



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #7
Meeting Location:	City Hall, Council Conference Room, 288 Central Ave, Dover NH 03820
Meeting Date:	Monday, July 13, 2020
Meeting Time:	7:00 pm

IN RESPONSE TO THE COVID-19 CORONAVIRUS, AND IN ACCORDANCE WITH RECOMMENDATIONS BY STATE AND FEDERAL HEALTH OFFICIALS LIMITING PUBLIC GATHERINGS, THE PUBLIC IS ENCOURAGED TO TEMPORARILY ACCESS PUBLIC MEETINGS REMOTELY, INCLUDING CABLE TELEVISION AND ONLINE STREAMING, AND SUBMIT COMMENTS FOR PUBLIC HEARINGS AND CITIZEN'S FORUM IN WRITING BY EMAIL: DoverSchoolBoard@dover.k12.nh.us OR POSTAL MAIL ADDRESSED TO: DOVER SCHOOL BOARD, 61 LOCUST STREET, SUITE 409, DOVER, NH 03820. THE PUBLIC MAY ALSO SUBMIT COMMENTS BY LEAVING A VOICE MESSAGE AT: 516-MEET (6338). PRECAUTIONS IN PUBLIC MEETING ROOMS WILL INCLUDE LIMITING THE NUMBER OF PEOPLE TO 10, THE USE OF OVERFLOW SPACE IF NECESSARY, AND THE REMOTE PARTICIPATION BY SOME BOARD MEMBERS.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. AGENDA APPROVAL**
- E. CITIZENS' FORUM**
- F. APPROVAL OF MINUTES**
 - 1. Regular Meeting #6, June 8, 2020
 - 2. Joint Dover/Nottingham Meeting, June 11, 2020
 - 3. Special Session, June 22, 2020
- G. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:** None
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DTU Nominations
 - b. DEOP Nominations
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** None
- H. STUDENT REPORT:**
- I. POLICY – CHANGES – PROPOSALS:**
 - 1. JICA – Student Dress Code, First Reading
- J. POLICY ADOPTION:** None



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K. RESOLUTIONS:

1. Resolution on Anti-Racism – To support the City of Dover's Resolution
2. Resolution to change Columbus Day to Indigenous Day

L. OLD BUSINESS:

1. Revised Wentworth-Douglass Hospital & Dover High School Professional Service Agreement Certified Athletic Trainer Services Approval

M. NEW BUSINESS:

1. Dover Schools Remote Learning Survey
2. Dover Schools Remote Learning Parent Focus Groups
3. Proposal to Rename Horne Street School
4. Proposal to Rename Dover High School Gymnasium and Basketball Court
5. Memorandum of Understanding – Dover School District, SAU 11 and McGregor Institute (CTE Program)
6. Memorandum of Understanding – Little Tree Education and Dover Regional Career and Technical Education Center (CTE)
7. Revised Job Description – Director of Career and Technical Education (CTE) Center
8. Revised Job Description – Director of Athletics and Physical Education
9. Condition of Accounts

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

P. COMMITTEE REPORTS

Q. SCHOOL BOARD MATTERS OF INTEREST

R. ADJOURNMENT

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

Citizens shall identify themselves by name and address for the record; address comments to the presiding officer and the Board as a body and not individual members. Citizen's Forum will ensure citizens have the opportunity to speak to all other items on a meeting agenda and/or matters pertaining to the business of the School Board. At workshop meetings and special sessions, Citizens' Forum will be restricted to items on the meeting agenda. Statements shall be limited to five (5) minutes unless otherwise extended by the chairperson, with the approval of the School Board.

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

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

TO: **DOVER SCHOOL BOARD**

DATE: July 13, 2020

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 2020-2021 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Lique-Naitove, Peter	School Psychologist	Dover High School	Hannah Cunningham	\$79,527.00	PHD, Step 17
Pike, Susan	Science Teacher	Dover High School	New Position	\$71,145.00	PHD, Step 14
Carlucci, Claudia	Spanish Teacher	Dover High School	Martha Sterrett	\$57,481.00	MA, Step 9

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

TO: **DOVER SCHOOL BOARD**

DATE: July 13, 2020

MEMORANDUM: Nomination and Election of Administrative Assistants (DEOP)

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 2020-2021 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
McGrail, Emily	Admin Asst. Principal	Dover High School	Karen Stacy	\$20.24/hr	C4, Step 6

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DATE OF ADOPTION: OCTOBER 10, 2005	PAGE 1 OF 5

First Reading

DOVER SCHOOL DISTRICT - STUDENT DRESS CODE

~~The Dover School Board recognizes the rights of students to express individuality through their attire. It also recognizes the rights and responsibilities of parents to determine the standards of dress for their children. On the other hand, the Dover School Board has a responsibility to assure that the atmosphere in the schools is conducive to learning.~~

~~Balancing these factors, the School Board adopts a dress policy for students which sets standards for grooming and appearance during school hours and at school functions. Teachers are charged with the responsibility of enforcing student dress code policy in their classes as well as on campus. Administrators and other school personnel share the same responsibility. Teachers shall follow building procedure for disciplinary referrals regarding dress code violations. No attempt will be made to dictate fashion styles as long as they are in keeping with district policies. It should be noted, however, that it is the responsibility of the student and the parent that the student adheres to the dress code. This policy is applicable from kindergarten through grade twelve. The School Board expects the policy to be enforced even-handedly at all times and reviewed regularly for reasonableness and consistency with community attitudes.~~

~~The following guidelines are established to provide a clear understanding the dress policy:-~~

- ~~1. Clothing, jewelry, or accessories with decorations, patches, lettering, advertisements, etc., that may be considered disruptive, distracting, destructive, obscene, or offensive is not to be worn to school. This includes any clothing, jewelry, or accessories that could be used as weapons. Accessories having drug emblems, tobacco, or alcoholic beverage references are not permitted.~~
- ~~2. Shirts, blouses, and tank tops must cover the entire torso at all times. Transparent and/or see-through materials are not allowed. Crop tops, tube tops, halter tops, spaghetti-strap tank tops, and basketball shirts are not acceptable unless covered by an outer shirt. Revealing necklines are not acceptable.~~
- ~~3. The length of a skirt, dress, culottes, or shorts must reach to the mid-thigh. No short-shorts or spandex shorts shall be allowed.~~
- ~~4. Outer clothing should cover undergarments at all times.~~

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DATE OF ADOPTION: OCTOBER 10, 2005	PAGE 2 OF 5

5. ~~Safe and appropriate footwear must be worn at all times.~~
6. ~~Except for religious and/or cultural purposes, head coverings may not be worn in school.~~
7. ~~Safety and protective clothing, as well as athletic and gym clothing, shall be worn as required by the subject teacher or club instructor only while participating in the activity involved.~~
8. ~~Students attending school functions after school hours should adhere to the spirit and the intent of the dress code policy. Exceptions may be made for certain activities.~~
9. ~~Hats and coats will be stored by the start of the instructional day.~~
10. ~~When questions arise regarding the interpretation of this policy, the school administrative staff shall make a determination as to the appropriateness of student dress.~~

Dress Code Philosophy

Dover School District's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable

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burden of dress code enforcement.

- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Dress Code

Dover School District expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to

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support the overall educational goals of the school and must be explained within this dress code.

1. Basic Principle: Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. However, cleavage should not have coverage requirements. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

2. Students Must Wear*, while following the basic principle of Section 1 above:

- A Shirt (with fabric in the front, back, and on the sides under the arms), AND
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
- Shoes.

**Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).*

3. Students May Wear, as long as these items do not violate Section 1 above:

- Religious headwear
- Hoodie sweatshirts (hood must not be worn).
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops (as long as this is done in a way that does not violate Section 1 above).
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).

4. Students Cannot Wear:

- Violent language or images.
- Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed as stated in Section 3)
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance).

5. Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

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- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 4 above. Students in violation of Section 1 and/or 4 will be provided three (3) options to be dressed more to code during the school day:
 - Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
 - Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
 - If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
 - kneeling or bending over to check attire fit;
 - measuring straps or skirt length;
 - asking students to account for their attire in the classroom or in hallways in front of others;
 - calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
 - accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances and prom.

Students who feel they have been subject to discriminatory enforcement of the dress code should contact the building administrator.



CITY OF DOVER

CITY OF DOVER - RESOLUTION

Agenda Item#:

Resolution Number: **R – 2020.07.08**

Resolution Re: Formation of Ad Hoc Committee for the Elimination of Racism and Bias

WHEREAS: By resolution passed on June 24, 2020 ([R-2020.06.24-100](#)), the City Council condemned racism and affirmed its commitment to eliminating racial inequities; and

WHEREAS: The aforementioned resolution also committed to forming an ad hoc committee to review data, hold listening sessions, and develop an initial action plan outlining existing and new steps to be taken to work to eliminate any potential relics of past systemic racism in municipal operations, including boards and commissions; and

WHEREAS: By this resolution, an ad hoc advisory committee is created, to be called the Committee for the Elimination of Racism and Bias, in order to identify and make recommendations to eliminate any potential relics of past systemic racism in municipal operations.

NOW, THEREFORE, BE IT RESOLVED BY THE MAYOR AND DOVER CITY COUNCIL THAT:

A Committee for the Elimination of Racism and Bias is hereby established and will be an ad-hoc, advisory committee to the City Council composed of seven members as follows:

- (a) One City Councilor recommended by the Mayor and ratified by the City Council;
- (b) One School Board Member appointed by the School Board;
- (c) One member of the public representing Dover Project DREAM, as recommended by the City Council's appointments committee and ratified by City Council;
- (d) One member of the public representing the NAACP, ACLU, or similar organization with a mission that seeks to eliminate racism and promote racial justice and equality, as recommended by the City Council's appointments committee and ratified by City Council;
- (e) One member of a field of academia with a focus on identifying and eliminating systemic racism/bias, as recommended by the City Council's appointments committee and ratified by City Council;
- (f) Two members of the community at large with knowledge, interest, and experience in addressing systemic racism and bias, as recommended by the City Council's appointments committee and ratified by City Council.

AND, FURTHER BE IT RESOLVED THAT:

The Committee for the Elimination of Racism and Bias will meet regularly, as deemed advisable, to assist the City Council with reviewing data, holding listening sessions, and recommending to the City Council and City Manager an action plan outlining existing and new steps to be taken to work to eliminate any potential relics of past systemic racism in municipal operations, including boards and commissions.



CITY OF DOVER

CITY OF DOVER - RESOLUTION

Agenda Item#:

Resolution Number: **R – 2020.07.08**

Resolution Re: Formation of Ad Hoc Committee for the Elimination of Racism and Bias

AND, FURTHER BE IT RESOLVED THAT:

The Committee for the Elimination of Racism and Bias shall not have the authority to commit the City Council to any action or position, but instead will bring recommendations and reports to the City Council.

AND, FURTHER BE IT RESOLVED THAT:

The Committee for the Elimination of Racism and Bias shall adopt rules to be approved by the City Council and elect a Chair and Vice Chair from its membership; 6 members of the Committee for the Elimination of Racism and Bias shall constitute a quorum, and the Committee for the Elimination of Racism and Bias shall determine an appropriate meeting schedule.

AND, FURTHER BE IT RESOLVED THAT:

The Committee for the Elimination of Racism and Bias is established for the remainder of the current City Council's two-year term, and, if not renewed or extended by further act of the City Council, shall automatically lapse and cease to exist.

AUTHORIZATION

Approved as to Funding: Daniel R. Lynch
Finance Director

Sponsored by: Mayor Robert Carrier
By Request

Approved as to Legal
Form and Compliance: Joshua M. Wyatt
City Attorney

Recorded by: Susan M. Mistretta
City Clerk



CITY OF DOVER

CITY OF DOVER - RESOLUTION

Agenda Item#:

Resolution Number: **R – 2020.07.08**

Resolution Re: Formation of Ad Hoc Committee for the Elimination of Racism and Bias

DOCUMENT HISTORY:

First Reading Date:

Public Hearing Date:

Approved Date:

Effective Date:

DOCUMENT ACTIONS:

VOTING RECORD		
Date of Vote:	YES	NO
Mayor Robert Carrier		
Deputy Mayor Ciotti		
Councilor Michelle Muffett-Lipinski, Ward 1		
Councilor Deborah Thibodeaux, Ward 3		
Councilor Joshua Manley, Ward 4		
Councilor Dennis Shanahan, Ward 5		
Councilor Fergus Cullen, Ward 6		
Councilor John O'Connor, At Large		
Councilor Lindsey Williams, At Large		
Total Votes:		
Resolution does does not pass.		

RESOLUTION BACKGROUND MATERIAL:



CITY OF DOVER

CITY OF DOVER - RESOLUTION

Agenda Item#:

Resolution Number: **R - 2020.07.13 -**

Resolution Re: The Observation of Indigenous People's Day

WHEREAS: The Dover School Board recognizes that for over 13,000 years, the Indigenous People have lived on the land that would later become known as the Americas; and

WHEREAS: The Native Americans, that call themselves the Abenaki, part of the Wabanaki Confederacy, who spoke dialects of the Algonquian language called this land home; and

WHEREAS: The Dover School Board acknowledges that Dover is built upon the traditional and ancestral homelands and villages of the indigenous people of this region known to these people as N'dakina (Our Land); and

WHEREAS: Indigenous People's Day was first proposed in 1977 by a delegation of Native Nations at the United Nations sponsored International Conference on Discrimination Against Indigenous Populations in the Americas; and

WHEREAS: The Dover School Board desires to celebrate the culture and values of indigenous people, and to reflect upon the historical offenses against and ongoing struggles of indigenous people; and

WHEREAS: The Dover School Board encourages the State of New Hampshire and the City of Dover to consider similar measures; and

NOW, THEREFORE, BE IT RESOLVED BY THE DOVER SCHOOL BOARD THAT:

The Dover School Board, the governing body of the Dover School District, SAU #11 of Dover, New Hampshire, does hereby adopt Resolution Number R – 2020.07.13, designating the second Monday in October to be observed as “Indigenous People's Day”, and reaffirming the District's commitment to promote education, understanding, friendship, and the well-being of its indigenous community.

AUTHORIZATION

Approved as to Funding: N/A

Sponsored by: Zachary Koehler
By Request

Recorded by: Kathleen Morrison
Secretary, School Board



CITY OF DOVER

CITY OF DOVER - RESOLUTION

Agenda Item#:

Resolution Number: **R - 2020.07.13 -**

Resolution Re: The Observation of Indigenous People's Day

DOCUMENT HISTORY:

First Reading Date:

Public Hearing Date:

Approved Date:

Effective Date:

VOTING RECORD

Date of Vote:	YES	NO
Amanda Russell, Chair, Ward 6		
Keith Holt, Vice-Chair, Ward 1		
Kathleen Morrison, Secretary, At Large		
Rachel Burdin, Ward 2		
Carolyn Mebert, Ward 3		
Zachary Koehler, Ward 4		
Jessica Rozzo, Ward 5		
Total Votes:		
Resolution does does not pass.		

**Wentworth-Douglass Hospital
and
Dover High School
Professional Services Agreement
Certified Athletic Trainer Services**

This Professional Services Agreement is effective as of July 1st, 2020, (the “Effective Date”) by and between Dover High School (hereinafter collectively, the “DHS”), and Wentworth-Douglass Hospital. (hereinafter “WDH”), a New Hampshire nonprofit corporation with a principal location at 789 Central Avenue, Dover, NH 03820.

WHEREAS, WDH, through its Rehabilitation Services Department, employs certified athletic trainers specializing in athletic training who are qualified and licensed to practice in the State of New Hampshire;

WHEREAS, DHS sponsor interscholastic sports for various levels of skill as part of the students’ education and extracurricular activities, and the DHS require the services of certified athletic trainers to meet the athletic training needs of its high school student athletes participating in the interscholastic sports (“Student-Athletes”) at DHS athletic fields or venues (“Home Sites”) and other athletic fields and venues (“Away Sites”) (the Homes Sites and Away Sites are collectively, the “Sites”);

WHEREAS, the parties share a common mission to promote the health and well-being of the Student-Athletes by providing athletic training services to their communities

NOW, THEREFORE, in consideration of the mutual promises contained herein, and for other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Engagement; Provision of Services

1.1. Providers. DHS hereby engages WDH to provide the services of the certified athletic trainers listed in Exhibit 1.1-A (hereinafter the “ATCs”), which list will be updated by WDH within a reasonable time period following any changes. The ATCs shall be available to provide athletic training services to Student-Athletes participating in sports at the Sites as set forth on Exhibit 1.1-B attached here to and incorporated herein (the “Services”). The ATCs shall provide the Services under the direction of a physician or physicians who are employed by WDH and duly registered in the State of New Hampshire as required by law.

1.2. Services. WDH shall require the ATCs to perform the Services pursuant to this Agreement in accordance with all applicable DHS policies and procedures to the extent such are in writing and copies are provided to the ATCs.

1.3. The parties agree that the Services will be provided only for Student-Athletes participating in sports (practices or games) at the Sites as set forth in this Agreement. Without limiting the foregoing, the parties agree that DHS assumes full responsibility for arranging and providing medical coverage for (i) injuries to non-interscholastic athletes, (ii) all individuals, including Student-Athletes, seeking treatment for illness, rather than injury, and (iii) injuries to spectators, including coaches, faculty and staff, which the parties expressly agree are outside the scope of the Services provided hereunder (“Excluded Coverage”). The parties further agree that WDH will not provide and is not responsible for providing any Excluded Coverage under the terms of this Agreement. In addition, the parties agree that WDH does not have the responsibility to provide the Services for unofficial or voluntary practices by DHS teams.

1.4 The ATCs providing the Services shall have the sole authority to determine whether (i) a Student-Athlete, injured during a game or practice, may re-enter such game or practice, and (ii) a Student-Athlete, with a longer term injury, who has been restricted from participation in athletic activities (including practice(s) and/or game(s)) may return to such athletic activities.

1.5 ATCs may utilize High School grounds and equipment for the purpose of providing non-DHS sponsored sports (games and practices) Strength/Conditioning Program. ATCs shall collect fee from students for providing this service. The ATCs shall ensure each coach/student who participates in Strength and Conditioning Sessions signs a Waiver as set forth on Exhibit 1.1-C prior to initiating a Strength/Conditioning Sessions.

2. Provider Qualifications

2.1 The ATCs shall not provide Services under this Agreement unless they are employees of WDH and at all times maintain all required licenses and registrations, including maintain a current New Hampshire ATC license and current certifications in CPR and AED.

2.2 WDH shall notify DHS immediately if one or more of the ATCs ceases to meet these qualifications or if for other reasons WDH is no longer able to provide the Services of any of the ATCs, and WDH shall promptly substitute another ATC reasonably acceptable to the DHS for the disqualified ATC. If WDH is unable to substitute another ATC within thirty (30) days, WDH and/or DHS may terminate this agreement upon thirty (30) day notice to the other.

3. DHS Responsibilities

- 3.1. DHS shall, at its own expense, provide or arrange for adequate examining space, office space, equipment, supplies and clinical and administrative support to allow the ATCs to provide the Services pursuant to this Agreement. DHS shall process the ATCs applications for staff privileges in a timely manner and in accordance with its professional staff bylaws.
- 3.2. For trips to Away Sites, DHS shall provide each ATC will transportation, accommodations (including travel and hotel accommodations, if applicable) and meals that are comparable to the transportation, accommodations, and meals that are provided to its coaching staff and Student-Athletes for such trips. ATC will not utilize their personal vehicle.
- 3.3. DHS shall provide the ATCs and/or WDH, as necessary, with the names and contact information for all appropriate DHS administrator(s), local emergency medical contacts and background medical information for all Student-Athletes, and all other information that is reasonably necessary for the ATCs to provide the Services hereunder.

4. Relationship Between the Parties

- 4.1. This Agreement is not intended to create and shall not be construed as creating any relationship between the parties other than that of independent entities contracting for the purposes of effecting the provisions of this Agreement. Neither party, nor any of its representatives, shall be construed to be the partner, associate, affiliate, joint venture, agent, employer, employee or representative of the other.
- 4.2. ATCs shall not be construed to be employees of DHS, and WDH shall be responsible for all applicable employer obligations, including without limitation wages, federal and state withholding, FICA, unemployment benefits, workers' compensation, and for any employee benefits in effect for which the ATCs are eligible, including without limitation vacation pay, sick leave, retirement benefits, disability insurance, and employee records. Neither part shall be liable for acts of the other solely by virtue of this Agreement. ATC shall not wear clothing with DHS logos.

5. Name

Neither party may use the other's name or logo without the other party's prior written consent for the specific intended use.

6. Insurance

A. Each Party (as either “Service Provider” or “Service Recipient,” or otherwise identified each as a “Party” within this Insurance Obligations section of this Agreement) agrees to and shall have and maintain, at minimum, the following insurance, in full force and effect, covering the Party’s applicable insurable risks, interests, claims, and losses occurring at any time in connection with this Agreement. Limits of liability insurance, shown in millions (“M”) of dollars in this Insurance Obligations section of this Agreement, may be achieved by primary insurance policies alone or in combination with excess-insurance policies and/or umbrella-insurance policies.

Workers’ compensation (“WC”) insurance in compliance with applicable statutes of the states and other jurisdictions in which work in connection with this Agreement will be performed by the Party’s employees.

Employer’s liability (“EL”) insurance with a limit of not less than \$1M per employee bodily injury, illness, or death, from accident or disease, and with a policy limit of not less than \$1M.

Commercial general-liability (“CGL”) or general-liability (“GL”) insurance with limits of not less than \$5M per claim or occurrence, and \$5M annual aggregate, covering the Party’s general-liability risks and losses in connection with the insured Party’s premises, operations in progress, bodily-injury liability, property-damage liability, products liability, completed operations, advertising and personal-injury liability, and contractual liability.

