



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Special Session #4
Meeting Location:	Media Center (Rm 306) McConnell Center
Meeting Date:	Monday, August 26, 2019
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. AGENDA APPROVAL**
- F. APPROVAL OF MINUTES:** None
- G. CONSENT AGENDA**
 - 1. Correspondence:** None
 - 2. Resignations/Retirements:** None
 - 3. Leaves of Absence:** None
 - 4. Job Shares:** None
 - 5. Nominations:**
 - a. Teacher Nominations
 - b. Para Nominations
 - c. Non-Union Nominations
 - d. Coaching Nominations
 - 6. Extended Travel (Student Trips):** None
 - 7. Donations:** None
- H. STUDENT REPRESENTATIVE REPORT:**
- I. POLICY – CHANGES – PROPOSALS:** None
- J. POLICY ADOPTION:** None
- K. RESOLUTIONS:** None
- L. OLD BUSINESS:** None
- M. NEW BUSINESS:**
 - a. Dover School District's Educational Philosophy
 - b. Dover School District's Portrait of a Graduate
 - c. Dover School District's Performance Goal
- N. SUBMISSION AND PAYMENT OF BILLS**



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Special Session #4
Meeting Location:	Media Center (Rm 306) McConnell Center
Meeting Date:	Monday, August 26, 2019
Meeting Time:	6:00 P.M.

- O. SUPERINTENDENT’S REPORT:** None
- P. COMMITTEE REPORTS**
- Q. SCHOOL BOARD MATTERS OF INTEREST**
- R. ADJOURNMENT**

Citizens are invited to public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements at all public meetings, unless a vote to the contrary is taken by the School Board. Statements shall be limited to three 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.

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

TO: DOVER SCHOOL BOARD

DATE: August 26, 2019

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 2019-2020 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Welsh, Thomas	EMT/Sports Medicine Teacher	DHS CTC	Hannah Welsh/Jeff Forman	\$34,563.29	BA, Step 11
Mulligan, Jerimiah	Building Trades	DHS CTC	Jeff Forman	\$22,378.29	BA, Step 19
Levesque, Caitlin	Health Science	DHS CTC	Jeff Forman	\$15,364.47	BA, Step 8
Bernard, Tory	Special Education Teacher	HSS		\$38,506.00	BA+30, Step 1
Baxter, Shannon	Special Education Teacher	DMS	Patricia VanDeVenter	\$39,845.00	BA+30, Step 2
Sterrett, Martha	Spanish Teacher	DHS	Christine Gscottschneider	\$44,994.00	BA, Step 7
Corbin, Holly	Special Ed Teacher	DMS	Cathy Calandriello	\$46,825.00	MA, Step 5
Coco, Steve	Special Ed Teacher	Bellamy Academy	Ben Schwartz	\$70,071.00	MA+30, Step 16

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

TO: DOVER SCHOOL BOARD

DATE: August 26, 2019

MEMORANDUM: Nomination and Election of Paraprofessionals

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2019-2020 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Aubin, Eryn	Paraprofessional	Woodman Park School	Maria Nuzzo	\$15.72/hr	C2, Step 4
Chesney, Melissa	Paraprofessional	Woodman Park School	Jessica Connery	\$13.71/hr	C2, Step 1
Perocchi, Robert	Paraprofessional	Dover High School		\$14.38/hr	C2, Step 2
Anderson, Caryn	Paraprofessional	Dover Middle School	Lara Scammon	\$20.58	C4, Step 3

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

TO: **DOVER SCHOOL BOARD**

DATE: August 26, 2019

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 2019-2020 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Milton, Jessica	Noon Aide	Garrison Elementary School	Rachel Lampel	\$10.00/hr	
Dickerman, Gary	Technology Specialist	District		\$47,000.00	
McLellan, Sarah	Noon Aide	Garrison Elementary	Stephanie Belair-Laroche	\$10.00/hr	

Recommendations

To: Dr. William Harbron
 From: Peter Wotton
 Re: Fall Coaching Recommendations - 2019
 Date: August 20a, 2019
 Cc: Kim Lyndes, Peter Driscoll, Tammy Badger

I am would like to recommend the following individuals for FALL 2019 coaching positions.

