



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

**Dover School District School Board
Special Board Meeting
Monday, April 6, 2020 – 6:30 p.m.
Remote Meeting**

1. Update on the transition from the brick-n-mortar environment to remote learning.
 - a) In a short period of time, the Dover School District quickly made the transition from the brick-n-mortar environment to remote learning. One author indicated the term should be referred to as *emergency remote learning* due to the fact that the transition was made with no professional development, limited technology resources, and limited online instructional materials.
 - b) Christy Prosser, IT Director, will outline what was required of the IT Department to make the transition to remote learning. There are challenges that still remain as the District continues to move forward with remote learning.
 - c) Paula Glynn, Assistant Superintendent of Teaching and Learning, will outline what has been planned and accomplished to date as well as the most recent expectations outlined for teachers and families. The District has moved to the 4:1 model. For teachers, Monday through Thursday will be remote instructional and learning days, Friday will be used to reflect, learn and plan, and to also have office hours for students and parents. The majority of the districts in the state are now using this model.

The following guidance was provided by the NH DOE:

- ✓ Less is more
- ✓ Be flexible, with students, families, and teachers
- ✓ Embrace creativity and problem solving
- ✓ Emphasize relationships
- ✓ Support all students
- ✓ Extend grace to one another

The instructional guidelines were provided by the NH DOE:

- ✓ K-1: 45 minutes
- ✓ Grades 2-3: 60 minutes
- ✓ Grades 4-5: 90 minutes
- ✓ Grades 6-8: 30 minutes per teacher for a maximum of 3 hours/day

The New Hampshire State Assessments have been waived for the academic year 2019-2020.



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The following are Remote Learning Family Expectations:

- The learning will focus on Reading, Writing, Creating, Speaking, Listening, Reflecting and Problem Solving with students.
- Any new learning will focus only on essential skills and concepts that students need - based on their work and teacher feedback.
- New learning will be released to students gradually, so that families and students are not overwhelmed.
- Teachers will continue to teach remote learning expectations - such as technology etiquette.
- Please encourage your child to submit work for teacher feedback. This will allow teachers to focus on the skills that students are mastering and those that need more support.
- Teachers will continue providing technical and non-technical options on menus.
- No paperwork/packets can go home for students because of what may be transmitted due the physical handling.
- There will be no grading in grades K-8 during this remote learning time. The learning focus will be based on feedback given to students.
- Families can provide enrichment and learning extensions using the websites and programs shared by teaching staff.

Successes

- This whole situation has highlighted how devoted Dover teachers are to their students. Teachers are balancing learning goals with the feedback from families surrounding the firehose of emails and expectations.
- Teachers have done an incredible job in short order putting together menus of learning activities that address the needs of all students (i.e. - Non-Technology Options, Technology Based Options, Applications and Extensions).
- Instructional Coaches, Librarians and the Technology Department have established a collaborative working group to vet and share online resources with teachers.
- Instructional Planning is now more transparent - administration, coaches, and librarians can see what is planned at each level so they can provide helpful resources.
- Grade level teachers and common course teachers are planning together (not all but more than before).
- Teachers are learning many interactive technology programs that will be useful not only for remote learning, but also when we are back in class.
- Many teachers have creatively found ways to reach students-even those that can be harder to reach.



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- For the most part, students are treating remote school as a learning opportunity - not a vacation/snow day.
- Student choice has been widely considered and incorporated.
- Some students who would not engage/participate in the brick and mortar classroom will participate online in a discussion post.