Products Liability (“PDL”) insurance: If a Party will provide products in connection with this Agreement, and if products liability is not covered under the Party’s CGL or GL insurance within this Insurance Obligations section of this Agreement, PDL insurance with limits of not less than \$5M per occurrence or claim and \$5M annual aggregate.

Medical-professional-liability (“MPL”) insurance. Such insurance shall cover the Party for its wrongful acts and omissions in its performance of medical professional services (which may include telemedicine services) under this Agreement and shall have limits of not less than \$3M per claim or occurrence, and \$6M annual aggregate. If medical-professional services (including telemedicine services) are provided by individuals who are not insured under the Party’s MPL insurance, the Party shall ensure that each individual performing such medical professional services (including telemedicine services) has applicable medical professional liability insurance with limits of not less than \$1M per claim or occurrence and \$3M annual aggregate.

B. Each Party’s CGL or GL insurance--and, if applicable, PDL insurance--indicated in the Insurance Obligations section of this Agreement shall be endorsed, to cover the following as additional insureds covering their liabilities to the extent caused by the Party providing

the additional-insured status, its related entities, or their members, trustees, shareholders, directors, officers, employees, volunteers, contractors, sub-contractors, independent contractors, volunteers, and agents: The other Party, its current and future related entities, and their respective current and future owners, lenders, members, trustees, shareholders, directors, officers, employees, independent contractors, volunteers, students, successors, and agents (hereinafter collectively referred to as “Additional Insureds”). Insurance policies providing such additional-insured status shall, at the discretion of the Additional Insureds at the time of a loss, be primary and non-contributory. Endorsements or other reasonable evidence showing the additional-insured coverages shall be provided by each Party to the other Party at the inception of this Agreement, annually thereafter, or at the reasonable request by the other Party.

C. Insurance indicated in the Insurance Obligations section of this Agreement shall comply as follows:

(1) Must cover liabilities of the Party itself, its related entities, and, to the fullest extent permitted by the insurers, their employees, board members, trustees, directors, shareholders, volunteers, contractors/sub-contractors including independent contractors, students, and agents.

(2) Must remain in full force and effect for the duration of this Agreement. Such insurance policies or their successive insurance policies or endorsements thereto shall respond indefinitely to insurable risks and losses in connection with this Agreement.

(3) If any insurance policy is written on a “claims-made” basis, then such policy or renewals thereof must be maintained on an uninterrupted basis by the Party for not less than six (6) years immediately following the termination or expiration of this Agreement. Alternatively, if a claims-made policy is cancelled or non-renewed, Party shall purchase an extended-reporting-period (a.k.a. “tail”) endorsement for a duration of not less than six (6) years for that claims-made policy, and that endorsement shall provide the same or broader coverages than those of the corresponding claims-made insurance policy, covering claims or circumstances arising from this Agreement and reported during the term of the endorsement. Certificates or other evidence of insurance evidencing such an endorsement must be provided annually by the Party to the other Party.

(4) Must not be cancelled, non-renewed, or materially altered without at least thirty (30) days’ prior written notification to the other Party.

(5) Each Party’s commercial insurers must have and maintain an AM Best financial-strength rating of not less than A-minus, a financial-size rating of not less than VII or maintain a rating otherwise acceptable to the other Party.

D. As an alternative to using commercial insurance, a Party may fulfill and satisfy its insurance obligations indicated in the Insurance Obligations section of this Agreement

with alternative risk-financing mechanisms, such as captive-insurance company, or self-funded programs that are deemed annually, by an independent certified actuary, to be financially sound.

E. Each Party shall furnish the other Party, at the inception of this Agreement and thereafter at the other Party's written request, evidence of compliance with Party's insurance obligations indicated in sections A through D of the Insurance Obligations section of this Agreement. Such evidence must be in a valid form such as a valid certificate(s) of insurance.

F. This entire Insurance Obligations section of this Agreement shall survive the termination of this Agreement.

G. The limits of insurance required under this Insurance section of this Agreement shall not limit a Party's liabilities. Any limitation of liability within this Agreement shall not limit the extent of a Party's insurance obligations indicated within the Insurance Obligations section of this Agreement.

H. Each Party shall contractually cause its subcontractors, including independent contractors, who are engaged by that Party to provide services in connection with this Agreement to comply with at least the same insurance obligations of that Party as indicated within the Insurance Obligations section of this Agreement.

I. Medical professional liability ("MPL") and general liability ("GL") insurance for each Party may be provided by the Controlled Risk Insurance Company of Vermont, Inc. ("CRICO").

K. For Wentworth-Douglass Hospital and its entities: Workers' compensation ("WC") insurance in compliance with applicable statutes of the states and other jurisdictions in which work (including services) in connection with this Agreement will be performed by such entities' employees. Such insurance may be provided by a program of self-insurance as licensed by the State of New Hampshire.

7. Notice of Claims

DHS and WDH agree, to the extent permitted by law, to notify the other party of any complaint, grievance or claim it receives that relates to the Services rendered by the ATCs under this Agreement. Each of DHS and WDH agree to cooperate in any investigation or resolution by the other party of any such complaint, grievance or claim.

8. Records and Reports

- 8.1. WDH shall require the ATCs to agree to complete medical records in a timely manner as required by applicable law and in keeping with generally accepted standards of record-keeping. WDH shall furnish, or cause the ATCs to furnish, to DHS such records, reports and documentation evidencing the performance of the Services by the ATCs, as required by applicable law.
- 8.2. For such time period as may be required under applicable laws or regulations after the furnishing of the Services called for by this Agreement, each party shall make available upon written request to the United States Department of Health and Human Services ("HHS"), the United States Comptroller General and their duly authorized representatives, this Agreement and all other books, documents and records that are necessary to verify the nature and extent of the costs incurred by DHS for Services furnished pursuant to this Agreement, and if WDH carries out any of the duties of this Agreement through a subcontract with a related organization, such subcontract shall contain a clause permitting access by HHS, the United States Comptroller General and their duly authorized representatives to the subcontract and the related organization's books, documents and records as necessary to verify the nature and extent of the costs incurred by DHS for Services furnished pursuant to this Agreement.

9. Confidentiality of Business Information

- 9.1. WDH and DHS acknowledge that in the course of performing their obligations under this Agreement, each party may become privy to "Confidential Business Information" of the other party (defined as any information or matter that one should reasonably believe if of a secret, confidential, private or proprietary nature and which is connected to the business of the other party). Included within the definition are matters of a business nature (such as this Agreement and information about rates, charges, costs, claims, professional services agreements and employees) and any other information of a similar nature not available to the public. Each party agrees not to disclose any such information to any third party unless authorized in writing by the other party or unless such disclosure is required by law. Each party shall instruct its employees as to its obligations under this section. Each Party's obligation of confidentiality shall survive the expiration or earlier termination of this Agreement. Notwithstanding the foregoing, Confidential Business Information shall not include information (i) rightfully in the public domain or which hereafter becomes part of the public domain (other than through a breach of this Agreement); (ii) required to be disclosed by law; (iii) that is independently developed by the receiving party; or (iv) that was learned by the receiving party from a third party who did not impose a confidentiality obligation on the receiving party.

9.2. Each party shall maintain the confidentiality, privacy, and security of information concerning each Student-Athlete to the extent required by law.

9.3 DHS acknowledges and agrees that it is solely responsible for obtaining the prior written consent of the appropriate legal guardian(s) of its Student-Athletes (or in the event a Student-Athlete is legally entitled to make his or her own medical decisions, the consent of that Student-Athlete) for WDH to perform the Services set forth under this Agreement with respect to such Student-Athlete. DHS shall maintain such executed consent forms for a period as required by applicable law, following the termination of this Agreement and WDH shall have access to such executed consent forms during such period.

10. Privacy and Security of Other Information

In connection with the performance of the Services under this Agreement, each party agrees to comply with all applicable federal and state privacy and security laws and requirements. Without limiting the foregoing:

10.1. Each party shall take all such action as is necessary for such party to comply with all federal and state laws and regulations relating to identity theft, including but not limited to the regulations set forth under CFR §681.

10.2. The parties acknowledge and agree that in connection with performing the Services described herein. WDH may be receiving from DHS “Protected Health Information” (as defined in 45 CFR § 160.103). Each party agrees to maintain the confidentiality, privacy and security of Protected Health Information to the extent required by the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), Subtitle D of the Health Information Technology for Economic and Clinical Health Act (“HITECH”), and the regulations promulgated under HIPAA and HITECH, all as amended and in effect from time to time.

10.3. DHS agrees to give reasonable prior notice to WDH of any limitation(s) in DHS’s notice of privacy practices or other privacy policies, to the extent such limitation(s) may affect WDH’s use or disclosure of Protected Health Information. DHS also agrees to notify WDH of any changes in, or revocation of, permission by individuals to use or disclose Protected Health Information, and of any restrictions to the use or disclosure of Protected Health Information agreed to by DHS, to the extent that such changes, revocation, or restrictions may affect WDH’s use or disclosure of Protected Health Information. DHS shall be responsible for obtaining any written or oral patient consents or authorizations required under applicable state or federal laws or regulations for the disclosure of Protected Health Information to WDH.

10.4. The parties agree that the sections of this Agreement relating to privacy will, to the extent required by law, survive the expiration or earlier termination of this Agreement. The parties further agree that nothing in this Agreement shall confer upon any person other than the parties any rights, remedies, obligations, or liabilities whatsoever.

11. Term and Termination

11.1. Performance under the Agreement shall commence on the date first set forth above and shall continue in effect from year to year, unless terminated by either party in accordance with the terms herein.

11.2. This Agreement shall terminate automatically in the event DHS fails to maintain all necessary licenses and accreditations, or in the event either party fails to maintain the required insurance coverage, makes an assignment for the benefit of creditors, becomes insolvent or bankrupt, or is the subject of a bankruptcy petition or petition for dissolution, liquidation or for the winding up of business affairs, or for the appointment of a trustee or receiver to take possession of assets.

11.3. Either party may terminate this Agreement without cause upon ninety (90) days prior written notice to the other party, which notice shall specify the effective date of termination. Either party may terminate this Agreement if the other party materially breaches this Agreement and does not cure such material breach to the satisfaction of the non-breaching party within thirty (30) days of receiving written notice of the breach (which notice shall include the details of the nature and extent of the breach and specify the effective date of termination).

11.4. Either party may terminate this Agreement upon thirty (30) days notice if there is a change in the ownership or control of the other party.

11.5. The parties may terminate this Agreement at any time by mutual written consent.

11.6. Either party may terminate this Agreement as provided elsewhere in this Agreement.

11.7. Either party may terminate this Agreement, effective immediately, (i) if the other party is named as a defendant in a criminal proceeding for a violation of HIPAA, HITECH, or the regulations promulgated under HIPAA and HITECH, all as amended and in effect from time to time, or for a violation of other security or privacy laws or (ii) a finding or stipulation is made in any administrative or civil proceeding in which a party has been joined that such party has violated a standard or requirement of HIPAA, HITECH, or the regulations promulgated under HIPAA and HITECH, all as amended and in effect from time to time, or have violated other security or privacy laws.

12. Notice

Any notices in connection with this Agreement shall be in writing and hand-delivered, or sent by registered or certified mail, postage prepaid, or by facsimile addressed as follows, unless a party shall otherwise designate its address by written notice:

If the hospital to: Wentworth-Douglass Hospital
789 Central Avenue
Dover, NH 03820
Fax: 603-740-2185
Attn: Kendra Langus, PT, DPT

With a copy to: Office of the General Counsel
Partners HealthCare System, Inc.
399 Revolution Drive
Somerville, MA 02145

If the school to: Dover School District
61 Locust Street
Dover, NH 03820

13. Indemnification

Each Party (“Indemnifying Party”) agrees that it is liable for the actions of itself, its related entities, and their employees, students, volunteers, directors, trustees, independent contractors, and agents. Each Indemnifying Party agrees to defend and indemnify the other party, its related entities, and their employees, students, volunteers, directors, trustees, independent contractors, and agents. (the “Indemnified Parties”) from and against losses and other expenses in connection with third-party claims or civil actions to the extent that they are caused by the wrongful acts or omissions of the Indemnifying Party. No limitation of liability within this Agreement shall limit each Party’s indemnification obligations herein.

14. Dispute Resolution

In the event of a disagreement between the parties regarding the Services or the Terms of this Agreement, the parties agree that their chosen representatives will promptly confer in an effort to resolve the parties’ differences. This paragraph, however, will not limit either party’s right to seek or obtain any other remedy that may be available to it at law or in equity after such conference.

15. Compliance with Laws; Changes in Law

- 15.1. Each party represents and warrants that it has not been excluded from participating in Medicare, Medicaid or other federal health care programs. Each party agrees that it will notify the other party immediately in the event that it is excluded from Medicare, Medicaid of any other federal health care program during the term of this Agreement. If either party is excluded from participating in Medicare, Medicaid, or any other federal health care program, this Agreement shall terminate automatically effective as of the date of such exclusion.
- 15.2. Upon either party's good faith determination, on the basis of events occurring subsequent to the date of this Agreement, that the Agreement fails to comply in a material way with any provision of federal, state or local law, the parties agree to take no action deemed to be in violation of such law and, after notice has been given, the parties shall promptly meet within a period of thirty (30) days and using good faith and due diligence shall attempt to agree upon a new structure that will satisfy the business objectives of the Agreement and legal requirements. If, by the end of the thirty (30) day period the parties have failed to agree upon a new structure, this Agreement shall automatically terminate.
- 15.3. The parties agree that DHS and legal guardians of the Student-Athletes will be entitled to refer Student-Athletes and others to any qualified hospital or other healthcare facility or provider of their choosing to deliver medical services. Nothing in this Agreement shall be construed to require referral of Student Athletes or others to Wentworth-Douglass Hospital, Wentworth Health Partners, or any other provider.

16. Miscellaneous

This Agreement shall be construed in accordance with and governed by the substantive laws of the State of New Hampshire. This Agreement may not be assigned by either party without the prior written consent of the other party. Neither party has the right to subcontract any of the Services provided under the Agreement without the prior written consent of the other party. This Agreement shall not be amended except by a writing executed by both parties. Failure or delay by either party in exercising any right, power, or privilege hereunder shall not operate as a waiver thereof, nor shall it affect the right of such party to require performance at a later time. In the event that any portion of this Agreement is determined to be void or unenforceable, such portion shall be modified as mutually agreed upon or severed from the Agreement, and the remaining provisions will continue in full force and effect. Any consent, approval or other action required or requested in connection with this Agreement shall not be unreasonably withheld or delayed by either party. This Agreement may be executed in two (2) or more counterparts, each of which shall be deemed an original but all of which shall constitute

one and the same instrument. This Agreement constitutes the entire understand between the parties with respect to the subject matter hereof and supersedes and replaces all prior agreements, understandings, writings and discussions between the parties with respect to issues addressed in this Agreement.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as of the Effective Date.

Wentworth-Douglass Hospital

Dover High School

By: _____

By: _____

Name: Kendra W. Langus, PT, DPT

Name: _____

Title: WDH Director of Rehab

Title: _____

Exhibit 1.1-A
Certified Athletic Trainers (ATCs)

Trainers

Eric M. Goodman
Athletic Trainer

Exhibit 1.1-B
Services to Be Provided: ATC

1. Scope of Services: The ATCs will provide athletic training services to Student-Athletes participating in sports (games and practices) held at Home Sites and Away Sites as set forth in this Agreement including the following:
 - Providing pre-game and post-game injury evaluation and taping.
 - Providing non-game/practice hour rehabilitation and treatment at the School.
 - Acting as an informational resource for Student-Athletes and coaching staff regarding conditioning programs and weight training.
 - Providing treatment programs.
 - Monitoring athletic training supply inventory.
 - Distributing Medical Kits, Coolers and AED's, as needed.
 - Providing the School's Athletic Director with lists of needed athletic training supplies for each sports season (i.e., Fall, Winter, and Spring).
 - Assisting with administrative duties at the reasonable request of DHS Athletic Director.
2. Standard Hours Services One ATC, as identified by WDH (the "Primary ATC"), will provide Services at the DHS or the Sites during regular School athletics hours, expected to be roughly 1:30-6:30 p.m., Monday through Friday (excluding holidays when the DHS is closed). The actual standard hours (the "Standard Hours") will be discussed and mutually agreed to in a written schedule for each sports season (i.e., Fall, Winter, and Spring) by the DHS Director of Athletics and the Athletic Training Coordinator for WDH prior to the start of each such season.
3. Non-Standard Hours Services Upon the reasonable request of DHS on not less than fifteen (15) school days prior written notice to WDH, WDH will also make reasonable efforts, subject to ATC staff availability, to provide (i) the Services on weekends and at other hours during the week, outside of the Standard Hours, and/or (ii) to provide Services over the Maximum Standard Hours Threshold (both of which shall be deemed to be "Non-Standard Hours" hereunder).
4. Additional Coverage To the extent that the DHS Athletic Director, in his or her sole discretion, determines that a second ATC (or more than one ATC) is required in addition to the Primary ATC to provide Services during any time period (e.g., when there are two (2) games occurring simultaneously at different locations and the Primary ATC cannot reasonable provide Services to the Student-Athletes at both locations), and the Director provides not less than fifteen (15) school day's prior written notice to WDH, WDH will make reasonable efforts, subject to ATC staff availability, to provide such additional ATC(s) ("Additional Coverage) to accommodate DHS request.

5. Sufficiency of ATC Staffing The parties agree that DHS is solely responsible for anticipating and providing notice, as provided herein, to WDH of its ATC staffing needs. Without limiting the foregoing, the parties agree that WDH will not have any liability for the DHS under-staffing of athletic events (including pre-game and post-game, or practice activities) due to: (i) DHS's failure to schedule the Primary ATC for a particular time period, or to request sufficient Additional Coverage, (ii) the DHS failure to timely request such Additional Coverage as provided above, or (iii) WDH's inability to provide Additional Coverage after taking reasonable efforts to try to meet the DHS request.

Exhibit 1.1-C
Workout Liability Waiver: ATC

Liability Waiver for Strength/Conditioning Program Participation

WORKOUT LIABILITY WAIVER

Pre- workout Screening:

- Failure to abide by these rules will result in immediate suspension from activities.
- All coaches and students will be screened for signs/symptoms of COVID-19 prior to each workout. Screening includes a self-check disclosure, and temperature scanning will be done by our coaching or Athletic Training staff.
- Responses to screening questions for each person will be recorded and maintained by WDH so that there is a record of everyone present in case a person (coach/student/ATC) develops COVID-19.
 - Each session will have an attendance sheet, maintained by the ATC, that will allow for documentation of anyone presenting with signs of COVID-19.
 - Documentation will be placed in the Athletic Office or Athletic Training Room.
 - Student's temperature will be taken prior to every workout. If temperature exceeds 100.3 degrees the student must be sent home immediately, the ATC will attempt to contact parent/guardian, and advise that the student should contact his or her primary care provider or other appropriate health-care professional.
 - Any person with positive symptoms reported should not be allowed to take part in workouts, leave immediately and should contact his or her primary care provider or other appropriate health-care professional. If student passes screening, student performs hand hygiene.
 - Student dons mask.
 - When student removes their mask to drink, student needs to be >6 feet from others. Hand sanitizer used after touching mask.
 - When a student is exercising or performing a workout outdoors, they may remove their mask during this task as long as they maintain at least 10 feet of distance from others, hand hygiene must be performed before removing and re-applying mask.
 - Refrain from expectorating/spitting. No gum, candy, sunflower seeds, etc., allowed during training sessions.
 - Coach/Athletic Trainer keep mask on during session, they may remove their mask during this task as long as they maintain at least 6 feet of distance, hand hygiene must be performed before removing and re-applying mask.
 - Safety Officer (ATC for Summer Strength/Conditioning Programs) is appointed at each session to observe compliance of screening, physical distancing, hand hygiene, mask wear and other parameters outlined in IP document to be followed within the environment of the training session. These responsibilities will extend only to the training areas occupied by the session which may include the field,

track, bleachers, fields and weight room where the trainer is under direct supervision of the session they are conducting.

- If student begins to show any symptoms during session or between scheduled sessions, student informs ATC, ATC documents and client is removed from training sessions and advised to self- quarantine and seek medical care and if advised/determined appropriate be tested for COVID.
- Symptomatic students should be instructed to contact their health care provider and self-isolate at home. Student cannot re-engage in training session without documentation from Health Care Provider and following the specific timeframe outlined below.

Limitations on Gatherings:

- Gatherings should follow the social distancing regulations (6 - 10 feet). No gatherings before or after workouts.
- Students and coaches should report to workouts in proper gear and immediately return home to shower at the end of the workout.
- There must be a minimum distance of 6 feet between each individual, at all times.

Physical Activity and Athletic Equipment:

- Students must wear their own appropriate workout clothing (do not share clothing), and individual clothing/towels should be washed and cleaned after every workout.
- Hand sanitizer should be plentiful and available by coaches at all workouts.
- No athletic equipment, towels or clothing will be shared amongst each other.

Hydration:

- All students shall bring their own water bottle. Water bottles must not be shared.

If any member of the workout group has contracted COVID-19, refer to the NH DHHS guidelines for return to participation guidelines.

The ATCs providing the Services shall have the sole authority to determine whether a Student-Athlete, injured during strength/conditioning program, may re-enter the strength/conditioning program.

Assumption of Risk and Medical Clearance:

As a; Coach, Student, or Volunteer, I authorize my full participation in workouts run through WDH Rehab Services. I understand that injuries/illnesses, severe, minor, permanent damage or even death can occur as a result of participation in this program and I hereby release, indemnify, and hold harmless Wentworth-Douglass, its Board of Trustees, officers, employees, and agents from any and all liability or claims of any kind whatsoever arising from my participation in the Strength/Conditioning program including, without limitation, any claims for personal injury, property damage or death.