<u>Position</u>	<u>Name</u>	<u>Stipend</u>	<u>Replaces</u>
Varsity Cheering	Kelsey Leighton	\$4059	
JV Cheering	Caitlin Cardoso	\$2407	Mariah Dawnis, Lauren Drake
Boys Var. Soccer	Ronan O'Doherty	\$3458	
Boys JV Soccer	Don Wason	\$2407	
Boys Reserve Soccer	Corey Hambrook	\$1895	
Middle School B. Soccer	Jason Subirana	\$1895	Jonathan Bicknell
Girls Var. Soccer	Jason Wisniewski	\$3458	
Girls JV Soccer	Chris Clinch	\$2407	
Middle School G. Soccer	Christen Wilhelm	\$1895	
Head Football	Eric Cumba	\$5264	Ken Osbon
Asst Football	Don Innis	\$3488	
JV Football	Joshua Droesch	\$3488	
JV Football	Scott Sicko	\$3488	Eric Cumba
Frosh Football	Richard Clough	\$3007	Scott Sicko
Frosh Football	David Lopez	\$3007	
Head Field Hockey	Sarah Richards	\$3458	
JV Field Hockey	Jessica Paul	\$2407	
Middle School Field Hockey	Jillian Brickley	\$1504	Hillary Andross
Girls Varsity Volleyball	Whitney Carrier	\$3458	
Girls JV Volleyball	Katie Rebrovich	\$2407	
Girls MS Volleyball	Emily Boles	\$500 (coach contingency)	
B/G Cross County	Nick Piatti	\$3127	
Middle School Cross Country	Laura Towle	\$1504	
MS Assistant Cross Country	Kaylee Towle	\$500 (coach contingency)	
B/G Golf	Matt Fennessy	\$1865	
B/G JV Golf	Joe Tenuta	\$500 (coach contingency)	



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Dover School District's Educational Philosophy

July 2019

Draft - Document K

Introduction

Education is a human endeavor. For a school district to succeed with all learners, it requires a community of adults who are committed to being continuous learners and who embrace their own leadership capacities within the district, school, and team or department. We must all come together with a common focus of student success.

The leadership of a school district goes well beyond the school board and the administration. Every school community member serves in a leadership capacity at one time or another as they make decisions that affect student successes. Not only are teachers leaders of their classrooms, but also, leaders of their teams or departments. As the District strives to strengthen student's voice, choice and engagement, the students also serve in the development and leadership of their own personalized learning program.

All learners must embrace a mindset of continual growth and learning to effectively navigate a constantly evolving world of technology, economics, politics, and social justice. All members of the learning community are empowered learners who derive fulfillment and joy from learning.

Learning Philosophy

The Dover School District believes that education can be the most powerful mechanism of social change. We celebrate the individual differences young people bring to an educational environment. To find fulfillment and joy in learning, students must experience meaningful relationships, become competent in their learning, and participate in high quality work. Educational excellence comes from producing work that is of use to others, and helps learners grow a sense of self through engaging with the larger community, both physically and mentally.

To support our students as successful learners, the Dover School District will use a competency-based education system. Competency-based learning provides an educational culture that promotes high student achievement through personalized learning supported by student voice and choice.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Dover School District's Educational Philosophy

July 2019

Draft - Document K

Statement of Beliefs

The following beliefs establish the Dover School District's foundation for educational directions and decisions:

What we believe about student learning:

- We honor our professional responsibilities to the learning and high achievement of all students to reach their full potential.
- We believe learners vary in the pace at which they learn, in the subjects and topics they find interesting, and the types of materials they find engaging.

