices. Reflective educators think carefully about what is taking place in each situation, identify available options, consider their own values as professionals and their comfort level in acting on those values, and make conscious choices about how to act to make a difference. (ASCD, <http://webserver3.ascd.org/ossd/reflection.html>).

Study Groups – A group of people interested in collegial study and action. Study group members study together and support one another in effecting educational changes and advances. (<http://webserver3.ascd.org/ossd/studygroups.html>).

Competency-Based – Competency-based means that expectations for learning are high for all students and developmentally appropriate; standards guide all classroom decisions, the focus is always on student learning, effective practices result in higher levels of achievement for all students, and assessments are used to inform the teacher about the effectiveness of curricular and instructional decisions.

PROFESSIONAL DEVELOPMENT MASTER PLAN TASK FORCE

Facilitators:

Jennifer Krans Director, Curriculum, Instruction, and Assessment

Task Force Members:

Dr. Christine Boston	Superintendent of Schools
Abigail Small	Director, Student Services
Kiley Hemphill	Director, Curriculum, Instruction, and Assessment
Siobhan Mehalek	Director, Curriculum, Instruction, and Assessment
Patrick Boodey	Principal, Woodman Park School
Brittany Granfield	Principal, Frances G. Hopkins School at Horne Street
Beth Dunton	Principal, Garrison Elementary School
Meghan Mayhew	Teacher, Garrison Elementary School
Lisa Simko	Teacher, Woodman Park School
Aimee Krauss	Teacher, Dover Middle School
Lisa Dillingham	Teacher, Dover Middle School
Lesley Hocking	Teacher, Dover High School
Krystal Hanson	Special Educator, Dover High School
Heather Davidson	School Counselor, Bellamy Academy
Chera Alibrandi	Instructional Coach
Jillian Brickley	Instructional Coach
Julia Schwartz	Paraeducator, Garrison Elementary School

(FY27) BUDGET PREPARATION ADOPTION SCHEDULE (9/8/2025)

DATE	DESCRIPTION
2025	Administration Review
September 11	School Board to approve the FY27 Budget Adoption Schedule, set priorities, assumptions, and process.
September 25	Deadline for administrators to submit proposed budget data in IVEE and New Staff Request forms to the Business Office.
October 6-9	Multi-Department Review – SPED, TECH, Curriculum, Facilities, Chief Financial Officer, Superintendent, and Building Admin.
October 15-17	Chief Financial Officer formatting final budget docs for department-based tax-cap analysis.
October 21	Superintendent receives program wage & non-wage budget detail with tax cap analysis.
October 28	Leadership Team Review for Board Proposal.
November 6	Deadline for all remaining budget revisions.
November 17	School Board Special Meeting - Superintendent to present Proposed Budget.
2025 – 2026	School Board Review
November 24	School Board Budget Workshop (Department Presentations – Highlight Important Changes).
December 1	School Board Budget Workshop.
December 8	School Board Regular Meeting & Budget Workshop.
January 6	School Board Budget Workshop (New Board Members Present)
January 12	School Board Regular Meeting & Budget Workshop to Adopt Budget
January 13	School Board Regular Meeting & Budget Workshop to Adopt Budget (Backup Date)
January 16	School Budget due to City Manager.
February 11	(TENTATIVE) City Manager Presents Overall Budget to City Council.
February 18	(TENTATIVE) School Budget Presentation to City Council.
March 4	(TENTATIVE) School Budget Public Hearing (City Council).
March 18	(TENTATIVE) City Budget Public Hearing.
April 1	(TENTATIVE) City Budget (including School Budget) Adoption (Backup Date – April 8, 2026).