This assumption of risk includes participation in the program and or while upon the premises where the activity is being conducted. I am covered with family insurance in the event of an accident, injury, or illness. I attest my health has no restrictions for participation in workouts.

Release Waiver for COVID-19

I agree and understand there are specific guidelines in place in order to train and understand these guidelines do not prevent athletes from contracting or from coming in contact with someone who has COVID-19.

Signature of Student: _____ Date: _____

Name (printed): _____

Signature of Parent (if student is under 18): _____

Emergency contact name and relation to student: _____

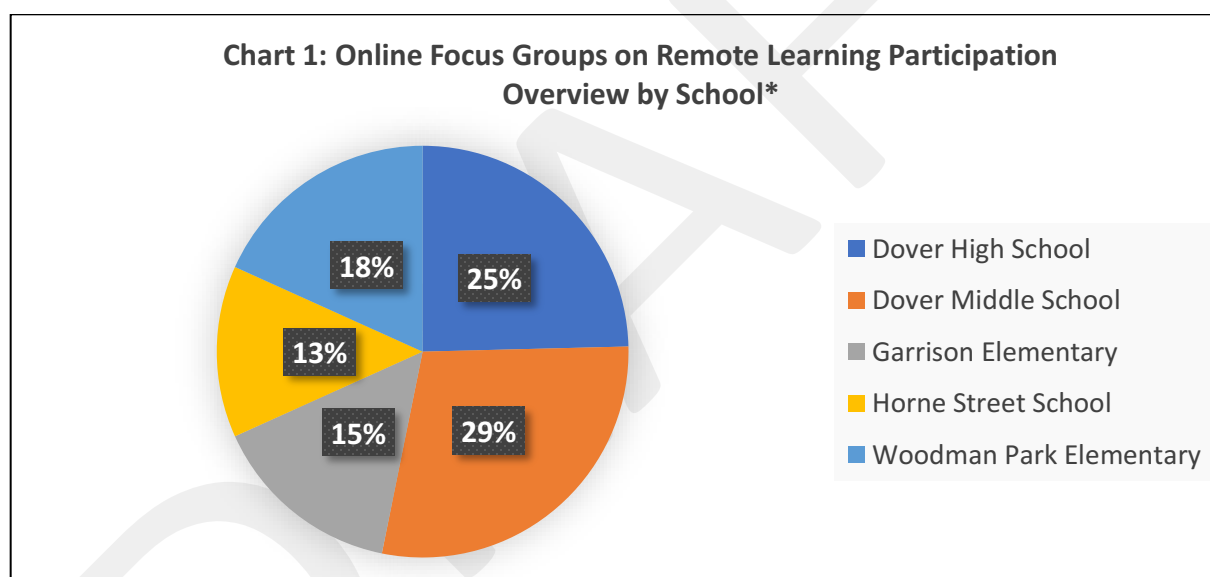
Emergency contact Phone #:(_____)_____

PART I: ONLINE PARENT FOCUS GROUPS

The following summary provides an overview of perspectives shared by Dover School District families during online focus groups addressing how remote learning went during Spring 2020. Following the summary is the full list of notes recorded by NH Listens facilitators and the responses provided by some parents via email. (see [APPENDIX: NOTES](#) Gathered and Recorded)

PARTICIPANTS

During June 2020 New Hampshire Listens staff conducted online focus groups for Dover families to reflect upon online learning during the second half of the school year due to the COVID-19 pandemic. Across 6 online focus groups, 122 people participated of the 185 who registered. Most participants had 1 or 2 children in the Dover School System. A small group had 3 to 4, and some parents did not provide information. The participation was distributed across Dover Schools as Chart 1 displays.



*122 parents and 115 families, representing approximately 140 students. The percentages show the distribution of families across schools based on where their child(ren) attended.

QUESTIONS POSED

- Introductions: Ages of kids and which schools are represented?
- What was your experience with your child and remote learning?
- What were some of the challenges and barriers?
- What were some of the things that worked for your child?
- What kinds of strategies or approaches impacted you as the parent/family member supporting a student?
- As the school district plans for fall, what are your concerns?
- Do you have any ideas or hopes to share with the re-entry planning group?



- Anything else you want us to know?

THEMES, REFLECTIONS, AND COMMENTS

Accolades and Continued Opportunities for Community-Family Supports, Reflections, and Shared Resources

Parents expressed accolades for the teachers, schools, children, and the district. They acknowledged that this was a challenging time for many. Some of the things they mentioned included:

- Access to Chromebooks
- Kindness and empathy from teachers
- Communication and quick adaptations at the beginning, as well as flexibility
- Weekly announcements made by principals – helped with normalcy and togetherness
- Meeting students and families where they are

They were thankful overall for the opportunity to share and discuss their experiences with remote learning during the COVID-19 pandemic. Parents hoped to see the district learn from other schools and from the university regarding online learning strategies and a coded/tiered approach to re-entry. They wondered what could be learned from people who have home-schooled their children. Parents wanted to know more about who is involved in the reopening committee. They also wanted to know sooner rather than later what the plan for fall 2020 would be for their children's learning. Parents also emphasized the need for continued engagement and opportunities to work together to support others in the community:

- What about a technology gift fund?
- Bringing the community together more often for feedback and conversation about the process? Age-group centered discussions?
- Student discussions? Focus groups or conferences just based on grade level or school-level groups.

Overall, parents wanted continued communication and opportunities to talk about strategies and needs. Not every family has access to the same resources, and parents wanted administrators and the reopening team to keep this in mind (e.g., students who are isolated, lack adequate internet or technology, special needs, parents' diverse work schedules at home and out of the home, parents who are also teachers).

Strategies and Approaches that Worked

Parents appreciated many of the strategies that the district, schools, and teachers provided. They thought the food busses and extra access to food was important. They also appreciate consistent and clear menus, agendas and schedules for remote learning. Parents also felt Zoom lessons and meetings with the whole class, small groups, and one on one were helpful. They



mentioned their children looking forward to the meetings. Google Classroom became easier for parents once teachers set it up. They liked the daily progress and updates about students' learning. Google classroom was easier to navigated when teachers were skilled at using it, and once parents were able to figure it out with or for their children. Self-pacing at home worked for some students who appreciated the flexibility and little need for synchronous learning. Some students benefitted from being able to take their time or move at a faster pace. Parents felt it helped with their children's ability to learn responsibility and provided a means for their family to create a schedule together. Parents found the after-school program to be helpful as well as connections among parents in neighborhoods or online. Young children had more time to play outdoors. In some cases, it was healthier for students to be away from the school environment. The later start allowed teenagers to sleep in a little longer. Families could plan more time together due to shorten or non-existent commute. Some students were able to raise their grades during this time. Parents felt like there was a microscope on their children, and they could see how well their children functioned, their natural strengths and tendencies. Parents found they had conversations about the changes taking place and about how to get organized and find time to collaborate with their peers. Parents loved Zoom calls or small groups because of the social interaction.

Challenges, Needs, and Suggestions

Technology Access, Integration, and Online Learning

Although parents liked the schedules, agendas, and menus, they also talked about the need for teachers to use care in their selection of lesson platforms and educational tools online. Parents and students alike felt cognitively overburdened by the number of options. They felt decision-fatigue along with their children at times. For example, one student did not know where to find art, gym, or music. Or a parent found Zoom meetings were coming through email or Google Classroom, so they found the scheduling challenging to follow. For parents who had more than one child, the different methods for provided lessons, instruction, or choices for assignments could become cumbersome. Parents of younger children especially noted the challenges.

Access to Devices, Materials, and Adequate Internet

Parents who work from home may or may not have access to adequate internet and electronic devices that help navigate Zoom, Google Classroom, and the other platforms used during online learning. Some families found that they had to time their work to share devices or the internet. Some parents noted students did not have the devices they needed until months into the process, or they found it difficult to print resources and upload documents. Parents wondered if the Blizzard bags used in Rochester or a binder set up at the beginning of the year would be useful for parents and students with fewer technological advantages. It was not only parents that struggled with access, but also teachers – who may have also been parents. If a teacher's internet crashes during Zoom, it may be difficult to gather students back together and can be frustrating for all.



Training Needs, Resources, and Preparation Time for Teachers

Parents saw differences in teachers' technological knowledge and ability to design and navigate systems. They suggested the district and school leadership provide more time for teachers to prepare, resources for preparation and remote teaching, and training as needed. There are best practices for remote learning, and lessons to be learned from parents who home-school their children. Some teachers who have technological savvy for online teaching could also coach others teachers. Parents said structure is important as well as flexibility in that structure.

Student Performance and Individualized Learning Needs (e.g., Funding, Streamlined Expectations, Structures, and Consistency, Differentiation)

More Teaching and Support via Asynchronous, Synchronous, or 1:1 Sessions

Parents talked about the differences among their children's needs for different types of remote learning supported by teachers directly either through pre-recorded or planned activities (asynchronous) that students complete, learning the students do together (synchronous), or in 1:1 sessions with teachers or support staff. They wondered if Green and White days could be reinstated to support synchronous scheduling. They wanted teachers to have more interaction with students, as their children enjoyed the socialization and engagement. More online classroom time would allow students to feel like they are following a schedule and with their peers. Teachers had varied approaches to providing their lessons and opportunities for engagement among students. Parents also had varying opinions and perspectives about what would work best for their children. As was previously described, some students did not need the interaction with peers in the classroom and could self-pace. Parents also showed concerned that some students in the classes never showed up to Zoom meetings.

Kinesthetic or Hands-On Alternatives Based on Learning Style or Age (i.e., too much screen-time, need for kinesthetic learning opportunities and extra-curricular activities)

Students across the district learn differently in a remote environment and have different abilities or preferences when it comes to online tools for their education. For some parents their younger children were asked to watch too many videos. One parent talked about the Seymour Osman Community Center (SOCC) as a useful resource and alternative to video learning. Parents wanted to see their children have more options beyond the screen in terms of print material or in the form of a packet or binder for some learning. It was a transition for some families whose children were not used to being online all day. Furthermore, parents worried about the reduction in extra-curricular activities and hands-on learning their children were used to. Students missed science labs, wood shop, athletics, career and technical center, ROTC, ceramics and art, and music in ways that parents wanted to see change in 2020-2021. The kinesthetic and shared connection among peers during these and other clubs or activities not listed were missed by students and parents. Parents also worried that the limited nature of these activities during remote learning would affect their child's college and career readiness.



Small Groups seen as Beneficial and Challenging at Times

Part of learning that benefitted and challenged students was small group activities or projects. Some students relied on collaborating with friends to complete their work. Smaller groups for reading and math in upper elementary school worked, and for younger children small groups provided needed support and interaction. Small groups worked both with structure and without from different parents' perspectives, and parents wondered if small class sizes could work moving forward. Small group learning also reduced the burden on parents to provide support consistently, so they could work and/or attend to other children.

Accountability and Clear Structure to Remote Learning is Desirable (i.e., developing a consistent schedule and manageable workload for students that parents can support)

Parents wanted to see a clearer structure to the day and consistency in students' schedule. Students had varying abilities regarding their ability to manage their own workload, and parents wanted some support or frameworks in place to help scaffold learning (for both parent and student if they need to navigate the system together). Parents also wanted structures in place that held students accountable, as they worried their children did not learn much new content during spring 2020. Parents re-iterated that having set schedule similar to school (perhaps cutting the blocks in-half to reduce screen time) would be helpful. The menus helped some students and were too flexible for others, and routines varied for children and parents in the household. It was hard to find some consistency for some families.

Students with IEPs faced further Inequities and need Well-Organized Supports

The need for accountability, consistency, and frameworks that help pace all students' learning was furthered in the discussion about the inequities faced by students with special needs. Some parents paid for private tutors or utilized supports in the community (e.g., SOCC). Some parents worried about the 1:1 services for their children. Parents of students with IEPs noted that testing stopped and delayed the start of services, and parents whose child(ren) had services wondered how to keep them going at home. One parent talked about the need to improve remote learning for students with immunocompromising conditions who may not be able to attend school in the fall. Parents acknowledged that schools were flexible and provided services, but students missed other sessions with their peers for the accommodations. Parents also noted that students may have fallen behind during remote learning, and for students with IEPs this would be even further behind than perhaps they were before. It took time to establish new routines for students. One parent found success creating whiteboard system at home with checklists and routine. When classroom expectations changed week to week, it was difficult as was balancing work while providing the support for their child's remote learning. Communication is helpful as were interactive Zoom sessions. Parents found they had to monitor their children and acknowledged that they would need the extended school year services (ESY). One parent felt like managing her son's Zoom meetings was like having another job, but they also wanted more Zoom check-ins from specialists to figure out IEPs and find support to teach at home and make accommodations at home.



Funding to Address Resources and Disparities – Children/Families with Limited Resources

Parents and students in Dover experienced remote learning differently, and they had access to varied supports. Parents during the online focus groups felt concerned about the inequality of families in the district. They noted, “We have major economic disparities,” and they noted that there needs to be a major investment from the city to make the next year work well for students and parents overall. Parents worried about students who may “fall off the radar,” and hope the school district has a team in place to help interventions that keep students learning whether students stay remote, go back, or engage in a hybrid approach.

Needs for Connection, Communication, and Care

Concerns about Social Isolation, Need for Interaction, Mental health, and Overall Well-being

School for many students offers a place of social connection, stability, and family routine. Parents found that their children who were progressing in school began to fall behind or were not progressing in their studies. The challenges of the realities happening outside the home could not be ignored, and compounded with social isolation parents mentioned the need for more opportunities for students to socialize. Parents wanted to see more mental health support for children and strategies for addressing students’ potential fear of returning to school. Parents held concerns that their children were missing out on social and emotional experiences. For example, young children benefit from learning with their peers, and elementary and middle schoolers build needed social skills. Some children did not have any siblings to socialize with, so video chats and interactive classes with peers was important. Parents noted that some of their children felt lonely and depressed without clubs or other activities. A single parent noted they needed help with their high schooler’s mental health and the appointment with the evaluator was cancelled. Some younger students worried they would never see their teacher again. Others found that their child(ren)’s stress levels were very high. Overall, parents wanted to see more attention to mental health, socialization, and opportunities for students to engage in activities they once did to help with stress and normalcy in routines.

Need Transition Plan for Students starting or moving to new Schools and New Grades/Classes

Parents talked about thoughtful transitions for students who are graduating, moving to an upper school or the next grade. A parent hoped for “an actual graduation” in 2021. Parents showed concern that their kindergarteners’ first year in school was “not being in school.” Parents expressed their children’s concerns about transitioning to high school and feeling unprepared. Parents wanted to see plans to help transition students between schools and develop creative ways for students build relationships with new teachers before school begins.

Noticeable Differences in Motivation, Engagement, and Learning, Concerns Students are Falling Behind, More New Content

Parents found that their children needed time to establish a rhythm or that they had to stay on top of their children's activities due to ebbs in flows in attention or having enough to do. Parents worried that their children were simply reviewing concepts and not learning enough new content that would prepare them for the next grade. How will their children learn next year? Some parents appreciated lighter workloads and self-pacing, while others wanted a clear structure and heavier workloads for their children. One parent expressed:

"I was encouraged at the depth of the discussion we had in our focus group today but dismayed at the challenge we all face. Listening to other parents, it became clear to me that Dover's performance this year was very uneven across schools and teachers."

Parents felt like there was no replacing teachers in classrooms and recognized the hard work teachers endured to make online learning happen across the district. They also realized how hard it was to keep students motivated and engaged using the platforms provided. For kindergarteners learning to read, parents had to navigate the systems while trying to work. Some parents saw remote learning as an "epic failure" while others saw it as something they adapted to fairly well. As stated above, parents on the whole wanted more accountability and structure to provide a more equitable experience for students.

Communication from Teachers and Schools Need Improvements

Parents wanted to see further improvements in communication between school and home. Not only was it a "big deal" to receive communication from school but the type of communication mattered. Parents saw lots of emails but wanted more dialogue. They wanted more opportunities to talk with teachers or find ways to consistently be in touch about their child(ren)'s progress. Some parents were expecting more Zoom calls and communication, and in the next school year would like to see creative ideas for connection (virtual music/band coffee house night). More open two-way communication between parents and teachers was desirable, so the best strategies to teach and support children could be realized by both.

Balancing Work and School was Challenging for Many and Will Continue to be the Case

Amongst the parts of online learning that worked, varied, and needed improvement, parents expressed that balancing work and children's schooling at home was difficult. Few parents spoke up during these focus groups about working outside the home. Many mentioned the challenges of being teachers and parents, balancing electronics for learning, and understanding the content their child(ren) was learning. Some were used to working at home or worked in higher education which has established online learning systems. These parents with the resources and know-how at home found the transition less-stressful but continue to worry about the value of the learning their children experienced. Working and ensuring children are doing their schoolwork was challenging. Parents felt they had failed as their children's teacher (e.g., mathematics, honors courses). Parents also had some major concerns about childcare, especially if teachers who are parents have to go back to work and their schedules do not match their children's schedules. Parents talked about being in survival mode and just getting through each day. Parents had a variety of methods that included hiring babysitters, tutors,



switching duties when more than one parent was available. However, these strategies did not account for the transition back to work that parents began to experience and expect in fall 2020. Specific concerns warrant further attention regarding strategies for return. For instance, parents noted:

- Any solution must contain choice and flexibility for parents' concerns and their home/work restraints. Some of us can work from home and some of us cannot. Some of us have two adults to help with schoolwork and some of us do not. Some kids are self-directed and some are not. Some parents are more able academically to assist their kids than others and have the tech resources necessary.
- I was told that the Dover district is possibly suggesting that teachers be required to find childcare for their own children even if the district is doing remote learning. I would be against this as the cost is not realistic for many families, as our district does not compensate teachers well. Also, if children should go to 'daycare', they can go to school.
- I would certainly prefer that students are in school again to maximize education. Obviously, this will be decided by health risks/concerns, however, it seems that actual in-person education is preferable to remote learning. I also worry that many students may not have a home life/situation that is set up to make them successful with remote learning.
- My family depends on my income, I cannot teach and work at the same time.
- The synchronous activities were the most difficult - we could fit all the work suggested around our schedules, but the zoom meetings were hard because someone had to stop everything and then help run it (i.e., kindergarten). That is not to say they were not of value, once a week was fine and the 'field trips' were loved (farm, aquarium, magician).
- As a teacher in Dover, I feel like we did the best we could given the circumstances. I had no problem completing my job remotely, with the exception I had to use my personal device as the district provided device did not support many applications I needed to use. I am disheartened to hear that the district is considering teachers working from school and students staying remote. I have 2 children in the district. I cannot leave them alone and will not for an entire day. The offer to utilize the YMCA program would cost me \$2000 a month! I feel that I'm being punished by having children as my colleagues without children will not face this issue. I don't think the district has trust in its staff and that is very unfortunate. If this decision is made, I may have to take a leave of absence.
- Schools are a great equalizer – situations at home are not the same for everyone – parent involvement and environment and work demands is variability – one and two parent working parent homes

Many parents will need support through the next transition. This may include trainings about how to navigate online communities. It could also include additional supports for students with special needs or with parents who work outside the home and as school employees. Additional conversations with parents from multiple backgrounds and perspectives regarding re-opening plans is warranted and wanted.



Health and Safety – Not rushing back, choices, and the need to go back.

Parents had varying perspectives on returning to school in the fall. They wanted to see options for high-risk families. They need further clarification about plans for re-opening and/or the next school year to make decisions about what is next. For instance, one parent wrote:

“As things with the virus stand today, I would not feel comfortable sending my kids back to a regular school day. However, none of them performed very well this past year, either. That leaves me with a difficult decision to make should Dover try and return to normal. Fully home-schooling them is not a viable option for us.”

Parents are eager to be provided a plan and to provide further feedback. They wanted to know if students and parents would have options and perhaps this would provide opportunities for social distancing in schools. Some parents may choose to keep their children home. Some parents, as expressed in the focus groups are ready for their children to return. They wanted their children socializing and returning to normal, in-school, learning activities. Other parents found the remote learning process “eye opening” and hope that the schools will consider the opportunities and creative solutions available with the technology available (i.e., choices for families, delivery options, etc.). One parent suggested:

“Polling the students (parents) and teachers throughout the district...if there are a substantial number of students or teachers that wish to remain virtual for whatever reason, I would suggest pairing those students/teachers in appropriate grades levels up in the same “virtual classroom”, meaning they would do all their learning 100% virtually. That way they can adhere to their safety concerns, create a stable schedule and set of expectations, and still be learning in a meaningful way. The rest of the students/teachers should continue learning in person full time with safety measures in place. This would reduce the number of students in the school building, and hopefully open up some extra classroom space for social distancing measures. Having “virtual classes” may also allow for students to continue with learning should they or someone in their household become ill with COVID and need to isolate for a period of time. I would be happy to discuss this idea at more length if you wish.”

Reopening Committee, Eagerness for Continued Family Engagement and Updates

Parents were eager to hear the re-opening committee’s plans. What if there is a second wave after opening? Will parents find out the plan in early August so they can plan? Can teachers team-up? Parents wanted to see a binder of resources for parents and students that could help guide priorities and goals during the year. They wanted expectations for a safe return communicated; “it isn’t the same world.” Parents wanted to know:

- When does the district expect to release its final decision about how the fall will look?
- Who else is on the re-opening committee? Any other members beyond administrators?
- Who is going to make the ultimate decision? Administrators – need to use caution when already



using what they decide – need to bring people in and listen to ideas – rather than listen and then go with their plan.

- What are other districts doing that Dover didn't do? What can we learn from other districts? (Rochester had a plan that helped buy them some time – what can we learn)
- If we don't go back to remote learning, what is the learning experience going to be like with partitions and masks?

Parents want clear and consistent communication about plans for 2020-2021. They named broad concerns about “rushing” plans and also more narrow concerns such as transportation logistics, children wearing masks and keeping them on all day, space in classrooms, ongoing identification of spread, ensuring students and school employees wear masks, cleaning and getting sick.