What we believe about the learning environment:

- We provide an emotionally and physically safe learning community through the establishment of school and classroom norms and relationships.
- We use our educational expertise to create innovative learning experiences.
- We use a variety of instructional strategies to meet the needs of diverse learners.
- We use time, resources, and structures wisely, to facilitate staff and student learning.
- We recognize that teachers, families, parents, guardians, and the community are critical partners in ensuring each student's success.
- We recognize that instructional programs are continually improved by the consistent use of data-based decision making.

Statements of Practice

The following practices guide instruction, student learning and achievement.

Curriculum Practices:

- We align standards, curriculum, and assessment to design instructional programs.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Dover School District's Educational Philosophy

July 2019

Draft - Document K

- We establish clear and specific student achievement goals, including resources to reduce achievement gaps linked to poverty and minority status.
- We analyze and use student data to become deeply knowledgeable about performance issues and to understand the nature of the achievement gap and act to close the achievement gap.
- We set high goals to continually improve and increase student proficiency in reading and math; seeing that a significant portion of the school's students reach advanced achievement levels.

Practices about learning experiences that foster global citizenship and character, critical thinking and creativity, and collaboration and communication:

- We involve higher-order cognitive and cross disciplinary processes to reach a deep understanding of content and issues in a contemporary world.
- We design integrated learning experiences that are active, authentic, challenging, and student centered, designed to impact the world, locally or widely.
- We believe in learning and developing the ability to navigate in an evolving digital world.

Teaching Practices:

- We believe that teaching focuses on the creation and application of new knowledge in the real world, adding to the learner's capacity to use knowledge in new ways to solve new problems.
- We believe that teaching intentionally forges new learning partnerships between and among students and teachers, because the learning process becomes the focal point for the mutual discovery, creation, and use of knowledge.
- We believe in supporting a global community by expanding the learning environment beyond the traditional classroom walls to use time, space, people, and the greater community as a catalyst for building new knowledge and creating a robust culture for learning.
- We believe teachers leverage and integrate digital tools to accelerate and deepen learning.

Practices of instruction:

- We believe that questions hold the same amount of value as their answers do. The process of learning, discovering, and conveying information is as important as the result.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Dover School District's Educational Philosophy

July 2019

Draft - Document K

- We believe in student driven models of learning, that the selection of approaches provides an opportunity for varied demonstrations of knowledge.
- We believe learning designs are scaffolded and built on relevance and meaning, and explicitly connect to real world application.
- We believe students need to develop and use the skills to collaborate within the classroom and beyond.
- We believe in the ongoing assessment of learning that is embedded, transparent, and authentic. We believe in a cycle of reflection where students define personal goals, monitor progress toward successful criteria, and engage in feedback with peers and others.
- We seek out, review, evaluate, and incorporate research based practices.

Practices of professional learning:

- We believe that professional development is purposeful, engaging, and enriching professional learning. It is characterized by sustainability, best practice, and self-reflection, resulting in continuous educator growth, district cohesion, and improved student learning.

Practice for innovation:

- We are committed to the formation and development of professional learning communities to support innovative practices that will improve student learning and achievement.
- We establish norms and relationships that foster transparency, resulting in the creation of intentional mechanisms for identifying and sharing innovative practices.
- We encourage educators to innovate knowing sometimes we fail forward.
- We build common language and skills in using research-based instructional practices.
- We provide sustained opportunities for educators to build their knowledge and skill in using the new practices with feedback and support.
- We provide instructional coaches to support teachers in the pursuit and development of effective and innovative pedagogical practices.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Dover School District Portrait of a Graduate

July 2019

Document - L

A Dover Graduate Demonstrates....

Global Citizenship and Character

- ❖ Approaches challenges with a growth mindset.
- ❖ Persists through difficulties.
- ❖ Assumes responsibility of continued learning for professional and personal fulfillment.
- ❖ Ability to self-reflect, self-regulate and have integrity.
- ❖ Participates in the democratic process and impacts the community responsibly.
- ❖ Identifies, defines and solves authentic problems that impact human and environmental sustainability.
- ❖ Understands the local and global implications of civic decisions.
- ❖ Demonstrates compassion and empathy for others.
- ❖ Respects diversity of opinions.