Challenges

- Teachers are overwhelmed with trying to find a balance between work responsibilities, home/family care, and homeschooling their own children. The pressure of the 6.75 hours is adding to the stress, where others are working way beyond this number.
- Equity in resources/support - for students.
- Equity in time - for teachers, related arts, SPED, and instructional paras.
- "Missing" students - some students have not participated in any classwork (some for valid reasons - they are working extra hours as LNA's, grocery store employees, lack of technology access, babysitting their siblings, lack of family support, lack of interest/success in an online platform, etc.).
- Grading and Assessment - difficult to ensure authenticity when not completed in the classroom. Increase of plagiarism at the high school level.
- Too many choices for platforms and apps is confusing.
- Shifting expectations (which is necessary, but still a struggle).
- Parents/students are overwhelmed at the amount of work and communications that are being sent home; especially when they have multiple children.
- Needing to learn technology pieces is a struggle for some - very time consuming and often challenging to teach yourself and/or must learn remotely from colleagues or webinars.
- Focusing on power standards for any new learning being parceled out and understanding not all of the curriculum will be learned this year.
- Some parents think it's too much work, some think not enough - from the same classroom, which makes it hard for teachers to feel effective.
- Interactive curriculums, such as Foundations, must become one-sided lessons where the teacher presents the lesson but doesn't get active student participation.
- The sheer volume of mental health concerns and anxiety that School Counselors are seeing.
- The transition from a 2-week window of ensuring students didn't regress to a long-term instructional shift without professional development and training for either teachers or students.
- How to maintain rigor while meeting students and families where they is disproportionality our identified students are giving up and shutting down as teachers are not there in the classroom to encourage and support students through uncertainty. At the high school level, course drops requests are increasing as students are unable to complete work for all of their classes. Parent email: "it feels like the expectations for students to keep up are entirely unreasonable given the challenges she/he already has with the regular demands of school."



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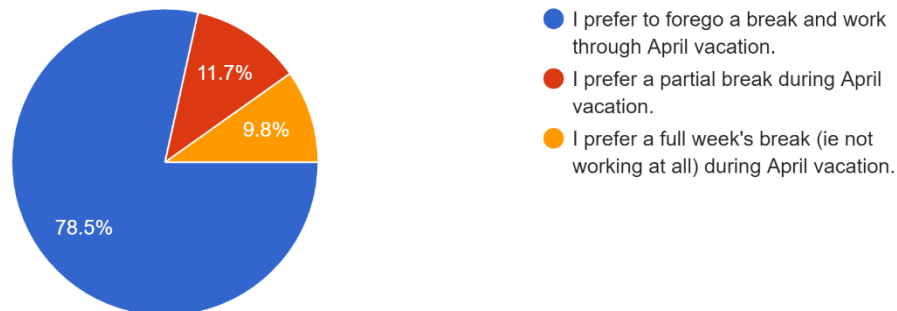
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- d) Christine Boston, Assistant Superintendent of Student Services, will outline the transition of the Student Services Department to remote learning.
 - e) Peter Driscoll, Dover High School Principal, will brief the Board on the Dover High School Leadership Team pertaining to graduation and other senior class activities.
 - f) Michael Limanni, Business Administrator, will update the Board on the meal distribution program. Revisions continue to be made to protect the health and safety of the employees as well as improve the efficiencies. Starting Monday, April 6, the meal distribution will move to Monday, Wednesday, and Friday. On Mondays and Wednesdays, participants will receive two days of meals and on Fridays will receive a breakfast and lunch.
2. The Administration is requesting a calendar modification for the 2019-2020 academic year. The following is noted:
- a) The DTU administered a survey pertaining to spring break.

Please choose your preference as it relates to April Vacation (4/27-5/1).

316 responses



- b) ED 306.18 (a)(1) and (2) require schools to offer 945 and 990 hours of instructional time for elementary and middle/high school, respectively.



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- c) **From the Document -NH DOE – Guidance for the Extended Emergency Order** - *During this remote instruction and support period, any day for which remote instruction is offered is considered an instructional day. In addition, the period of March 16-20, which for some districts was a preparation period for remote instruction and support also is considered as instructional days.*
- d) The Following modifications in the calendar are being proposed:
- ✓ The Spring Break Scheduled for Monday, April 27 through Friday, May 1 be modified to Friday, April 24 through Monday, April 27.
 - ✓ Teacher Professional Development scheduled for Friday, May 28 be modified to an instructional day.
 - ✓ Instructional time is counted in hours rather days. In counting hours, the final day for school would be Friday, June 5.
 - ✓ If the Board approves, an MOU would be drafted with the DTU pertaining to the calendar modification.
3. FY21 Budget Discussion – Michael Limanni, Business Administrator, will provide an overview of the current status of the FY21 Budget development and the April 8 FY21 Budget Presentation to the Dover City Council. The following is noted:
- The goal is in the sixty days is to have a tax capped budget for FY21.
 - Review of existing Facilities, Transportation, and Utility contracts/agreements.
 - Review of existing Tuition Agreements.
 - Correctly identify revenue targets for CARES act funds and match with the correct FY budget.
 - Take advantage of market downturn to evaluate all City-wide projects.
 - Evaluate technology needs for current and future budgets (replacement/repair & maintenance cycles) to identify use of possible savings in the FY20 budget as a result of the shutdown.