Concerns for the Next Phase, Needs to go Back, and for Flexible and Agile Plans

Parents are ready to help with solutions and continue to share some of their challenges that require flexible and agile planning from school and city leaders. Whether teacher-parents who work in other school district to those who work outside the home, and those who work inside the home, parents are finding solutions and challenges that are common to others and unique to their lives. Parents expressed their eagerness for students to return to school to ease the balance of working and teaching children at home. They also acknowledged that if the community-school contact causes a spread of the virus, online learning needs to be ready to go. One parent noted, “We have foresight now, so help parents and students prepare for the expectations of what happens if we start in-person and then have to go virtual.” Planning for changes provides some opportunity mental preparation for families. Questions parents posed about returning included:

- Worried about childcare situation for teachers – teacher parent – business owner in Dover had to go. If teachers have to go in, what will happen with kids at home?
- Hybrid model – how do you coordinate with other districts? (parent-teacher who teach in another district than the one their child is in) – what logistical nightmares will occur for people balance hybrid models and working and scheduling community-wide and across communities?
- If teachers are to report to the school and remote learning for children can we hear how that would look? How does this effect their families?
- Any indication when we may know if/when school will resume?
- What is the short-term plan for the school year?
- Will it be a full year? Are vacations still going to be counted in? Snow days will not be a thing?
- Is the district considering a hybrid model where some students attend in person full-time while other students attend remotely full-time? If so, how would that look, and would families be given the option to choose their preference?
- Does the district place a higher value on continuity of education (for example, months of planned ongoing remote learning) or flexibility that prioritizes face-to-face teaching even if it means potentially bouncing between remote and in-person teaching with little notice.
- Could we do a choice of remote vs in person?
- My husband has worked outside of the home the entire time, and I go back to my office on Tuesday, neither of us will have the option to work from home this Fall. I would like for someone to please tell me what I am supposed to do if we do not open? If I find a daycare to take my 8-



year-old, how will they individually teach the kids all in different grades and classes? They can't. Am I supposed to come home at 5:30 at night, and tell her, "I haven't seen you all day but now we have to do schoolwork to do until bedtime?" I would love to hear answers to these questions.

- What happens for parents who need to go to work and school isn't in session – how can this be planned for?
- How do you restructure schedules with limited time and resources?

In the process of generating an agile plan, parents hope for a return and flexible/hybrid models of school. They also argued that decisions need to be informed and communicated early and consistently with parents. For example, parents commented:

- All school districts need to have a Disaster Recovery plan in place should a situation present that closes the facilities. This plan should focus on eliminating any downtime and facilitating a smooth transition for all students to a remote (technological or non-technological) style of learning. Remote learning can be done.
- If there is an in-person experience in the fall, I foresee greater absenteeism (by choice or because kids with any symptoms will need to stay home--coughs from the common cold linger). There will need to be a way for those students to learn.
- Parents should have an option to do learning remotely.
- Have a merit-based attendance (zoom attendance) policy...if you're not doing the work, you have to go to class and if you're completing the work, you get to be more leisurely.
- One model will not work – bring younger grades back in (have to think about social distance), middle school (hybrid Green/White days), High Schools pivot to online learning and then focus on bringing students in for hand-on activities and clubs – college students use a hybrid models
- Need to think about different schedules, bus routes, longer transportation
- Build in flexibility and don't assume. Plan for how you will handle the start of school given different virus scenarios, and then also plan for your reactions to when those scenarios change. I work with a lot of distinct (I think he means school districts) across the county, and there is wide variation in planning (if at all).
- Don't want it to be an all or nothing decision – some time on campus for students
- Have shifts at school – half the week at school, half the week out of school.
- Do some kids go back certain days, or certain buildings?
- But what do to with the kids whose parents work 5 days per week, not from home? (x2) -- Even for those of us who do work from home. It's not sustainable to be WFH and remote learning. At least not for us.
- We need to do better - and we need to do it quickly. Our kids need consistency, tech-savvy teachers, direct ongoing engagement between the schools and parents, flexibility.

Overall, parents held multiple viewpoints and provided key points of insight for the reopening committee. The appendix has a full listing of parent comments, and participants look forward to follow-up from school leaders regarding the 2020-2021 school year.



APPENDIX: NOTES GATHERED AND RECORDED

Accolades for the Teachers, Schools, Children, and the District – Thanks for Opportunity to Reflect upon the Experience

- Appreciated the time expected per student on work (ex. 45 min day K, 1.5 hr 4th grader). Worked the best was prescriptive work with email from each teacher each day at 8 am. Usually each day got to everything.
- Thankful that students had Chromebooks ahead of time. Couldn't imagine doing that without it.
- Teachers made up for lack of preparation with kindness and empathy.
- It was good in terms of technology, facilitation was easy, teachers did an amazing job
- Lots of communication from the teachers, great support as parents and for the students
- Principal would do weekly announcements and moments of community gathering were special and helped bring a sense of togetherness. Woodman did a great job of creating a fun environment in that way.
- Garrison principal did the same daily and that was great.
- Love Horne St School, love the teachers. Teachers gave great support to meet where students are.
- Thank you so much to ALL the educators who did all they could do to make this situation a success!!!
- One of my kids loved being at home.
- Morning announcements and then motivated to do all the activities and then went to go play.
- Teachers did an amazing job jumping to remote learning
- Shout-out to the superintendent and principal (x2) for the communication that has been maintained. I do not like that he has been planning for everything (because that is scary) but they're doing the best they can.
- Overall quite positive. The teachers and staff at Horne Street School (HSS) in particular were excellent in terms of communication and getting information to parents.
- Dover seemed to adapt fairly quickly to remote learning (I heard of some towns that took 2-4 weeks to pivot) so it was helpful to get in a routine with our kids quite early on in the quarantine.
- Adapting to an online world was challenging for upper elementary and middle – children did well though,
- My kiddos school did a fantastic job of keeping a schedule of Zoom meetings on the same days and times which was SOOO helpful! (x2)
- Respect teacher 10,000% more now that I see what they do.
- While I wouldn't prefer remote learning, overall, there were some positive aspects that came out of it with our kids.
- I thought they nailed it. We had plenty to do to keep progress going, but no worksheets, very little zoom contact, and lots of messaging about flexibility from teachers.
- Love Horne St School, love the teachers. Teachers gave great support to meet where students are, but this doesn't feel sustainable for families like mine.
- Please make sure gratitude for all the efforts on the teachers and administrators.. I think Dover did a great job at reacting and communicating.
- First I want to say I know from personal experience how difficult remote teaching was and I am



grateful to the teachers of DHS for all that they did.

- Again, I want to thank all of the teachers of DHS for persevering with the extremely difficult task set before them
- Much appreciation for teachers
- Outstanding teachers, mix day to day – 2 parents working at home, one tech savvy.

Continued Opportunities for Community-Family Supports, Reflection, and Shared Resources

- I just really appreciate the opportunity to weigh in. We want the data about the disease to be the primary guide for this decision, but having a voice in what concerns us and what worked for us is an important gesture from the district. Thank you.
- Need focus groups around the age groups
- Reach out to school board – look to UNH about tiered approach – color phases
- Communication from the district about who is part of the reopening committee and what the procedure will be sooner than later
- Please make a decision sooner than later. A date like August 15 won't work well for student
- The sooner we know what the plan is the better – teachers need time to prepare either way.
- Dover MUST include parents in whatever plan we come up with
- The district should look for help from others like the colleges who have remote learning experience
- Experiences from a long-time home schooler – it was an okay transition but it was still a struggle for young children
- What lessons-learned from people who have home-schooled.
- There was no mention of including DHS student voices in this discussion. I think it's imperative that everyone ask our high school students what their experiences were and what their thoughts are on various options moving forward.
- In addition to my own teens, I've had the opportunity recently of working with other adolescents around the state in my work with DCYF. Teenagers can be selfish and petty, but they are also often very insightful and wise. This situation affects them more than anyone, and we must listen to what they have to say.
- Do a survey of the high-risk families, what % is that? If it's small, could you homeschool or remote those at higher risk and reintegrate others?
- There are an awful lot of questions but it became crystal clear in the focus group that Dover MUST listen to and include its parents in the decision about how to conduct school next year. Ask our opinions and ask us for help. We are here to assist others in our community and get through this together.
- Any solution must contain choice and flexibility for parents' concerns and their home/work restraints. Some of us can work from home and some of us cannot. Some of us have two adults to help with schoolwork and some of us do not. Some



kids are self-directed and some are not. Some parents are more able academically to assist their kids than others and have the tech resources necessary.

- Woodman Park – Commended teachers and administrators, SOCC for afterschool program offered additional resources
- Would like to be included in planning for the fall.
- Technology or gift fund for students who don't have enough technology or access --- bring the community together so children have access.
- Bring the community into the process more next year – parent supports and peer groups
- community service – reach out and be a friend to isolated kids – use the strong community to your advantage
- This year was challenging but it was also a time for our family to become closer. That can and should happen as a community as well.
- Thank you to the town of Dover for putting together these focus groups, I hope you keep in mind they do not represent all of Dover, the parents who are likely to sign up for these are the same parents who have resources to help their students succeed under any circumstances.
- Thank you for facilitating the discussions for remote learning in Dover. I really appreciated having the opportunity to share how it went for my family as well as hear how it worked for other families as well.
- I really appreciated having the opportunity to share how it went for my family as well as hear how it worked for other families as well.

Strategies or Approaches that Worked

Food Delivery and Access to Food

- I liked that the food bank and food was available and helped kids succeed. I hope that the students who are falling off and need more help continue to get help so that they don't fall through the cracks.
- Keep delivering food. Great thing that was kept going with food buses.

Menus, Agendas, and Schedules

- Liked flexibility and choice boards based on own timing
- Continue with a 9am start
- Menu – 7th grade was originally was getting it done during the week. Then it changed to Tuesday, then it became more stressful, anxiety of the unknown.
- Teacher personalization was a big hit – letters, laminated pictures, etc..
- Single entry point for the tech and work assignments
- The district is likely using a structured program for k-8 should we be forced into remote learning again.
- The menu and he loved the reading app (head sprout reader) he did 40 episodes and would do more if we still had it. The math websites he was less interested in because



they were less engaging. We got him to do it, but it felt like work to him. The reader was a game to him. We loved the menus, but some the related arts class sections were hit and miss (the music teacher was AMAZING).

- Not great, Kindergartener had no interest, did better with specific assignments than menus, challenges were mostly logistical – zoom meeting with whole class was the same time as special education
- Specifically, daily assignments in the morning with expectations during the day was easier than when it said pick from these fifty links
- I tried to destress by making a schedule, but some days that didn't work. I'd take a step back and reminded myself that my kid would be fine at the end of the day.
- Treating nights like school nights helped me a lot (taking away electronics for her to do her work)
- Woodman Kindergarten did an excellent job, we received a menu each week and were provided a great deal of digital subscriptions.
- Printing activities were good; choice menus not so much; 2nd grader daily morning mtgs., plus small groups and ind. time with teacher. Parent could see the parent-teacher relationship, which otherwise wouldn't see.
- 2nd grade: there was a remote learning menu that her teacher provided, and we picked out what she wanted to do, which was beneficial.
- The remote learning menu at Garrison – hardly looked at it. Didn't do any related arts. Arts teacher said didn't turn in arts assignments – but there wasn't any communicated expectation.
- Teachers videos brightened my kids day. posted lessons worked well. Homework menu was hit or miss.

Zoom Lessons and Meetings (Synchronous and Asynchronous), Check-Ins

- Anytime we can have a zoom with teachers and/or friends it was great (there could've been more, they should've been every day instead of twice a week).
- Zoom meetings and emails (direct communication). He was most excited about the weekly zooms. More interaction. (x2)
- My daughter needs help with reading, and we got a lot of one on one time which helped accelerate her reading.
- Zoom class in the afternoon to book end or begin children's day.
- Quick check in 1 on 1 for middle schooler worked well (x3)
- My youngest (5th grade) really enjoyed zooming in with people
- Read a-louds every day
- Reading specialist joined at the end, and send my 6yr old math challenges and he loves math, and he was super happy and felt special. Direct instruction works for kids his age.
- The younger kids were so happy to see each other on zoom twice a week. The teacher tried but you could see that the kids missed each other. I had a set schedule and that helped for me to maintain my work schedule.



- Doing better when the teacher is there to encourage the work – prompting from parents wasn't the same – A-Okay overall
- I'm thinking more skill building, exercise - not really games.
- The Garrison principal continued with daily announcements on the school's facebook page
- If we are home again, a set schedule with times and daily expectations and meeting times would be very important so that we can balance work schedules at home.
- The virtual field trips were great in the sense that they kept my kids interested
- I agree with that as well - more online zoom interaction for the socialization aspect
- Agree on field trips! that was a huge hit!
- They enjoyed some of the 'field trips' where the teacher would go and record everything.
- Our WPS 2nd grade teacher [had lots] of smaller Zoom meetings and lots of optional interaction. A great deal of structure but not too much. But our 2nd grader was super comfortable - some kids were not.
- 2nd grade lunch-time hangouts really worked – would also do Foundations lessons for a half-hour every day

Google Classroom

- Google classroom was good
- At HS level, google classroom assignments and due dates were great. Consistency of having on platform to work from
- Google classroom worked well at HS level. Also, for 3rd grader could see what was coming up.
- Want to make sure class process and google classrooms are streamlined
- Receive an email from Google classroom with daily progress and updates. Not knowing the expectations for each class.
- DMS had a great format with Google classroom – huge learning curve for anyone who is tech challenged
- Technology for some of the teachers (middle school), some had already been using google classrooms which helped. But elementary was more difficult/took more time. More use of google classroom would have been easier
- Once the lessons put in Google Classroom, it became easier – Better when synchronized on google – both work from home – had to sit with child (sometimes overriding parent control) – once Zoom was more consistent started became better
- Re: google classroom - once I figured out how it worked I like that it was all in one place. BUT the emails in it were overwhelming.
- Google classroom (DMS) – was able to submit work and see how student is doing. Felt like ability to grade was an important motivator for students
- Reiterating google classroom worked well
- Teachers that were skilled at Google classroom helped the stress level go down.
- Loved the DMS google classroom



- HS teachers used Google Classroom well
- For parents – due dates in Google Classroom was really helpful. Needed that ‘project complete’ check off.
- Google classroom worked too (once we figured it out!)
- Had to teach my kid what office hours were. Help my child reach out to a teacher and ask questions.

Classroom Dojo

- Class DOJO with videos was a lifesaver. Printed assignments so she didn’t have to be on computer all day.
- DOJO worked well. Had used earlier in the year, so additional instructional features were good. Breakout groups were good
- A quick welcome every day from Dojo.
- Class dojo was very helpful for kindergarteners.

Teacher Communication, Strategies, and Learning Platform Use

- Students learning to navigating emails, checking-in and following-up on things – great kick start for later in life skills BUT students need to learn this
- Middle school and high school gave good communication on big picture – weekly updates
- First couple weeks made up own curriculum as parent, but started getting weekly updates which was helpful. Items to pick from for students.
- Trying to make sure my daughter had agenda for the day, structured schedule with reminders on Chromebook. Wrote out daily tasks and this helped her
- ROTC teacher gave a weeklong plan, which was very nice
- Access to user ability (teachers) was a big deal – this is essential, more training for teachers
- Assistive technology helped in moving to all digital.
- Helpful when they went to pass/fail
- Helpful to when they went to daily assignment
- Liked weekly outlines. Appreciated responsiveness of teachers.
- Having choices was really helpful. He could decide what thing to do next, which gave him a sense of control over something that was otherwise totally out of his control.
- Videos from teachers each morning was a great way to connect, but if they could record the night before that would be awesome. We have early risers so we could have used it to start the school day if we had them ready. Small thing though - teachers were doing amazing things just to pull the whole thing off.
- Having the assignments due by midnight of the day assigned was helpful because it allowed me to check in with my son before he turned in his work. (I work)
- The advisory meetings were helpful. So were the other meetings where teachers were teaching new material.



- Teachers were prompt in responding to student emails. When my son emailed a teacher, he received a response within an hour or two of his email. This was great! Students didn't have to wait around when confused and could complete assignments in a timely manner.

Self-Pacing at Home Worked for Some Students and Parents

- Was able to move farther ahead and advance students ahead of the typical curriculum.
- Fortunate to have the resources and technology to support the work at home.
- Daughter self-starter was able to manage HS workload
- Overall got into a groove and it went smoothly
- Easier to manage with older kids, can't imagine having younger kids
- They have more responsibility now for their work and opportunities to practice self-advocacy (in terms of asking for help when they need it)
- Student got to the end of the math plan with about 2 months left – was able to move ahead at his own pace and get farther in math
- Parent enjoyed the remote learning because it gave me a chance to teach the way I wanted to – There were not a lot of teaching moment and seemed to be more filler time – it was a game to decide if siblings would sit in on the call – older more self-sufficient.
- 9th grade honors student did not miss a beat – no two week down time
- Synchronous was the hard part. Everything else was fine.
- I just backed off and let my 15-year-old do it. I'd remind him to go outside and be active but for the most part I just put food nearby and get active.
- What worked for my kiddo: learning independently, not feeling pressured to finish her work so quickly, taking her time
- My kids really helped each other (older two helped the youngest). I didn't like that I wasn't in touch with the teachers, and I needed more feedback from the teachers.
- We let them sleep during the day and let them have autonomy for their work, as long as they finished it before they did anything else.
- Worked: Math for my daughter. Being on her own to work at her pace without the pressure of group work was very good.
- My daughter is very independent, and as a sixth grader it was expected to be independent
- Two daughters at the high school – one graduated. one went from her not doing so well to her doing great because she was on her own time, and the other did the opposite.
- Kids 14, 16 grateful that they could do the work
- What worked for my kiddo: learning independently, not feeling pressured to finish her work so quickly, taking her time
- My in daughter in Dover High actually brought up her grades, she reached out for extra credit and worked diligently daily. She actually preferred the remote learning and would like to continue.
- 3 to 3.5 hours of work for students. Used extra time to work on other enrichment projects.



- 17-year-old worked independently – went with it and accepted the circumstances. Student is naturally independent – parent would check-in and overall it went fine. Hard to touch base and micromanage – independent.
- Senior in High School – easy for student, ready to go and move out
- Worked great for my daughter. Motivated and shy so enjoyed remote learning.
- Ability to step away from an in-class environment helpful in some ways. Instead of 90min in a class to get work done, had all day to work on things. For an ADD student, able to jump around. Teachers did a good job of scheduling and informing about due dates
- Learned responsibility.
- Created a schedule together as a family, worked well.

Social Interactions in Neighborhoods, Outdoors, and Online

- The after-school program was a great supplement; need to coordinate this with the classroom assignments/activities;
- Having a connection with moms alleviated the stress off of me, and in turn alleviated the stress off the kids.
- Reaching out to other parents helped me have a sense of community
- Parents in neighborhood – some kids kept playing together (neighborhood with 40 kids in neighborhood – at 2 pm kids outside and playing. Social bubble there. Kids understanding distance when playing.)
- My kindergartener didn't know what stress was, but I had to control everything and it was frustrating. I ended up booking zoom time for him and his friends.
- Great opportunities for outdoors and unstructured play for young children
- One on ones were my kids' favorite part of the week.

Flexibility with Timing and Schedule

- The students got to pick what they wanted the workload to be like – whether challenging or easy today.
- Relieved that there was a pass/fail – there wasn't a level of helping students succeed for students who need to succeed – unfair to give a grade if the supports are not there from teachers and staff.
- Positive social changes – middle schooler spent less time talking about challenges with peers, attitudes, behaviors.
- Able to be creative – did baking and math in an interactive way. Doing some active things together on zoom fun and worked well.
- We all made it work – we can do it again the fall
- Child was younger – so running outside was more acceptable compared to pressures for older children's assignments.
- Just making sure I kept in contact with the teachers so I can speak up for my daughter.
- Just reminding myself that no one else has been through this before either, and we are just doing the best that we can and finish this year the best we can and no one is a failure because there is no precedent.