Critical Thinking and Creativity

- ❖ Asks pertinent inquiry questions.
- ❖ Collects, assesses and analyzes relevant information and constructs meaningful knowledge.
- ❖ Synthesizes from multiple disciplines and considers and pursues novel ideas and solutions.
- ❖ Makes connections between disciplines and identifies patterns.
- ❖ Turns ideas into action.
- ❖ Uses creativity to challenge ideas.
- ❖ Reflects critically on learning experiences, processes and solutions.

Collaboration and Communication

- ❖ Listens actively.
- ❖ Speaks and writes effectively with a variety of styles, modes and tools.
- ❖ Adapts communication to the needs of an audience.
- ❖ Gives and receives feedback.
- ❖ Seeks cultural understanding.
- ❖ Works effectively and respectfully with diverse teams.
- ❖ Assumes shared responsibility for collaborative work, values individual contributions made by each team member, and owns team outcomes.
- ❖ Understands the rights, responsibilities and the risks of living in an evolving digital world.
- ❖ Peacefully resolves conflict.
- ❖ Thinks flexibly.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

PERFORMANCE GOAL

2019-2020

August 13, 2019

Document - X

LITERACY VISION INTRODUCTION

Starting with the academic year 2019-2020, the Dover School District has established a visionary goal for English Language Arts – specifically reading. The elementary schools will use the fourth grade as the exit for visionary goal, and Dover Middle School will use the eighth grade as the exit visionary goal.

- **The Dover School District's elementary schools envisions that all students at the conclusion of fourth grade will be competent readers as defined by the New Hampshire College and Career Readiness Standards.**
- **Dover Middle School envisions that all students at the conclusion of eighth grade will be competent readers as defined by the New Hampshire College and Career Readiness Standards.**

At the elementary level, it is important for grades K-3 to recognize their contribution to the fourth-grade visionary goal, and at the middle school, it is important for grades 5-7 to recognize their contribution to the visionary goal.

Research has indicated that a student demonstrating the performance of a competent reader at the conclusion of third grade, is destined for future reading success. It is vital that this level of competency is maintained throughout the student's academic career. For those students that are experiencing a gap in mastering the literacy competencies, the school will intervene to keep the student on track to achieve the exit vision.

With the introduction of Foundations in Kindergarten through the second grade, the adoption of the Fountas & Pinnell and Pinnell(*), and revision of Dover Growing Readers, the District is positioned to make literacy the focus of the English Language Arts Standards and Competencies. The initial literacy focus will be for five years starting with the 2019-2020 academic year. It is further understood that the next focus will need to be on writing and speaking.

(*) It is proposed in the FY21 budget to purchase the Fountas & Pinnell materials for third and fourth grade. FY20 budget Fountas & Pinnell materials and Foundations was purchased for kindergarten through the second grade.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

PERFORMANCE GOAL

2019-2020

August 13, 2019

Document - X

GROWTH TARGETS

During the academic years of 2019-2020, 2020-2021, and 2021-2022, the schools will strive that all students will demonstrate one year's growth in reading.

During the academic years of 2022-2023 and 2023-2024, the schools will strive to have all students meet the English Language Arts Competencies equating to one year's growth.

UNDERSTANDINGS

1. K-4 Literacy Coaches will service the three elementary schools and will support teachers in the implementation of the literacy vision.
2. Schools will establish a process to continually and consistently monitor a student's progress in developing as a competent reader. The data will be used to adjust instructional practices and interventions to support the student in their development as a competent reader.
3. Schools have flexibility in determining how to most effectively address the vision for all students being competent readers.
4. It is recognized that reading is one of the legs of the English Language Arts Standards and Competencies, that writing and speaking are essential legs for the student to be literate.

DESIRED STATE

During the next five years, the Dover School District will focus on literacy as our top academic priority. The Dover goal is for all students to excel in reading and writing. We understand excellence to include both the students' mastery of skills and their ability to apply these skills in their academic and personal lives. We further believe excellence to include the students' personal enjoyment of reading and learning.