- Students not distracted by other factors outside of learning – being away from some kids healthier for some students
- The quality/content wasn't complex enough that we couldn't do it another day, so there was just days where we would play to avoid screaming matches and meltdowns. (x2)
- More relaxed entrance into the day – take more breaks – relied heavily on home schooling background and had M.Ed, and it was probably very overwhelming for people without backgrounds in education.
- For my fifth grader, we planned the night before what he was going to pick the next day. We never found the perfect method. We just did the best we could depending on the day. Consistency wasn't a thing- it was day by day.
- Great for son to be able to move around and play and start at 9:30am – could take breaks when he wanted
- Flexibility to complete work when child was motivated.
- Easier when self-employed to coach for some – teach in the morning, work in the afternoon.
- One teacher would do hour long lunches with a friend from another class, which was good.
- Positive – students who teenager got to sleep in which was positive
- Went well, tech savvy parents, enuf band width, classes worked well with RL; generally able to keep up
- My daughter had more confidence at the end of this. She didn't have to worry about being in school and dressing up and all that.
- My daughter was happy towards not having to show face at school, and her teachers had drop in hours if you needed more help, and it gave her more confidence.
- Being able to get more sleep for my 15yr old was very good. Having less of a workload (not good for education, but it was good for everything that we have been through). Not having so much on her plate and lower expectations was very helpful. She had been depressed about not seeing her friends and being separated from her school.
- At home with kids and a long-term sub. Great experience overall, but have the teaching background
- Kids liked being home.
- Can work comfortably
- Slower pace was a positive. My son slept in everyday and that worked for him.
- Having the family together during this time was great. My son rose to the occasion and his grades went up.
- More time to work on assignments
- Able to sleep in
- No commuting was nice
- No HW on weekends was nice – opened up possibilities for weekend

Challenges and Needs in Terms of Technology Integration and Online Learning



Need to Use Care in: Educational Tool Selection, Lesson/Work-Clarity, and Cognitive Load

- Kindergarten – the menu was overwhelming and caused decision-fatigue because of all the other decisions that needed to be made – child couldn't read yet so it was challenging for K independence. More "this is what you need to do" at the beginning then the menu was better later on
- Reading and processing was really overwhelming.
- There weren't lessons attached to the learning – just assignments. Design a self-powered car, but no instruction and had to do a lot of teacher emails. Could the teacher record an hour-long lesson for all.
- Regular Zoom calls. This was a great way for our kids to stay connected to their teachers and classmates and feel like school was a bit more normal. Clear and regular communication from teachers to parents.
- daily schedules often didn't come until that morning, so couldn't predict zoom calls for one of my kids; need schedules in advance.
- Zoom mtgs came into my e-mail, some to google class, so difficult to find; missed some; hard to understand scheduling
- A lot of the menus were repetitive
- Issue – way too many things to keep track of. Menus. Raz Kids, Seesaw. Way overwhelming as a parent working full time.
- Not enough 1 on 1 interaction with teacher
- Every single classroom had their own software and links and it was quite overwhelming for the parents. There was a lot of fluff stuff and it created more screen time (Ex. Dean of students reading Iguana Iguana)
- Teachers tried hard to make it work. so many websites->password fatigue going back and forth.
- 7-year-old – didn't know there was arts, gym, music was on school website, but that was separate from everything else. Too many URLs and logons. One day Dojo then Flip grid. Difficult to keep track of. Managing log ins and passwords. Parents managing lots of data. First month school didn't communicate because emails didn't through to parent. Work from home parents. Packed with work from home for parent. Teachers emailed with a lot of activities for parents to do with their students and it was too much. There was no teaching in the Zoom meeting – 30 min twice / week. Could have used assistance with teaching on the Zooms – ex. sounds of words. Tech difficulties, assignments all over the place, navigating emails, super overwhelming.
- Too many websites to get to, scattered all over, very challenging; K only saw teacher once a week; older kids 5-6 times a week.
- We had some of the electronics labs for Science class not work on our tablet. Watch out for assignments in flash and electronic textbooks in widgets that can't be read by screen readers. Teachers and kids probably need more assistance in learning about technology solutions and assistive technology.
- Technology is so different by teacher and school – felt like it was all over the place (class Dojo, videos, Google Classroom etc.



- Our child didn't have a clear assignment each day and it was difficult to use the online platform. We couldn't keep track of what he was doing and not doing. It was surprising that our kid didn't know how to use Infinite campus.
- Work to navigate on the computer was a lot for a kid who can't read well.
- Having a ton of links to online resources was difficult.
- Too many usernames and passwords across sites being used.
- Multiple children and multiple platforms was a challenge.
- Too many platforms. 5 kids, professionals, and ran the gamut from having to be signed in on video from 8:30 - 12:30 every day to another kid who was done in an hour.
- Complexity with the mix

Access to devices, materials and adequate Internet for number in Household

- Working from home allowed us to have the equipment needed for school
- Some students didn't have computing equipment months into the process
- School district can learn lessons from college procedures – could do better with better technology, challenges with printing and uploading – cumbersome process
- Zoom was a challenge for family – lots of different devices – iPads were easier and not dropping out.
- PTA mini-grant for document cameras – MADE A HUGE DIFFERENCE – esp. with math – talking through math lesson – this made a big difference in the quality of learning
- Rochester does a blizzard bag – so children and parents didn't lose in any days.
- Technology problems sometimes disrupted learning
- I went through so much ink and paper printing worksheets that I spent so much time finding and curating for my daughter. Not much was provided by school for this type of resource -- Yes lots of ink and we had to pick and choose what to print out to ensure we weren't using up an entire cartridge on one assignment.
- Binder (maybe just a couple weeks' worth) – even if not used for Pandemic could be reserved for snow days
- Issues with technology – no access to Internet, printers
- Better plans for transitions, pivoting into remote learning, access to lockers and materials
- Middle School – first two weeks were very difficult – printing issue was challenging
- Teachers did the best they could, but teachers need more resources at home to teach (ex. whiteboards etc.)
- Need more technology for students at home – it's a lot for families to go online and transition in terms of router capacity, community education
- For my middle schooler, we wanted some more instruction for parents in terms of technology and how to upload things to their services.
- Agreed, sometimes 3 members of our family needed to be on zoom calls at the same time. We could have left our son off his call, but he wanted to be part of it. Those logistics were super challenging.



- Tech issues – old computer, and we had very little time to buy a new one and it slowed things down.
- Kindergarten – was okay at first and then it became a struggle for attention. Shared laptop at home, so had to have child use work laptop, crawling around and temper tantrums. Hands-on work – so mom couldn't work at the same time which was frustrating for both – younger ones at home too. One on one zooms with teacher worked well. Need more opportunities for one-on-one with teachers and young students. Very concerned about kindergarteners falling behind if it continues especially because some thrive in classroom and some thrive online. Bottleneck with technology regarding access and ability/want for interactions
- Barriers – printers, access to technology and physical
- Tech barriers – typing for younger kids. Printing.
- Technology – we don't know the software, our Wi-Fi was horrible (4 ppl on zoom at a time?), one computer worked better than the other so our kids were arguing.
- Had to share computers which was hard. Didn't want to ask for support because others need devices. But will need device for fall if remote learning. Teachers tried to maintain but didn't have new concepts to learn.
- Trying to figure out how to prioritize the kids – 3 kids – 3 grades. Bandwidth sharing with internet – when work also needs Zoom. Who gets to have the Zoom mtg.
- Bandwidth was a problem. So many of us on.
- Technology we need to keep in mind in different home lives of students
- We have the ability to purchase tablets and computers for my kids, but many families don't. It is hard to maintain a classroom flow, and I'm worried that the kids who don't have them, their parents have no idea about these focus groups.
- Tech usage was always horrible – our internet was very slow because both my husband and I and my three kids would be on the Wi-Fi at the same time.

Training Need, Resources, and Preparation Time for Teachers

- Some teachers not advanced with technology.
- Teacher had internet connections issues – could only use phone – learning curve with Zoom – if her internet crashed the whole group meeting was concluded
- Can students and teachers without resources – need to receive them at home or go to school
- Teaching staff need to be accountable – review the video before submitting it – make sure the video is correct and accurate – the math problem shown was done wrong
- Supporting teachers with the technology they need
- I agree with recorded lessons that could be accessed any time
- Teachers and kids probably need more assistance in learning about technology solutions and assistive technology.
- Parents here are involved and have the tech support – worried about families who don't have parent involvement and tech support.



- We never really figured out the google classroom and may have missed stuff because I didn't have access and my son, with ADD struggled with keeping track of things
- Teachers probably need more help/training on remote learning best practices
- There are so many great tools (websites and apps), but no direction.
- If we do go back to remote learning, we need to hold trainings for students, parents and teachers for remote learning.
- Access to user ability (teachers) was a big deal – this is essential, more training for teachers
- Middle School --- math teacher made a video, but it was hard to see and it was hard to figure out as a parent and teach.
- How can they pay some teachers to train other teachers as coaches in remote learning?
- Support people for each teacher
- The teacher changed his approach and it worked better
- Structure is really helpful and naming the time when logging on needs to happen. More videos of teaching. Not just busywork.
- We had a few teachers not follow up with projects and grades - took a long time to get them updated so not timely. Hard to reinforce the education process.
- Teachers got overrun with the grading.

Student Performance and Individualized Learning Needs (e.g., Funding, Streamlined Expectations, Structures, and Consistency, Differentiation)

Alternatives Based on Learning Style or Age (i.e., too much screen-time, need for kinesthetic learning opportunities and extra-curricular activities)

- Work expedition was fine, challenges with student feeling comfortable reaching out to teachers and didn't want to reveal she didn't understand the work. Some subjects were harder to do than others – student's self-agency was at a detriment to understanding.
- I liked the flexibility of the classwork because it was very good for our schedules but it wasn't meeting my children's learning needs.
- Children who were thriving at school turned into wouldn't do one single worksheet.
- 14-year-old – grade . avg went down. Time management got wacky. Used to meet deadlines and then didn't meet deadlines because it was challenging to meet deadlines. Cramming. Understanding expectations.
- That's my biggest worry that was constantly in the back of my head - are we on track, are we covering the right things, is she tracking with where she is supposed to be, etc.
- Completely agree with -- quality over quantity. 1 hour of real content/instruction would be better than busy work that takes up more time and isn't generated by teachers with their particular students' needs in mind



- Some teachers light workload, but others a lot of “busy” work, especially in math. Not a fan of the online learning. Felt like she learned more in school in person. Not just getting a good grade as mode of learning. Felt like a lot of self-teaching.
- Speaking specifically about the high school experience, I think one of the main reasons for the varying experiences and opinions may be due to the level of each student’s classes (Basic , college prep, honors, AP, CTC courses). The academic rigor between the levels of courses could be significantly different; creating very different scheduling needs and learning environments. My child does take a few Honors classes and we found that we were not able to assist when she struggled; thus, the need for in-classroom assistance is essential. The speed at which the class moved was highly restricted, my daughter found a few of her classes were more of a review vs introducing new material and this is a concern for us.
- Family will withdraw from the district (single mom 9, 8, 5) and then do their own plan for homeschooling because can’t keep up. The remote learning didn’t work for our family so we’ll need to take a different approach.
- Don’t have students sit in front of the screen all day
- Limiting screen time
- Found remote challenging, Zoom wasn’t helpful overall
- A lot of video watching requirements for younger kids
- Remote learning needs to be less computer based overall.
- I work for another school district, and We were allowed to send home packets for the students to do work.
- SOCC afterschool resource was helpful for tutoring since my daughter didn’t like the video learning
- My daughter had seizure that may have been caused by high level of screen time. Very concerned about this for the fall.
- Went from zero screens in family to all day long
- Reliance on screen-based learning. It seemed that the vast majority of schoolwork was done on a screen and through apps and game-related platforms. While I realize that the information has to be sent online, I wished there were more non-screen options.
- I agree that all the additional screen time has not been good for my kids.
- Morning routine got better toward the end – grades went up, reached out for extra credit – on the computer three hours every morning – thinking about how much time students are learning versus the moving around and conversations
- Frustrating that everything is on the computer – need to diversify what they want parents and students to do.
- Remote learning was okay – home schooling background as a parent so didn’t feel that strange. Better when they could print things out and use a paper and pencil first then put into the computer – wanted to play around with font size and color, Liked the lessons plans they had – the actually doing it on the computer didn’t work for child
- I didn’t like optional assignments, but at the same time it was good because it limited screen time.



- Materials would be nice. Workbooks and such to get our kids away from the screen for some time (x3)
- I am worried for labs! My son has Ap bio lab
- Not practical to do public speaking
- Musical kid – got a new instrument as a gift from parents – wasn't available to everyone. 1 on 1 with something he loved. He grew the most with music during this time. Really appreciated that. Can't be replicated on a per student basis.
- Clubs – need to figure out how to bring these social elements of High School in terms of college preparation
- At the high school level, they also have a lot of classes that are hands on like woodworking but the class does not work online. If we are going to be remote they may need to change what classes can be offered.
- It's impossible to do drill practice and inspections for my daughter in NJROTC- need in school ability to do this
- We had a naturalist teacher and helped me create projects that would inspire students to make things to show to the group.
- I agree that all the additional screen time has not been good for my kids.
- I wish clubs continued as my child lost connections with mentors and friends
- With younger kids music very difficult from home.
- My son definitely missed his athletics - not having a track season was difficult for him. It certainly led to more isolation. With the pandemic, it was understandable, but I think it was hard for him and reduced his activity a lot.
- Hard to have animal science to go remote. CTC moving to remote is hard since so applied.
- What about a student can go use labs when needed
- Missed clay and ceramics, arts, etc. online - How do plan for more hands-on learning.
- Unable to participate in extra curriculars (ex. ROTC)
- Using outdoor space, find a way to make it more engaging (x2)
- Be in school for hand-on learning like science labs, band
- No awards ceremony in World Language
- My son definitely missed his athletics - not having a track season was difficult for him. It certainly led to more isolation. With the pandemic, it was understandable, but I think it was hard for him and reduced his activity a lot.
- Socialization was missed. Fortunate that fall sports season had happened, but can't imagine what it was like for students who missed end of spring.
- Son, it was difficult – no sports
- Some classes not conducive to online (ROTC in particular)
- Extra curriculars and sports are so important for these kids and they need to offer something, with some sense of normalcy. I'm thinking more skill building, exercise - not really games.
- Applied courses were also a real loss.



- Some things may not be able to be done remotely – Chemistry lab (not at home) – Ceramics (can do at home)
- Using outdoor space, find a way to make it more engaging (x2)
- Be in school for hand-on learning like science labs, band, etc.
- Because some classes were hands-on (woodworking), concerned with how that support and experience could be gained.

More Teaching and Support via Asynchronous, Synchronous Sessions, 1:1 Supports

- Some kids who needed a check in, talking to another adult outside of their home.
- We need more paraeducators to provide one on one time with the students because the teachers were worn out by the end of the day and dragged really thin.
- Mix depending on kid, MS did fairly well; structured, team was responsive. 1st grader okay, got bored, but teacher also responsive, and was flexible with curriculum to challenge her; at the end she shut down, hard to keep her going; 8 yr. old received Title I help, 1-1 for writing helped, plus 6 hrs. week of tutoring, but getting actual tasks done was hard, so in the end we just focused on math and tutoring
- Classes where students needed more one on one support was more difficult. There was not a lot of teaching and much more independent learning.
- Zoom meetings were great but not a lot of students attended (elementary)
- Saw sister who is a teacher sending lecture videos with new concepts – visual interactions
- Wants child to interact
- Challenging when the teachers weren't following green and white days – white and green days need to be reinstated if it continues
- Classes that were engaging and people trying to teach were better
- Thrived most when there were teacher meetings – better when teachers would read aloud and interact – harder when there was a menu
- You already have class schedules and teachers teaching at certain times, why didn't this continue.
- Not all teachers had meetings or recorded videos for the students to learn their lessons. They simply gave assignments and told students to find the information online. My son had a difficult time with this. I ended up trying to teach him myself, but again, I am an elementary school teacher and am not familiar with many high school subjects taught. Meetings every day or at least every other day for subjects taught whether the concept is new or not would have been helpful. It would have given my son the opportunity to ask questions to clarify concepts.
- Need more online classroom time with students and teachers – they had one meeting but only 30% showed – why is this? What is the downside to online synchronous meetings – was the school knowledgeable about who was sharing laptops at home? No tech or internet. It would have been nice to have more interactions with peers.



- More online classrooms during the week – not just 20 minutes once a week – teacher did set up a variety of times which was nice – it was nice to see more learning games, checking and talking with students.
- I'm concerned about the loss of dynamic in person learning with different types of learners, online learning is not enough.
- Also, a big take home that helped us was recorded video lessons from the teacher. He got a lot out of this! For example, she would send out Foundations reading lesson videos and me son was very engaged with these.
- My daughter can do a lot of the work on her own but she has a lot of questions, and one zoom a week is not enough and not having any type of direct instruction (live instruction) is very difficult.
- Some teachers didn't do zoom calls until the end of April, and a lot of the work assigned was optional. There was a decline in the quality of elementary education. Until the zoom calls started for my elementary kid, there was little to no interaction with the teacher.
- More personal connections with the kids. I don't know what the teachers did besides upload assignments, and it was kind of lonely and abandoning.
- The tape-recorded sessions were good but my kids would try and talk back to the teacher in the video and be disappointed that no one would respond to them.
- Hearing from the teachers that they're checking in with the students is nice, I don't want to smother my kids and give them independence.
- More live teaching.
Reverse instruction: watching the video with instruction from the teacher, then doing the application of the lesson in the Zoom with each other.
- Student got a lot out of recorded videos
- Reading lesson videos – then getting on Zoom together
- Not having daily contact with teachers and other students. Neither participated in all offered Zoom meetings as that platform made them somewhat uncomfortable.
- 6th grade, did well. Was very interactive and he kept up with all his work and zoom meetings. MY second grader was struggling and her teacher barely interacted.
- There wasn't enough face to face time for the kids to interact with each other.
- Infinite campus. My son (junior) has autonomy for his work, and ideally he'd like more contact with his teachers. My daughter (8th grade), was on zoom for nearly 6 hours each day which was more normal (although tiring)
- There needs to be more direct contact with the teachers... one zoom per day, if possible

Small Groups Seen as Beneficial and Challenging at Times

- Smaller groups 5 – 6 students workgroups – reading and math – upper elementary school grades – worked well
- More difficult to do group projects – took longer to do group projects
- Some teachers kept the advisory meeting and keeping those was really good. Need to build in the fun stuff too.



- Overwhelmed with amount and collaborated a lot with friends but then not sure she absorbed much.
- Woodman School – speech needs and reading support – small group support was really good. Younger children need a lot of support.
- Went well, weekly homework schedule worked, got bored after couple of weeks; teacher had bi-weekly small group zooms, he really like that
- For kindergarten specifically, the teachers just said do what you can and it allowed us to let go of getting everything done. Small groups would get on zoom, and if they were structured it really worked but many times they were just talking over each other.
- Daughter more engaged when they broke up into small groups – There should be more Zoom meetings with middle school group to outline the day and expectations – check-ins
- High school students need time to work together on projects via Zoom – workload better if set up to talk in small groups together.
- There has been social interaction with kids in a bubble or small group so can't the school take that same approach and have a smallish group of kids and have in person school.
- Small groups for reading and math would probably work well for the kids
- Reading a book by herself and answering two questions is great to check off a checklist, but not in actual understanding of the content. There has to be a way for kids to work in small groups with teachers and reach that level of learning that actually impacts the kids brains!
- Smaller class sizes and small groups you stick with through the day – hoping there is a way for students to go back – full-time remote does not work for a variety of reasons.
- More reading groups online – as a parent I did yoga online and small group discussions why not in school with remote learning
- Small group advisories did not come together – which was surprising (once a week is fine)
- An opportunity for small group learning – not all the burden on parents

Accountability and Clear Structure to Remote Learning is Desirable - Creating a consistent schedule and manageable workload for students that parents can support

- My daughters teachers only had her do Science and Social Studies 2 days a week. I am concerned that this will instill in her that it is not as important of a subject.
- Only one teacher held classes – created assignments that were then due two days later, difficult for 14-year-olds to commit to online learning – find sources write 6-page paper, mother is a grad student and challenged by this
- Organizing work for the day was very difficult. It was hard to figure out what he needed to do each day.
- Basically, I had to set a curriculum for my 8-year-old, and each morning started off frustrating for both of us because we couldn't figure out the material for the day.
- Would have been better to have clear expectations for each day versus a broad menu!



- Follow the school schedule to a better level – gather lessons-learned and what worked in other districts
- Weekly zoom meetings would be great per class to see peers, interact.
- Son had a hard time getting organized without the ebb and flow
- Not being held accountable, so not trying as hard (or many kids aren't trying hard which impacts students)
- Age group specific (high school), I think if we are going to continue remote learning, it has to continue the same way that it is now. I don't understand why we can't continue the same schedule (the school day), but have half the length of screen time instead of full-time blocks. It gives away the accountability factor (and organizational skills) that having a set schedule gives. If we are doing stuff via zoom, there has to be real interaction with teachers. (x2)
- Garrison – a lot of inconsistent communication and schedule, go to this website, then this link to this, some on Class Dojo, some class website, some on Google – changes in meeting times 11, then 2pm. Some daily assignments didn't come until 10 or 11am, sometimes 8am – not a central location – had to take photos to upload – zero communication with teacher.
- I also agree the menu type options was not efficient for my child
- There was a lack of consistency on teachers having to be teaching during assigned block times.
- Even if it isn't necessarily teaching, at least getting the students started and maintaining a schedule.
- Lot of platforms, which was confusing for parents of an elementary student. Overall felt fairly successful.
- Work wasn't super monitored to completion, got conflicting information about what was expected and what was optional.
- Found virtual lessons harder to understand
- Submitting assignments/tracking sometimes tough
- Have clear break times like at lunch, some kids were on, some kids were off – Define breaks for all (ex. 12-1)
- My son was given a work menu to choose from - he would have worked better being told what to do for the day for assignments rather than so many choices
- There was no check in points and how does the teacher perceive how the child is doing (graduating or not)
- There was too much flexibility in terms of due dates and so my daughter would do too much work on Fridays (when work was due) rather than the other days.
- Short term learning environment good – had to learn to schedule and be responsible
- Concrete worksheets and structure for the elementary school level – getting out of a routine it was hard to get back in – so keep it routine for most days.
- Consistency of 3rd grade projects and the students tried to keep up as much as possible with the big 'graded' milestones like big projects and essays and stuff.
- Routine is key for every kid and I think it was hard to est. a routine.



- It was difficult to keep up with the school meetings because they wouldn't be planned until the day before. There was hardly any structure.
- There could be an est. structure if classes were scheduled before time.
- Asking young students to navigate multiple platforms
- We need to do better - and we need to do it quickly. Our kids need consistency, tech-savvy teachers, direct ongoing engagement between the schools and parents, flexibility.
- The expectations on what needs to get done during full remote learning needs to be scaled way down to the essentials. Do things like drop down to core subjects (Math, Science, LA/English) for the middle school kids. Have one or two group video classes daily for the elementary school kids that focus on read, math and switch b/w science and social studies. Drop the high school kids down to at most 4 classes. Way less busy work, more focus on concept mastery. My kiddo didn't like the big projects, liked the easier to consume smaller pieces of work.
- Having a routine with my daughter. I tele work half the week and work from home half the week, my husband works from home, and not having a set schedule with her was very difficult.
- Cons: 1) More structure needed- while the teens are more responsible and great to give options/resource - they need a non-optional schedule. 2) External videos submitted by the teachers didn't seem to help. Need to be mostly familiar resources or couched in between familiar resources
- Zoom calls, but not overly structured. Daily and weekly google classroom assignments.
- For a HS student, only one check in. HW-based environment.
- If kids aren't talking to teachers, parents were not notified until end of the week, would be helpful to have it be earlier in the week.
- With scheduling – student would do work and then get more work at 9pm. Would like if assignments scheduled at a certain time.
- zoom meetings conflicted with my on-demand job responsibilities. So, had to do a lot of late-night work to make up. My child with IEP required my presence at every zoom meeting; had to hang up on clients. 1st grade teacher was great; posted videos first thing in the morning. Plus, OT, speech, reading made for a lot of screen time.
- Fine at the beginning, then overwhelmed during the end
- Lots of projects at the end
- Workload inconsistent – student stressed out by inconsistency in workload
- None of the classes had set meetings, interesting projects, okay grade wise
- Discrepancies among teachers – math teacher had daily Zoom; other teachers had one Zoom a week.
- More structure – done after a couple hours – not a full education
- Consistency among teachers based on technology
- Needs to be consistent, whatever it is. Can't surprise elementary kids every day.
- Concerned about flip flopping between remote learning and in person – getting into the groove is better
- Having a routine would work very well for us.



- Needed more structure – working from home all day and it's hard to follow up students with no structure. When asking teacher what needed to be done got vague answers, not specific tasks.
- I believe the curriculum should be set but the technology supporting that curriculum should be a set standard as well. Whether in the classroom or at home the teaching assignments should be the same.
- Some more structure for remote learning - schedules, accountability/taking attendance
- Some more structure for remote learning - schedules, accountability/taking attendance
- Need streamlined way to manage the expectations
- Kids 12 to 10 ages – didn't know the expectations and instead went overboard on how much time to put into assignments. Ex. 5 hours to an art project – too much. Totally overwhelmed.
- If remote can be structured more like school
- Elementary school – daily assignments but lack of structure or accountability.
- There was a great deal of inconsistency between teachers on the same team and grade levels. Some teachers used google classroom and connected with students, some did not at all. Expectations were not clear. I do not feel like either of my children gained any new information nor were they at all engaged in remote learning. They are good students so they were able to work independently most of the time as I was teaching as well.
- Noticing disparities across schools and teachers
- Consistency with grading and pass/fail – mixed messages makes it confusing for parents
- Need clearer messaging about grading – how does pass/fail affect GPAs for college entrance.
- Thanks for putting the focus group together. I really think remote learning can be successful for a lot of the kids, there are going to be some kids that it won't be a good fit for no matter how it gets tweaked. Some kids just need a good point in the right direction and will absorb everything you throw their way; most need the structure of concrete expectations and some aren't going to do any independent learning no matter what you do.
- What lessons can be learned from online schools and home-schooling parents?
- How is Dover going to figure out funding to ensure students will have what they need? (what comparison's regarding budgets)
- What is the district doing to ensure every student who needs an internet-ready learning device has one (if remote learning happens)?
- If we experience any remote learning next year, how will students with an IEP-mandated academic aide or therapy be accommodated?
- I've heard other districts are eliminating related arts programs/teachers for this year. Is Dover considering doing the same? If so, would this be a temporary adjustment for this year only?
- How can we continue to teach and provide social / emotional?



- As 9th grader GPA is important. How does it compare when other High Schools are getting rid of grades during this time. How will Dover compare?
- It was frustrating not to have second trimester report cards, and no direction for summer work, so how do we measure our kids success?
- Dover High School – opportunities for the different programs – missing out on teacher interaction, public speaking over Zoom?, ability to learn face-to-face with teachers, not just projects you turn in – then what?
- Reforming what the younger kids' education at home looks like, and letting the older kids go back?
- Need a prioritization who can go back into school (ex. IEPs, mental health, music, related arts, etc.)
- We need to make sure there is money in the budget (mental health, food, guidance counselors, sanitizing, CARES act Money) – need to think about the budget – extra hours that teachers are working – requires funding no question.
- Items such as an inconsistent use of technology within our schools and even within the grade levels. Remote learning did not follow a master teaching schedule and routine, leaving some students to have to choose which meetings to attend. Meetings and teaching instruction became less frequent, some of which was due to lack of attendance. Busy work, instead of learning, became the primary focus. Assignments and notifications came through multiple channels (ie. Google, email, etc.), from multiple teachers/administrators, and at inconsistent times throughout the day and week. Most assignments were not graded or given feedback consistently. Having to deal with just one of the above issues would have been manageable. But, all of these issues, and even some I most likely missed, were ever present throughout the remote learning experience. These issues made it blatantly clear to parents (taxpayers) that the Dover School District is not prepared for such major events. I have three children in the Dover School District. I am blessed with two older boys who both will be attending Dover High's Honors classes in the Fall. They are responsible and self-sufficient when it comes to school. They know what is expected and they rise to the occasion. I also have a young girl who will be entering Dover Middle this year as a fifth grader. She has an IEP and requires a lot of hands on assistance. I offer this because of all the negatives I heard and experienced with remote learning. These issues can be amplified in a family setting that struggles with time, support, and technology.

Students with special needs faced increased inequities and need well-organized supports

- My son in 6th grade has attention issues (he has a 504), and I ended up having to pay for a private tutor for him to do something. He didn't do as many assignments that were assigned.
- We never really figured out the google classroom and may have missed stuff because I didn't have access and my son, with ADD struggled with keeping track of things.
- Specialized supports worked and are needed



- Concerned about special education/IEP students. Concerned about how she'll be graded without the individualized attention.
- IEP and paraprofessional and could be with him. teachers were phenomenal. Lots of support.
- One of my kids loved being at home.
- Morning announcements and then motivated to do all the activities and then went to go play.
- Appreciated the time expected per student on work (ex. 45 min day K, 1.5 hr 4th grader). Worked the best was prescriptive work with email from each teacher each day at 8 am. Usually each day got to everything.
- Same here. Both kids need the structure of the classroom for their IEP services because I know they won't be able to get 1:1 services during the school year.
- *1:1 virtual services
- Even if all students can go back to school, some of them won't be able to because of immunocompromising, and upping the remote learning game would help fill this disparity.
- Special needs testing totally stopped; now another 6 months before we can get services started.
- Kids on IEP most challenged, so difficult for parents to modify activities for them. Some parents don't have the capacity to do all this and still work themselves.
- How to keep IEP services going at home.
- 15-year-old was challenging – on an IEP, learning and self-teaching is challenging, didn't allow mom to help. She did well, but not sure how much her child learned
- Missed out on interactions with teachers and skills on IEP.
- Concern implementation of IEP – concerned about getting the services need, social needs, got support from behavioral specialist and speech. The school did flex. But not sustainable.
- Concerned that IEP won't be sustainable – they did what they could but it won't be enough. Need to get it back to where it was.
- Concern that my kiddo with an IEP will keep getting more behind.
- More needs to be done to support IEP kiddos.
- Missed the real focused sessions to address IEP requirements. A real change.
- Elementary with IEP (Autism) – struggling because there was a different routine, social change, week two was different. Changes week to week was a struggle. Created a white board at home. Did fairly well, did not seem challenged. Was good after having a check-off system. Parents at home working – so juggling support and working was a challenge
- High School graduate: IEP daughter, divorced home, both parents have the initiative and the itinerary for children learning. Both parents need to work. So, both parents are able to help their child. Limit miscommunication.
- Both kids on IEP's, very difficult to transfer to on-line, ADD child hard to manage and monitor. Single parent so hard to stay on. Preschooler had fun, but no real learning, started to regress. Summer 1-1 should help with that. Loved group zoom times,



including breakout groups with special ed kids. Really a fight and screaming to do the actual work. very difficult to keep them on track

- A lot of poking and prodding for my 11-year-old. Did pretty well with a lot of pushing. 7 yr. old has IEP, a lot more difficult. Several group meetings a week; got really tired of zoom mtgs. Like having another job on top of my own to modify the kids work so they could complete it. Hard to keep them focused.
- Student with an IEP – didn't get the individualized attention needed
- Started off strong and then lost steam, especially son with IEPs.
- Was in 1st grade, and rising K this year. Son enthusiastic – no trouble motivating, but dyslexic, needs a lot of hands on help. IEP – services 4 x week cut down to 30 min 2 x / week. Needing more services. Too many choices sometimes, but liked having choices. Resources that were invaluable: Epic Books Online. Then too many choices. Teacher was great at providing support. Loved Zoom with friends as a group
- IEP, 3rd grade students were put into groups and it doesn't work like that.
- My child that didn't have an IEP was slacking more. My child learned nothing after March 13th, and I felt like it was all put on me to teach them something.
- ADA – incorporate something for students with disability – so students don't give up – need a proper network for student regardless of age – on board with everyone else – their team. A daughter with a communication disorder is even more challenged in a system that relies on multi-modes of education.
- IEPs met with a specialist during the day to help with pragmatics of interactions – suggestions at home were good, but it was not the same and it did not happen as often – didn't receive communication or a conversation about what student with ASD's day was like – how the services were offered or changed
- IEPs student and family stories – very difficult to follow through with IEPs, struggle with communication and transitioning to at home learning – little support for parents' teaching home – only got Google Doc report at the end of the day, better to see at the beginning
- Comprehensive challenges (parents not math people). Feeling like students with IEPs aren't learning anything.
- Need additional support from specialists and special educators
- Need more Zoom check-ins from specialists and figuring out IEPs and teaching at home or accommodating at home
- Feeling like children with IEPs being left behind

Funding to Address Resources and Disparities – Children/Families with Limited Resources

- Concerned about how much parent support creates inequality in families and supporting students
- We have a major economic disparities
- There is a need for a huge investment from the city to make this work.
- I am concerned about the students who disappeared → what happened to the students who didn't show up to zooms and fell off the radar. I hope there is a team in place to



help with interventions to avoid that (these are high school students) .It was scary to hear that kids were completely disappearing.

- I am also worried the kids who do not have a support system will be completely left behind if we do not open.
- Need to keep in mind variability in resources

Needs for Connection, Communication, and Care

Concerns about Social Isolation, Mental health, Needs for Social Interaction, and Overall Well-being

- Rising 3rd grader and K – teacher parent – Horne – work from home and teach from home. 3rd grader usually good student but progress wasn't as much. Worried about socialization for K.
- Help parents send messages and hold conversations with students about the ways in which life changes
- Need networks for students
- Challenges with the reality of what was occurring outside the home
- Focus groups or conferences just based on grade level or school-level groups
- Need to see how they can get students in for hands on classes (outside of core subjects). Need to be in that environment.
- Some of our kids have benefited without the social pushes but then they sometimes need to be pushed to be more social.
- The one surprise and silver lining - saw a big smile on his face when he saw all of his friends and classmates. Really need people and friends and teachers.
- SOCIALIZATION so important and mentioned several times.
- I'm beginning to think we, the parents, need trauma therapy from this experience! LOL
- Yes! And more mental support for the kiddos
- What are we addressing in schools that will not make my kids fear school
- My incoming kindergartener will not be able to have the full day of school experience if we continue this way. IT is not healthy for his development as a student
- Teachers did not require students to turn on their cameras. This made it difficult for my son to feel connected to the class, but, being a young student, he did not turn on his camera because, "no one else was". I feel it would benefit all students and the teacher to require that all cameras be on during lessons. It helps students feel connected to the class, and the teacher to "read" the class by seeing the expressions on their student's faces, (nodding because they understand, looks of confusion, etc.). It also shows respect for the teacher.
- Emotionally challenging – feelings of lack of control – towards the end it was challenging because high schooler was completing work last minute
- I'm worried for the little kids. A bulk of their learning is just learning to be with their peers. It's not all bookwork.



- Middle school is the age that we build social skills, and its concerning that their missing out on it.
- Felt like the kids were very much alone. Could have benefitted from more video chats
- Social/Mental issues are just as important to these kids and the virus itself. We have recently allowed our daughter to play with a small group of her friends and it has made all of the difference in the world. These kids cannot be isolated forever. We have no idea when or if there will be a vaccine.
- Felt depressed and lonely without socialization. Missed clubs and other activities
- I agree with that as well - more online zoom interaction for the socialization aspect. I agree — My kindergartener only had Zooms when her regular teacher returned end of May but did really enjoy those.
- Youngest struggled more and missed social and classroom time.
- Play and social time, esp. with kids without siblings
- If schools goes remote – might consider doing home school with as nanny and a few other families. Getting social interaction.
- Worried about the social skills learned in elementary and middle school.
- Social aspect of learning – saw how a school did it in Mass. Would like to see Dover Schools do it similarly one day a week when the teacher taught all day. They did two classes, and then had 15 minutes breaks – great to have a lot of social interaction.
- Not sure how feasible this would be with four kids and one laptop, hard to even buy an additional chrome book because everything was out of stock
- Microscope on where your children are functioning well and not functioning well – learned a lot about children’s natural strengths and tendencies – there brought out a lot of good conversations about how life includes a lot of uncomfortable changes that forces acclimation – social changes, effects on everyone, what do we have control over and what do we not have control over – becoming organized, work with peers to do work together – doing homework together – rarely was their work independent and learned to and wanted to collaborate with peers.
- Concern about doing this in the fall is a lack of social interaction, Love Zoom calls, missing teachers and other students – being home makes this suffer.
- Honors in 8th and 9th -- self-sufficient – missed the social interactions
- Lack of social interaction with others, only child, so limited
- Depressing, lacking, student disliked and parents disliked
- My concern is mental health of our kiddos
- Balance between a mental health aspect and physical health aspect – need to think about whole child and whole family
- Teenagers were depressed (from teacher-parent perspectives)
- Horne 1st grader – set up not bad, only child and only seeing another child via video camera made it really tough – science and math was okay, writing was a melt-down every day – overall program was decent overall – lack of social interaction – parents not as effective as parents – it made it more difficult for students.



- Student was struggling in the Fall 2019. 16 years old. 504 set up. Mental health priority. Needed psych evaluator and was cancelled. Single parent. Priority for mental health.
- Mental health concerns - seeing the impact of isolation.
- Mental health challenges pop up for 8-year-old. 9-Year-old had to do her own work and then also forgo the attention from the single parent because the younger kids needed help (ages 9, 8, 5)
- My younger kids thought that they would never see their teachers again and it was very upsetting for them.
- Straight up social interaction. I have an only child and it's been tough
- Missing the social aspect; really varied experience; hard when there is a not connection with a teacher (substitute) needing more smaller and 1:1 attention. Definitely wanted more connection with peers.
- Mental health supports needed for parents and trauma informed supports for students
- Concerned about kids and mental health – social development – not meant to be isolated
- Worried about depression or boredom if this continues indefinitely
- Not seeing friends was hard.
- 6-year-old – needed more socialization
- Only children struggling for social connections
- Mixed bag – only child, parents worked from home. Missed out on social interactions, very hard on her.
- Seemed like only a couple hours of work in a day. Missed seeing her friends.
- Mental health for the kids is a concern as well for us.
- My concern is mental health of our kiddos.
- The transition to remote was stressful. Struggle was socially missing friends. 4th grader at Elementary School – was a struggle the entire time. Missing socialization.
- My daughter has had a few breakdowns and I have definitely noticed a shift in her behavior. She's angry all the time and says she hates COVID-19.
- Straight up social interaction. I have an only child and it's been tough.
- Totally agree with the social piece, my kids need their friends; if there is a split schedule, need sibs to be on same schedule
- My kids stress levels were of the charts.
- Separation anxiety with my 8yr old. It got to the point where she needed to be with me 100% of the time while do her work,, including while I was in meetings.
- Major issues with mental health for students (motivation, life experiences ripped away)
- Negative effect of virtual learning and isolation on my daughter's mental health. She has struggled with anxiety for a while, and thanks to the help and support of her kindergarten teacher, the kindergarten para and the staff in the behavioral room ("The Lighthouse") at Garrison School, her issues were mostly under control and she was able to function like a normal kindergartener with a clear set of expectations and consequences for the majority of the school year. Once that was taken away due to the school closure, the skills she developed began to fall off. By the end of the school year,



her anxious behavior was at a peak and we'll be spending the summer trying to get her back to where she was in March with the help of an occupational therapist and counselor that, thankfully, we're able to afford. We understand that other families may be dealing with a similar situation and may not have access to these interventions in the summer months, which may have lasting consequences for their children. In talking to her therapists, I've learned that this is not uncommon with children her age right now. The kid's mental health must be AS MUCH of a priority as their physical health (fear of contracting the virus). When we isolate children, they are missing out on formative social and emotional learning that is, at least in the case of kindergarten, just as important if not more so than the academic learning they get at this level. I hope that the district will make returning to school in-person a priority for ELEMENTARY students, in particular.

- Sleep schedule was very hard – my child would be going to sleep at 3 or 4 in the morning and it affected her schoolwork. We have all been having sleep schedule. (x2)
- Academically made great gains – Kindergarten regressed social and emotional – was receiving behavior supports from behavior room at Garrison previously, then saw a lack of support with this – more anxiety and social isolation a concern
- Concerns for fall: social isolation, activities and too much independent learning. Too much pressure for young kids - too much pressure on teachers...
- Isolation – our kids are missing out on valuable social interactions. My kids miss their friends and it's a night and day difference when they do get to see their friends.

Need Transition Plan for Students starting or moving to new Schools and New Grades/Classes

- Rising senior will have last year to be with friends; want at least part-time opportunities to be back in school, in actual classrooms. Hope they can have actual graduation at the end of the year.
- My kindergartener going to school for the first time and 'school not being school' (x3)
- New schools for students transitioning from elementary to middle or middle to high – this transition remotely will be challenging and need plans for students who are making these transitions to new learning environments – modify – not cookie-cutter
- I'd like to see a more creative way of developing a relationship during the summer with my kids new teachers
- Meeting new classrooms and teachers in September is going to be very important.
- I have a daughter starting HS, and I'm concerned for her start in HS to be like this.
- For transitioning students (middle to high, elementary to middle) it is especially important to retain skills.
- My oldest is heading to DHS and feels very unprepared and nervous about the unknowns.
- WPS fourth grade, 8th grader – both missed their graduation

Noticeable Differences in Learning, Concerns Students are Falling Behind, More New Content



- In Kindergarten, the assignments were very short and I ended up having to constantly need to be with my daughter. She did not have enough to do.
- My kindergartener is very advanced and since the material was so easy, I found myself trying to alter her assignments to make them better for her when in a classroom setting the teacher would take care of that.
- It is a challenge to push my kids to do a little more rather than just stay reviewing.
- It was hard to make the shift and for my kids to behave like a student at home (the respect, the instruction, the expectations)
- Took a while to establish a rhythm – seven weeks of the same exact assignment
- Lots of work was – here some work, go do it, and submit – lots of review rather than new concepts, new concepts were often an option rather
- Concerned that student is falling behind going into 1st grade. How is she going to learn new things.
- WPS - Concerns about where child needs to be for 2nd grade – recommendations seemed to differ in terms of learning standards per grades
- There has to be teaching, there was very little of that.
- 12-year old more independent, needed more work
- Not enough work overall
- HS workload underwhelming.
- I was encouraged at the depth of the discussion we had in our focus group today but dismayed at the challenge we all face. Listening to other parents, it became clear to me that Dover's performance this year was very uneven across schools and teachers. At least 80% of us feel our kids suffered academically.
- Middle School and elementary – different experiences, less teaching in Middle School other than weekly check-in (did it once in Middle School – seemed like a waste of time)
- Don't think they got a lot out of online learning – there is no replacement for the teachers and the classroom.
- DHS got going really quickly – all honors classes – busy early on and that worked for him, not as much education as if he were there in person
- My kids are little. My kindergartener couldn't read, and I suspect that other kids were the same and I suspect that is why there was not much remote learning instruction for kindergarteners
- Need more than one menu for everyone – busy work versus work based on age and ability.
- Freshman felt like the class was all busywork
- Felt like teachers were giving more work than usual – a lot of it busy work
- Not a lot of learning that has been happening since March – without structure and class time – not much accountability – kids just passed – not driver or accountability – no grading, so not a lot of feedback
- More instruction, accountability, in depth learning that parents saw in other districts.
- Concern with continuing remotely: I worry that my kids aren't gonna actually learn. My two middle schoolers barely learned anything, but my high schooler did.



- SATS!! There is a lot of curriculum that hasn't been taught and its nerve wracking for the kids who are preparing for them.
- Most students knew they were going to pass and then students checked out. Was challenging
- Will home school in the fall because online learning wasn't worth it.
- Not sure if there were positives academically/being challenged.
- Generally, kids did ok – but did not get the same amount of learning than they got in the school
- Cannot stress enough risk of level of education - are we preparing the next generation to the right level. This is NOT any criticism to the teachers that went above and beyond
- Concerned about the level of learning and the need for structure.
- Very concerned about children falling behind and meeting their milestones – long term damage will be done if kids can't catch up this fall – real concerns about remote learning continuing in the fall
- Concerned about missing the new material and lessons.
- My kids are already falling behind and this made it more stressful.
- Overwhelmed with amount and collaborated a lot with friends but then not sure she absorbed much. Very uneven. Student was a trooper in the beginning but then by week three it got harder and felt like a pile up.
- High Schooler – was an epic failure – was an honor student. Self-regulation was a struggle, not turning work in – Infinite Campus was difficult to see what students were doing, accessing, understanding. It was too easy for student to realize they could just float through...student needed the social interaction in classes.
- Bought Education.com subscription where learning wasn't fulfilling
- Three students in the system (two middle school and one high school). There was accountability from our teachers, and the youngest one had the least amount of structure compared to my older kids. There wasn't much learning there.
- As time went by, it took less and less time to complete the work
- Long-term – the way it was done is not feasible – especially in terms of learning new concepts.
- The remote learning experience in the spring felt like a lot of filler. Moving forward, I would prefer to have 1 hour of quality instruction per day than 3 hours of busy work and links to content generated by others.

Students' Motivation Varied

- Remote learning was hard with a student who didn't care for school. Hard to watch student deflate.
- Didn't like the class Zooms because overwhelming. 1 on 1 would have gone a long way to motivate.
- Peer interaction is crucial for learning. More motivating, this isn't there at home. Need time away from siblings. Need day to day routine. Being able to be with friends as important as reading, math. Never realized the social benefits of school before this.



- Having the stuff there and ready for daughter to do worked. If student is self-motivated online works well.
- Keeping the kids motivated and taking on the teacher role.
- Weekly one on one zoom calls with my first graders and it was motivating.
- Discussions every day during meetings (8-year-old), which kept him motivated.
- It would have been better for my son if there had been a meeting every day, either with an advisory or a guidance counselor. This would have helped him feel more connected and motivated him to start on his school day.
- My daughter did not do well with optional assignments and wasn't inspired. Seeing and reading each other's work (student to student) would actually be helpful to motivate her.
- Having three kids who are all diff ages, learn diff ways, and need diff motivators. It was harder for my older kids to have meaning in their work.
- Barrier: Motivation. No teacher interaction is difficult to do for our child because he just doesn't know how to learn that way (self-learning) (x2).
- Direct interaction for instruction is so important. Speaking specifically to my older child (12) was self-motivated, but that was just to get the minimum done of what was expected. That was NOT motivation from her to really have deeper learning of the material.
- About 2 weeks before end of school year saw that student had already been graded as passed, which took out motivation.
- Not a lot of motivation without interactions with staff and other parents.
- College online is different from school level – it was a struggle – pass/fail drove me nuts – would have liked to see it be an option (like Nashua). Motivation was a struggle – why bother if it's pass/fail.
- Middle School – motivation went down after grades were removed
- Tough to get kids motivated. More zoom meetings led to more motivation
- 3rd grader. It was hard to keep her motivated and sitting at the laptop. She was so bored, and she said she would rather do worksheets. She likes to be working on stuff with her classmates. Also, it was a very distracting home setting (loud 3-year-old, father taking phone calls all day). It was frustrating.
- Self-motivation. distractions. parents trying to work also.
- Motivation Varied based on Students and Family Experiences and Preferences
- Please don't grade only P/F – for middle school students led to lack of motivation.
- I absolutely agree with the accountability! That was hard to manage what was expected and motivation for my kiddos.

Student Engagement Shifted with Isolation and Methods for Remote Teaching/Learning

- We had to set a timer to make sure that he was doing everything that he could do.
- Not a problem overall, just not for my kids
- Related arts was hard to accomplish and we just started to skip
- Related arts seemed like a lot of work – in middle school



- High Schoolers need their own Zoom breakout groups, so they can work together
- One Zoom a week – disservice with engagement and parents
- Social and learning engagement was challenging – couldn't engage past a few minutes.
- I love the idea of breaking out into smaller groups. Also, to add our elementary school students are not yet comfortable with speaking on zoom and the video. This is a very new experience for them and feeling comfortable to speak was hard. Teachers will need to help pull information out of the child to help them feel comfortable.
- We had required assignments at Horne which was great. We had teacher videos to explain a concept, and we used incentives to keep him engaged. Also, we reinforced that he was being graded even if he wasn't.
- Yes, more structured classes and more interaction with the teacher/class would have helped with engagement/learning.
- When teachers would engage in video chats – was very effective with kids rather than just saying do the work. The face to face interaction.
- If there is a remote element or a hybrid model – I hope to see a lot more interaction and engagement for students – need to utilize many tools out there – does not have to be hours long or lots of lecture by teachers.
- More accountability to make sure kids are engaged and learning
- Foreign language classes over zoom with talking and engagement helped bring student joy
- Younger elementary children need opportunities for interactions – one parent has to be engaged at all times – no way to go outside alone at an apartment
- If the goal was to keep the students engaged and keeping up communication, that was successful. However, I don't think that they were challenged enough and there was no goal completion.
- Engagement at the beginning then less engaged toward the end.
- Menu assignments were optional – that decreased the level of engagement from students
- Kids did very well with remote learning – engaged and able to focus – our kids from an academic standpoint did better than in the classroom
- Lack of engagement with peers – could chat with friends in the Google Classroom – the menu and schoolwork was another story – it took a month and half – teachers didn't start sending daily summaries until much later, this should have started at the beginning to help parents keep track.
- Lack of engagement was an issue for us too.
- Struggle with working and keeping kids on task. Couple hours of work turned into an entire day of struggle.
- My high schooler had virtually no engagement - really great points!
- Not sure how much retention happened (x2)



- (Named another participant) is right that our teachers did the best they could from being in a classroom to online. They would need more support so they can also be successful.
- 4th grader struggled every day because of social isolation – forgetting paragraph writing, fight because really needs the social aspect, teacher rather than mom at home
- 7th grader struggled a lot more – dreaded school each day and wanted it to be over, did the work but online was not positive – social isolation was challenging
- Adults have a problem with social isolation, and kids are even worse. My kid as frustrated and tense from being home and it isn't an ideal setting to learn in.
- They completed each task presented to them, albeit not with their best effort.
- 13 weeks not interacting with peers a big challenge.
- Freshman in HS – only 2 teachers did regular zoom meetings. Important for emotional wellness.
- Shy kids – wouldn't turn on video and not participate.
- 7-year hated remote learning – bright happy – hated it because it was not challenging. Fight to get work done.

Communication from Teachers and Schools Needs Review and Improvements

- Any communication from the school was as big deal. We got more of that for the kindergarten age and not middle school.
- More meetings at the beginning to set expectation – lots of emails but not a lot dialogue and face to face communication at the beginning – it would have made it easier.
- More meetings at the beginning to set expectation – lots of emails but not a lot dialogue and face to face communication at the beginning – it would have made it easier.
- Expectations about teacher availability
- Negative experience overall, obstacles with communication
- Having a platform to ask teachers (from parents) helped parents keep their bearings
- Hard to ask teachers question – no back and forth and in person. Less opportunities to ask questions. Would email and have to wait for an answer or email a second time.
- When I asked for help from the teachers, that's when things got better. I have to advocate for my kids, but I wish I didn't have to. I don't want to be the parent that is always complaining about something.
- Parents would get a flag if student didn't show up for home room check-in
- Different from 4th grade – need to see a uniform way or similar set up in each platform – Not a variety of classroom
- Would get an email every morning between 8 and 9 (elementary school), which was tough for parents supporting their kids. Would prefer to see plans shared or executed earlier so parents could decide/find time to help their students.
- Would have liked more parent involvement/outreach from parents.
- Challenging that student went many weeks in middle school without response then all of the sudden there was a barrage of responses that were overwhelming to figure out for a young middle school student



- We were expecting more zooms and communication
- Availability and willingness of teachers to respond to parent requests and concerns. Creative ideas for connection (virtual music/band coffee house night) outside of regular school events
- I know that everyone is just trying to get their hands around decisions, but good communication about what the plans are at any given time is really important. I don't feel like I'm making a decision about fall until I know what the school is planning. So, it will be really important for me to know detailed information about their procedures for testing, distancing, and addressing active cases.
- I hope there will be more open, two-way communication between parents and teachers if the remote learning continues so we can discuss expectations and strategies to best support the kids.
- Doing better when the teacher is there to encourage the work – prompting from parents wasn't the same – A-Okay overall
- No ability to directly communicate with the teachers was a roadblock. Students had emails for a very short time then that was removed. So, there was no way for them to reach the teachers other than posting in a chat and waiting and hoping they would eventually see their message lost in a sea of chats. That will need to be remediated I think.
- 6-year-old: there was no interaction/communication for the first few weeks and we didn't get it until we asked it.
- Communicated with teachers with what was happening. However, teachers kept saying assignments were due. Repeat messages from teachers about assignments due which was stressful.
- Would have been helpful if the team of teachers at HS level communicated. Expectations differed teacher to teacher and didn't know what the expectations were.
- It would also be helpful for parents to email both teacher and child at the same time but we are blocked from their school email accounts
- I had to triple check with my sophomore about her actual assignments and what was being posted (and where to find them). There is definitely a communication barrier. One of the four teachers was impossible to get in contact with, and didn't assign any homework to her. I really hope we don't have to do this again. I felt that I had to advocate for her and for the teachers in some cases.
- Agreed, I am not sure my daughter learned much at the end of her 9th grade year. She completed numerous assignments/projects, but not much learning took place.
- Opposite for my son, as he was not challenged and moved through the math work in 15-20 min with no challenge.
- My sophomore (high school)- it started it out well, but diminished by the end of the semester. The teaching wasn't good
- One teacher that provided feedback (middle school) but other teacher did not.



- Communications from teachers inconsistent, creating challenges. Thought more structure would be better. Needed directions to be clearer. Lack of contact by teachers – directions not saying students should contact teachers.
- Lack of contact from the teachers to students and families. I know in my son's fourth grade class there were a few students that never signed on for any Zoom calls. This makes me nervous that there are families or students that just aren't able or willing to access what they need for their education.

Parents need supports if online learning continues

- Zoom invites only sent to students and not to parents – would have been nice if parents cc'd on those communications .
- My kid ended up sitting with my husband working alongside him (ideal for my son, not ideal for my husband) but it got my son to do his work. Working with someone nearby helped him.
- Helping parents with parental control – child on YouTube instead Zoom – how to help parents and teachers talk about this – communicating resources ahead of time with parents – technology guidelines and boundaries
- If remote is a focus – parents need to see what parents are doing in real-time. Need to know schedule, and progress in real-time to support and know what students need to do. Parents need as much knowledge as possible about what the schedule. Preparation is key for parents especially on IEPs
- 8-year-old, it was an okay experience. The calendar was very basic and so was the teaching but I understand why. We need some sort of class for the parents to know what to do.
- I honestly didn't know how to teach my kid how to read
- Having a teenager who is usually very independent is much better than having a smaller child in this time. I'd get notifications that she wouldn't be in class and it was difficult to see her struggling.
- Need more organized support for parents
- Parents having to recreate curricula
- Daughter in Middle School was easier to help expedite and get organized through teacher communication – once student knew could navigate the system and lessons, mathematics was a challenge because different than how parent learned.
- Parents needed prep about new math that is different from how they learned – parents needed prep time
- Helps with parent not having to be one on one
- Lots of struggling to teach.
- MY kindergartener can't read so I read everything to him, and as a special ed teacher myself I felt like I was putting more work into my stuff than the other teachers were.
- My husband and I had eight hours of work to do, and having an 8-year-old needing guidance was a 100% a challenge. Making sure that my daughter had the help she needed.



- Challenging when there was an assignment students needed more help – pacing was hard to manage without teachers with you and helping students through subjects like math
- That's my biggest worry that was constantly in the back of my head - are we on track, are we covering the right things, is she tracking with where she is supposed to be, etc.
- Foundations: I had NO idea! Spent so much time learning about that to help my daughter. Math. I had to learn so much! (x3)
- Families with multiple zooms in other districts were super stressed with the problem of too many zooms
- Need support for parents to know how to manage the technology – as a parent how to track and support the student – ex. when assignments were due
- Co-parenting was challenging based on different styles of teaching
- Technology – it was hard to upload things to Google classroom. It was a quite long time before they got taught how to use it. There needs to be some sort of class to teach everyone including us how to use it (maybe a virtual open house). There needs to be a reference point for the parents for homework help and all.

Health and Safety – Not rushing back, choices, and the need to go back.

- Need options for families with high risk
- As things with the virus stand today, I would not feel comfortable sending my kids back to a regular school day. However, none of them performed very well this past year, either. That leaves me with a difficult decision to make should Dover try and return to normal. Fully home-schooling them is not a viable option for us.
- School district needs to provide parents a plan.
- What happens if parents don't feel safe sending kids – will there be a full remote option
- Could there be options for parents who could keep their kids at home, in deference to families who really need to send their kids. Ex. stay at home mom would be ok keeping kids at home so that another family could send their kids.
- For my family, I am preparing for remote learning in the Fall. At this time, I just do not see a return to the school buildings as a safe or healthy option.
- I would like to know ASAP what we are doing in the fall.
- Need to know as far ahead of time. Need to know to plan esp. with parents working.
- Some kids never quit socializing – there has been some aspect of kids always been together since March
- Get students back in school in some way – make provisions for high-risk students.
- Tiered and hybrid approach based on students' ages (mental well-being is key)
- It has to be customized – need more time to figure out how to meet children and parent needs.
- Worried about health safety, my thoughts change every day, every hour about returning.
- Concerned about rushing to go back



- Health effects – being in school versus not in school.
- Would happily sign a waiver to bring kids back if that is what it takes.
- I stand by remote learning for my family. My attitude towards the weekly menus/assignments were to take those as guidelines. I sought out other tools to assist with their learning. My children did not do only busy work, but practiced and expanded on the skills they were learning. Remote learning was eye opening because it revealed that the education process could be provided outside of a brick and mortar facility. Students who are self-learners and families with a solid support structure can benefit from this arrangement. This was not necessarily true for all families but it was true for a number of families. This should not be overlooked. The state of COVID19 is fluid. Given the nature of this virus, all parents are going to make the choice of whether they want their children back in school. All families should have this choice to best facilitate their child's education safely. My family is neither convinced nor comfortable with the guidelines the state is putting forth now for businesses or what may be presented in the Fall for school. Many of the guidelines are just not "healthy" for my children to be exposed to on a daily basis. These guidelines create a fair amount of distraction and anxiety that I feel will impact the learning environment. It is my feeling that the Dover School District needs to provide for both in-school and remote learning choice. The plans for the academic curriculum need to be the same. The technology tools and requirements need to be functional on one designated platform. It should appear seamless to teachers and students that the work in school is no different than that outside of school. School class schedules should be maintained. Recorded class instruction for each day should be made available for future viewing, especially if remote learners require more flexibility with class times. Assignments, completed work, and teacher feedback should be consistent for both in-school and remote learning.
- What I would recommend is polling the students (parents) and teachers throughout the district, but particularly in the elementary levels. If there are a substantial number of students or teachers that wish to remain virtual for whatever reason, I would suggest pairing those students/teachers in appropriate grades levels up in the same "virtual classroom", meaning they would do all their learning 100% virtually. That way they can adhere to their safety concerns, create a stable schedule and set of expectations, and still be learning in a meaningful way. The rest of the students/teachers should continue learning in person full time with safety measures in place. This would reduce the number of students in the school building, and hopefully open up some extra classroom space for social distancing measures. Having "virtual classes" may also allow for students to continue with learning should they or someone in their household become ill with COVID and need to isolate for a period of time. I would be happy to discuss this idea at more length if you wish.

Reopening Committee, Eagerness for Continued Family Engagement and Updates

- We have the summer – we don't know what the fall will look like – so how do we plan for the 2nd wave or for what we don't know?



- Teachers need to make a handout for parents and students this summer or fall
- Everything prepared by August 1, so then parents and teachers can look ahead of times.
- Binder is a great idea – guidance for parents and students – guidance for where children need to be and priorities, goals
- Expectations for safe type of return need to be communicated. It isn't the same world so we (community) need to adjust our expectations. We need to teach and support kids, parents, teachers, administration how to be kind, patient, safe...
- Might be great for all school teachers to team up to support remote learning as a whole for each grade.
- Any indication when we may know if/when school will resume?
- Will results from these groups be shared with the general public or at least the participants in the groups?
- One additional comment I have, which I didn't make during our breakout session, was that I hope the school district is able to take what they have learned from remote learning and apply it to future "normal" times. Specifically, if they would consider how this might be applied to snow days or even random days individual schools may need to close for building issues. I'm not really sure exactly how the blizzard bags work that some schools around here use, but maybe it would be something similar to that?
- My question is regarding the possible options for the fall. I am a teacher in a different NH district and wondering if there is a possibility that Dover students will be returning on a part-time or rotating basis, as that would impact my ability to return to my school.
- When does the district expect to release its final decision about how the fall will look?
- Who else is on the re-opening committee? Any other members beyond administrators?
- Who is going to make the ultimate decision? School Board and Administrator teams
- Administrators – need to use caution when already using what they decide – need to bring people in and listen to ideas – rather than listen and then go with their plan.
- What are other districts doing that Dover didn't do? What can we learn from other districts? (Rochester had a plan that helped buy them some time – what can we learn)

Plans and Logistics – Social Distancing, High-Risk groups, Timing

- Worried that they can actually social distance. Crowded buses so planning NOT to use the bus.
- I have some serious concerns about how social distancing guidelines might affect the socioemotional aspect of school. Can a teacher hold my son if he gets hurt? Is the culture going to be so strict that we're asking students to do things (like stay away from friends on the playground) that are not developmentally appropriate? If he can't be a kid at school, I would rather have him at home, even though that is a huge stressor for our family.
- Want to know that there will be enough space in classrooms for students
- Afraid of rushing things
- Looking at it from lots of different angles (no more throwing on the bus when our children are sick).



- Students need to be back in the buildings. Dover continues to say they are focusing on social emotional learning. Getting students back into a routine with their teachers and peers is absolutely essential! My kids are pretty laid back, but they are having meltdowns because they feel so disconnected.
- Have an underlying medical condition so concerned about entry – but want children to attend again
- Cleaning, safe distancing, want kids back in school.
- How do young children safely social distance – young children struggle with this in general – worried about health but want them back
- Concerned having a younger child – how are young students going to be apart.
- Kids are still getting together, so how much distancing is really going on? Does it make sense to distance in school when not distancing out of school?
- Children are social, and we can't expect them to socially distance
- Children with no access didn't doing anything – heard that school is a safer and better place than home – where can these kids learn?
- For parents or family members who are high risk will there be options made available to them if returning could put the family member at risk?
- If there is still community spread, come August what will be the deciding thresholds to ensure safe return?
- Worried that people will send their kids to school sick – what will stop them from doing that?
- Be prepared for all scenarios and improve remote learning for the fall and precautions for kids in fall – heard from a principal that this is happening and feeling more comfortable because of the work the principal described.
- How will sick leaves and absences policies change based on new reality?
- Want to see safety precautions for less transition – can't reduce transmission to zero – need to balance the interest of health and learning – higher risks might be tricky like marching band or sports
- I hope we can learn from this past trimester and move forward
- Get routines in place sooner – make sure kids have a chance for breaks and movement
- "segregation did not work and I am afraid that we are doing that again"
- Eating lunch at their desks instead of the café?
- Also wondering how we'll deal with whiplash if kids go back, then there are COVID cases and schools have to close, and then back...closed... etc.
- One additional comment I have, which I didn't make during our breakout session, was that I hope the school district is able to take what they have learned from remote learning and apply it to future "normal" times. Specifically, if they would consider how this might be applied to snow days or even random days individual schools may need to close for building issues. I'm not really sure exactly how the blizzard bags work that some schools around here use, but maybe it would be something similar to that?
- Are the teachers coming back? Enough to go around?



- Suggestion: If social distancing an issue for high school on buses, suggest issuing more permits for High School students to be able to drive themselves instead of just Seniors and some Juniors. Worried about busses and overloaded numbers on transportation. Are there enough busses to get kids to and from school?
- Double up the buses to spread the kids out more and figure out how to handle heavier traffic.

Protocols for Health and Safety – Masks, Sanitation, Age-Appropriateness and Spread

- Maybe easier for older kids to return with greater responsibility around cleanliness/handwashing
- Wondering if it may be worthwhile to consider each level of school individually when making decisions on a return to school plan. Decide each level of school independently- elementary, middle, or high school. There are such different dynamics, challenges, needs, etc. dependent on the level of school. Viewing each level independently may bring more realistic possibilities.
- A lot of pressure on teachers and cleanliness measures.
- It's going to be a challenge to send them back.
- Students don't understand the extent of hygiene
- Agree on alternating days, pro-mask, and expand busing capacity.
- Safety and health is a concern – asymptomatic spread – if the kids are spreading
- Concerned about sanitizing school with hundreds of students in the building; no sports/band; concerned about teachers having to police social distancing vs. teaching
- Pro-mask even though we don't like it – what about teacher safety – wary of it – maybe just the first month or two, maybe half-days, all the air in one closed room or building is nerve wracking.
- Teaching is a tough job as it is, and having teachers be in a mask is scary for little kids
- Face masks – may be hard for children to wear masks, but it would be hard to put a child in the classroom with children that may have not practiced the same level of social distancing as other children – or maybe need to get over it because child and parent need some normalcy.
- Concerned about going back in the fall – how will a 7-year-old be in the school with a mask all day – carriers of the virus without masks
- Partitions and masks are more of a distraction.
- If we don't go back to remote learning, what is the learning experience going to be like with partitions and masks?
- My child can't wear a mask and I am worried if in-person classes begin that will become an issue and there could be bullying if not worn. I am going to try and listen to both meetings,
- I don't want my kid to not eat with her friends or be in class and wear a mask all day at school.



- I have an almost 8-year-old and I know with 100% certainty that my child will not do well wearing a mask all day and having partitions in between desks.
- Hard to implement all the CDC recommendations – too expensive and feels impossible to ask younger kids to wear masks all day – don't need social distancing in school

Balancing Work and School was Challenging for Many and Will Continue to be the Case next Year

- Difficult to sustain from home, working from home and having all the kids in the home was challenging, not doing justice to job or students
- It is hard to give your kids your full attention and keep them busy.
- Difficulty for parents working from home and son learning – especially for Kindergartener – teacher was great, but getting everyone to work from home was very challenging – felt like (as a teacher-parent) a failure.
- How are parent-teachers, and people who work from home managing – how do you teach chemistry and get your kindergartener to engage in what they need to learn
- How do younger children meet their benchmarks – difference between those who already meet benchmarks and managing those benchmarks while working at home or outside the home
- Lot of burden on full time parents working and also teaching.
- I am a mom and had to take a leave of absence to teach my children. There was not much help from the schools.
- 3 kids; I was working at home; really hard to juggle all of us; had to use my work computer for one kid; having kids on computer all morning was hard; too much screen time
- The concern that I (teacher) that parents would have the responsibility of teaching your kids, and I really tried my best as a teacher to not let that happen. Its concerning that parents become their child's teacher.
- How to teach new things. As a parent working nights and weekends is sustainable.
- Childcare is a huge issue – before age 12.
- My two-year-old was home because no day care.
I am worried that the teachers who have kids would have to pay for childcare for their kids while they're working
- Difficult to sustain from home, working from home and having all the kids in the home was challenging, not doing justice to job or students
- I honestly don't know what I would do. I need to go back to work. I can't be her teacher (8-year-old) for 7 hours a day and maintain a full-time job. These kids are not as independent as the older kids
- I think I was in survival mode
- I was just trying to get by, day by day
- It was hard to co-schedule meetings for work and break time with the kids and question times for the kids and because of this, we became more of a structured family.



- Worried that an entire year without being in school will be too hard. Can't afford to be a babysitter while also working.
- I have to go back to work next week and I have no one at home to homeschool her.
- Hope the schedule is consistent; concerned about balancing my own work at home with their schoolwork
- Husband and wife could switch off
- There were a lot of kids who didn't go to school at all, some kids did school full-time because parents weren't working
- Remote learning was challenging in Kindergarten, challenging to work 40 hours per week (both partners) to focus on schools
- Hired a babysitter and it went a lot better, another child running around who was younger was challenging
- Missed a lot of work as an honors student in 5th grade because of admitted parent ignorance
- Hard for new work to come up as parents as teachers – mostly review
- Really thinking about the burden of parents who have younger children who need more direct support from teachers in general
- Lot of fighting trying to teach and parent
- Difficult to teach as a parent
- Fall: big concern about what working parents can do. But more parents are back at work now. Could be a big mismatch.
- So, all art teachers tag team to create a good art plan for all kids across schools that are teacher led and not reliant on parents assisting the assignments
- Freshman in high school, both parents both work, and it was impossible to keep tabs on what he was doing. There was a lot of miscommunication between the teacher and the student, and we ended up not getting anything done with him, and I had to take a break from work to get anything done. We had to cram everything in at the end.
- Parents need to have accountability (just as much as the teachers) and we need to be active in this process. It was hard to force our kids to learn everything by the end of the school year. I had to cut my student services (my job) in half in order to accommodate for my own child.
- Any solution must contain choice and flexibility for parents' concerns and their home/work restraints. Some of us can work from home and some of us cannot. Some of us have two adults to help with schoolwork and some of us do not. Some kids are self-directed and some are not. Some parents are more able academically to assist their kids than others and have the tech resources necessary.
- I was told that the Dover district is possibly suggesting that teachers be required to find childcare for their own children even if the district is doing remote learning. I would be against this as the cost is not realistic for many families, as our district does not compensate teachers well. Also, if children should go to 'daycare', they can go to school.
- I would certainly prefer that students are in school again to maximize education. Obviously, this will be decided by health risks/concerns, however, it seems that actual



in-person education is preferable to remote learning. I also worry that many students may not have a home life/situation that is set up to make them successful with remote learning.

- What I would like to add is my concern that some parents need childcare through all of this and that it could be motivating their drive to push for reopening schools and having children there 100% of the time. I can appreciate needing the childcare as my wife and I are both juggling full-time jobs while teaching, and now being camp counselors for our child. I would like nothing better for school to reopen and welcome my child back full-time, but not at the expense of safety. I just want to make sure someone brings up the concerns that most parents have for not only our child's development and education, but also for their own childcare needs. I believe it's an underlying issue that isn't being talked about enough. I think there are some parents who are not prepared for it and cannot handle it in their current situation.
- My family depends on my income, I cannot teach and work at the same time.
- Juggling my own remote work while keeping my son on task was really hard;
- It was not easy (and is still not) balancing two jobs and two kiddos under 6, but the school was a wonderful connection.
- I would also say balancing work as a teacher myself and my children's schoolwork was VERY challenging.
- Was at K at Horne St. Too much to keep track of with log ins. Didn't like group Zooms. Liked the 1 on 1 Zooms with teacher much more. Focused on learning through play. Switched work schedule to nights to have one parent available.
- Working from home full time became nearly impossible. I felt inadequate – I wasn't doing my job, and I wasn't teaching my daughter and it became frustrating.
- Overall it was okay only because my husband was furloughed, so he could be home. Both of my kids received title 1 reading support, but the communication was not good at all. At school we were doing a half hour every day and it changed to like two half hours a week. The material was very much limited. I have a full-time job, and that requires me to be on phone calls 8 hours a day. My 8th grader was very independent but my fifth grader was struggling without a teacher-student relationship. The menu's for fifth grade were interesting in the sense that they were too easy and it made his day really short.
- The synchronous activities were the most difficult - we could fit all the work suggested around our schedules, but the zoom meetings were hard because someone had to stop everything and then help run it (i.e., kindergarten). That is not to say they were not of value, once a week was fine and the 'field trips' were loved (farm, aquarium, magician).
- As a teacher in Dover, I feel like we did the best we could given the circumstances. I had no problem completing my job remotely, with the exception I had to use my personal device as the district provided device did not support many applications I needed to use. I am disheartened to hear that the district is considering teachers working from school and students staying remote. I have 2 children in the district. I cannot leave them alone and will not for an entire day. The offer to utilize the YMCA program would cost me



\$2000 a month! I feel that I'm being punished by having children as my colleagues without children will not face this issue. I don't think the district has trust in its staff and that is very unfortunate. If this decision is made, I may have to take a leave of absence.

- The balancing of homework and full-time remote work at home – keeping track of everyone's meetings and the escalation of meetings throughout the process
- Schools are a great equalizer – situations at home are not the same for everyone – parent involvement and environment and work demands is variability – one and two parent working parent homes

Concerns for the Next Phase

- I'm a teacher in another district, so If I need to be with kids 4/5 days per week but my own child is only in school 2 days per week that's going to be even more difficult than this was.
- I also hope that children will be able to interact as children, as normally as possible should they go back to school in the fall. Expecting that a kindergartener stay in the same seat literally all day is unrealistic and will become problematic for both student and teacher. Again, keeping social emotional learning and skills at the center of decision making is incredibly important and should not be neglected.
- If community contact = school contact – need to go back to online learning if it statistically shows we need to go back to remote learning for a period of time – we are all learning – asking what are the risks or levels of risks that we are willing to accept.
- We have foresight now, so help parents and students prepare for the expectations of what happens if we start in-person and then have to go virtual.
- Planning and preparation that we may transition back to virtual – helps with mental preparation.
- Earlier access to online tracking platforms for student learning
- If we go back to school – need a plan now – need to create a plan so we don't have to shut down again – now that child has not seen someone else in months – going back to school is important (pending cases) – can take the risk – parents could take some precautions – need to start up to some degree back in the fall – then be prepared to switch back to remote learning
- It was a learning curve to be home, and when I go back to work, what will happen if my kids need to stay home ? I don't have a sitter.
- Worried about childcare situation for teachers – teacher parent – business owner in Dover had to go. If teachers have to go in, what will happen with kids at home?
- Hybrid model – how do you coordinate with other districts? (parent-teacher who teach in another district than the one their child is in) – what logistical nightmares will occur for people balance hybrid models and working and scheduling community-wide and across communities?
- If teachers are to report to the school and remote learning for children can we hear how that would look? How does this effect their families?
- Any indication when we may know if/when school will resume?



- What is the short-term plan for the school year?
- Will it be a full year? Are vacations still going to be counted in? Snow days will not be a thing?
- Is the district considering a hybrid model where some students attend in person full-time while other students attend remotely full-time? If so, how would that look, and would families be given the option to choose their preference?
- Does the district place a higher value on continuity of education (for example, months of planned ongoing remote learning) or flexibility that prioritizes face-to-face teaching even if it means potentially bouncing between remote and in-person teaching with little notice.
- Could we do a choice of remote vs in person?
- My husband has worked outside of the home the entire time, and I go back to my office on Tuesday, neither of us will have the option to work from home this Fall. I would like for someone to please tell me what I am supposed to do if we do not open? If I find a daycare to take my 8-year-old, how will they individually teach the kids all in different grades and classes? They can't. Am I supposed to come home at 5:30 at night, and tell her, "I haven't seen you all day but now we have to do schoolwork to do until bedtime?" I would love to hear answers to these questions.
- Need to feel like we are handing off children to teachers rather than pressure on parents to teach
- What happens for parents who need to go to work and school isn't in session – how can this be planned for?
- In regards to hybrid models, or limiting days of in-person teaching (anything less than 5 days per week) I hope that you'll consider parents like me who will most likely be required to be teaching in person all 5 days and the childcare challenge that would pose to our family. Back up childcare options would be essential and should be free or at least as low cost as possible.
- I also hope you'll keep in mind the challenges online learning full time posed on our family. Due to the nature of my husband's work, I was left with the primary responsibility of caring for my two small kids (ages 5 and 2) during this period all while trying to work a full-time job and keep basic school hours for my own students. I cannot adequately express how stressful and difficult this was, especially with two small kids. I constantly felt like I was either neglecting my job (ACTUAL human being students that I care about tremendously) or I was neglecting my children. It was an awful feeling, and put tremendous stress on the household as a whole. I do not want to relive this experience unless there is truly a serious outbreak in our community.

Need to be Back in School with Precautions Carefully Addressed

- Parents can't have their students going indefinitely into remote learning For some kids school is safe haven, worried about kids missing out on that.
- That high risk kids and families won't tell about it



- Concerned about sanitizing school with hundreds of students in the building; no sports/band; concerned about teachers having to police social distancing vs. teaching
- Safe for kids to return? If not, my company will be bringing me back, no childcare
- Children missed going to schools
- My kids need the social experience; but I don't know how to manage safety if they go back; my 2nd grade son participated in one of the kids focus groups; that night he was very scared about going back, seemed triggered by the focus group conversation.
- Balancing need for my kids to be with friends with safety; need some accountability for parents and kids to make it clear what expectations are, even minimal expectations.
- Choices to do in-person and online – best case scenario
- Would like to see the kids go back to school
- There's no treatment or vaccine – how are will the district deal with busses? How will teachers and students be safe --- want regular life back with school clubs – but want people to be safe as possible.
- It will be a logistical nightmare if it is part-time in person, but will do it all because really need the in person
- Finished 2nd grade at WPS – would not want to experience another year with remote learning – closing out the year felt like it happened in March
- Look at St. John's school which will open. Can't see HS student starting up remote learning again. Looking at other options. Feeling that a lot of families will also be making the same choice.
- Students need to go back regardless
- Schools not re-opening – remote learning is not effective
- Worry about online piece for the fall for younger kids
- 100% for opening if possible.
- I hope that the kids actually go back to school (x4)
- Want to go to school, hope to teach in school
- Hopes that districts will get all students into schools for at least part of the time, not doing 100% virtual.
- Need to go back school!
- Would not be upset if students came back assuming precautions are taken
- Hoping for a full-time return

Agile Plan, Flexible Learning and Hybrid Models

- How do you restructure schedules with limited time and resources
- Remote and onsite curriculum – parent choice whether onsite or at home – administration can provide that choice – mechanisms for catch-up like blizzard
- NEED TO be proactive over the 12 weeks – this is a short and long time.
- Need to see students back to schools – not going to be one size fits all – thinking about who is going back to work and needs to be out of the home
- Maybe needing the teachers to move classrooms instead of having the students



- If you are splitting kids by grade on different days would be difficult for families with kids of different ages
- It is an impossible question w/o knowing the environment. If the virus has been quiet for a long time and the school is taking proper precautions, we will be nervous but supportive. If it feels like it is being forced just because it 'has to happen', we will be reluctant to return.
- Flexibility and data-informed decisions are the key element, if those are in place we will be less concerned.
- Split the day in half so 50% of kids in school at one time (which has implications for teachers/staff), 3. More focus on social needs of kids.
- Not going to be able to get back to the schooling we had before – like the hybrid – balance the health effects of not going back to school with virus itself – bring kids back for whatever way we can. We are aware of the risks – we will have to assume a risk.
- Hybrid models will only work in certain spaces – great to have kindergarten back in school
- Half and half (in person and remote would be fine but the remote needs to be far more structured)
- Giving families options – based on life circumstances.
- If there is a hybrid model employed – how will it work with two kids in separate grades?
- My kids are in the SLCC summer camp, complete turn-around with them once they see their friends, so really hopeful they'll be together in the fall, even recognizing the risk
- As things with the virus stand today, I would not feel comfortable sending my kids back to a regular school day. However, none of them performed very well this past year, either. That leaves me with a difficult decision to make should Dover try and return to normal. Fully home-schooling them is not a viable option for us.
- Different schedules would be very hard at home
- Maybe easier for older kids to return with greater responsibility around cleanliness/handwashing
- I hope they certainly take precautions in terms of safety regarding COVID which I know they will do. Just not overly cautious. People are getting together; many students have been seeing each other since Remote Learning even started. If the most vulnerable population, seniors are having restrictions lifted I would assume students would be safe as well. Students will be getting together the entire summer and continue to do so into the fall. COVID19 highlighted two important facts. *All school districts need to have a Disaster Recovery plan in place should a situation present that closes the facilities. This plan should focus on eliminating any downtime and facilitating a smooth transition for all students to a remote (technological or non-technological) style of learning. Remote learning can be done.*
- If there is an in-person experience in the fall, I foresee greater absenteeism (by choice or because kids with any symptoms will need to stay home--coughs from the common cold linger). There will need to be a way for those students to learn.



- Whether safety or time-consuming distraction, parents should have an option to do learning remotely.
- I think it would be helpful if we are remote learning in the fall to have access to the workbooks and textbooks they use in school
- Having a plan for some type of COVID-19 testing would be an important part of reopening schools.
- Whatever happens I just hope safety and well-being are prioritized, even as compromises need to be made
- Have a merit-based attendance (zoom attendance) policy. Like if you're not doing the work, you have to go to class and if you're completing the work, you get to be more leisurely about the work.
- Individualized and flexible learning is going to be key moving forward.
- Maybe we can rotate (have some limited interaction and mostly homework)
- Have a couple days a week with their friends and a few at home.
- We need to look at creative ways to have them in school whether that be having half days etc.
- What about people who have health compromised individuals at home? School needs to offer a limited access-onsite room for students – opt for online learning only for those who need
- Whatever Dover decides, one model will not fit all
- One model will not work – bring younger grades back in (have to think about social distance), middle school (hybrid Green/White days), High Schools pivot to online learning and then focus on bringing students in for hand-on activities and clubs – college students use a hybrid models
- Need to think about different schedules, bus routes, longer transportation
- Build in flexibility and don't assume. Plan for how you will handle the start of school given different virus scenarios, and then also plan for your reactions to when those scenarios change. I work with a lot of distinct (I think he means school districts) across the county, and there is wide variation in planning (if at all). .
- Be in school for hand-on learning like science labs, band, etc....
- Taking individual needs – all hands on-deck
- We can't fully go back
- Don't want it to be an all or nothing decision – some time on campus for students
- Suspect Dover will go hybrid model – some online, some in person,
- As things with the virus stand today, I would not feel comfortable sending my kids back to a regular school day. However, none of them performed very well this past year, either. That leaves me with a difficult decision to make should Dover try and return to normal. Fully home-schooling them is not a viable option for us.
- Have shifts at school – half the week at school, half the week out of school.
- Do some kids go back certain days, or certain buildings?
- We need to do better - and we need to do it quickly. Our kids need consistency, tech-savvy teachers, direct ongoing engagement between the schools and parents, flexibility.



- Half-Days – Working outside the home – balancing working inside the home with kids – I'd like to see a full or partial return to the classroom in the fall. If partial, I'd like to see full days for part of the week, as opposed to half-days all week long
- Full days for fewer days in the week (if not full time) -- 1/2 days do not work
- But what do to with the kids whose parents work 5 days per week, not from home? (x2) -- Even for those of us who do work from home. It's not sustainable to be WFH and remote learning. At least not for us.

DRAFT



Frances G. Hopkins

Frances was born in 1944 in Providence, RI to Mary Elizabeth Kelleher and Joseph Bilodeau. Fran was raised in Providence and was a graduate of the Rhode Island Hospital School of Nursing. Upon graduating from nursing school, she worked in the Surgical Intensive Care Unit at Rhode Island Hospital before relocating to Dover, NH in 1966 with her husband William F. Hopkins, Jr. (Bill). Once in Dover, Fran began working at Wentworth Douglass Hospital where she helped open the hospital's Coronary Care Unit. She also worked as surgical nurse, operating room nurse, emergency room nurse, and was an American Red Cross instructor.

In 1991, Fran began working as the school nurse at Horne Street School where she addressed the ever-changing medical needs of its students and families for twenty-five years with her signature love and care. Her kindness and positive attitude touched the lives of all she encountered. While raising her children and working full-time as a school nurse, Fran also earned her bachelor's degree from St. Joseph's College in 2002 in Health Administration. Since 2016, the Horne Street School community has celebrated Fran's impact and dedication to the youth of Dover by hosting Fran's Fitness Walk in conjunction with the Horne Street School 5K.

Fran was a vital and huge part of the Dover School District and greater Dover community. She partnered with many local businesses and the Dover Police and Fire Departments to provide Dover's youth with clothing, food, vaccinations, eye care and dental screenings. She was also a mentor to countless nursing students throughout her tenure at Horne Street School.

Fran valued each individual student and family at Horne Street School, and she worked tirelessly to provide for those most in need. She spent her time meeting the multiple needs of students and families much outside the realm of her job description. Each Thanksgiving, Fran worked with community members to create baskets with turkeys and typical Thanksgiving fixings so that no family would be without food for Thanksgiving. Each December, Fran created and orchestrated the Giving Tree at Horne Street School to supply families in need with presents for the holidays. She worked with community members and businesses to ensure that all Horne Street families had presents to open on Christmas Day. Also, during her tenure, Fran assisted many ESOL families transition to life in the public-school setting & community.

Long before programs like 68 Hours of Hunger and Coats for Kids, Fran was quietly securing items for students and families in need and doing the work now provided by more formalized programs. In June 2014, Fran planted seed that grew into "Grab & Go" summer food program for students, and she secured furniture (mattresses, beds, & couches) for families who needed them. She did not want any child of hers to have to sleep on the floor. Fran also organized a Sunshine (teacher) fund for HSS staff to make sure that the school had funds to hold retirement and holiday celebrations. Fran outlasted five principals and an equal number of superintendents.

Fran reached beyond Horne Street School and participated on numerous School District committees. She also conducted workshops for and with other nurses in district and taught CPR

and first aid to fire fighters and police officers. Often, the District called upon Fran for emergencies at other schools within the district to help resolve crises and situations at hand.

Fran, with her husband and best friend Bill, called Dover, NH their home for the past fifty-four years. It is where they raised their four children. Fran committed the last eleven years to spending time with her eight grandchildren, proudly supporting all their endeavors, including their involvement in Dover's youth sports and music programs.

Fran dedicated her life to taking care of others. She touched the lives of countless people in the Dover community and beyond, and she will be missed by all who had the good fortune of knowing her. Frances Hopkins was loved by many and was a friend to all.

July 8, 2020

Ms. Amanda Russell, Chair
Dover School Board
Dover School District
McConnell Center
Locust Street
Dover, NH 03820

Honorable Chair and Members of Dover School Board,

We, the undersigned, seek your support for the honor bestowed upon Coach Oliver J. Adams Dover High School teacher, coach, athletic director and mentor from 1930-1965, whose name adorned the former Dover High School gymnasium, be transferred to the new DHS "Coach Oliver J. Adams Gymnasium" to signify Dover's continued appreciation for all Coach Adams gave of himself to the students and citizens of Dover, and that the new basketball court within the gymnasium be named the "Coach Greg Kageleiry Court" in honor of the Dover born and raised citizen, a Dover High School Class of 1955 graduate, United States Marines veteran, University of New Hampshire graduate, teacher, coach, assistant principal, principal, mentor from 1965 through 1997 and continued friend on this day, July 2020.

Respectfully former students,

Bernie Duffy '40
Brian Kelley '58
Tom Cash '60
Paul Grondin '61
Dick Burke '67
Phil Chadwick '67
Alan Crowell '69
Steve Towne '69
Ernie Clark '70
Ed Murphy '70
Ken Winter '70
Jim Boulanger '71
Larry David '71
Rick Forge '71
Tom Gilpatrick '71
Phil Carr '72
Dennis Duffy '72
Bob Hollis '72
Kevin Kelley '72
Robin Meserve '72
Harold Clark '73
Peter Gregorakos '73
Brian Duffy '74
Diane Canada '75
Jerry Kelly '75
Greg Lazarus '75

John Polychronis '75
Mike Casimiro '76
Greg Koutrelakos '76
Dave Meserve '76
Jeff Morgridge '76
Mike Murphy '76
Carl Roche '76
Matt Duffy '77
Mike Landry '77
Tom Roche '77
Chip Kelley '77
Ed Wise '77
Ray Murphy '78
Ann (Devereaux) Clark '79
Kevin Duffy '79
Pat Duffy '79
Andrea (McDaniels) Wise '79
Mike Davis '80
Kevin Redden '80
Brian Murphy '82
Mike Grondin '83
Tim Grondin '85
Sue (Keefe) Davis '85
Sue (Leighton) Vitko '88
Dan Casey '90
Jess Clark '02
Holly (Eaton) Corbin '02
Dian Clark '03
Ashley Clark '06

**MEMORANDUM OF UNDERSTANDING
DOVER SCHOOL DISTRICT, SAU #11
AND
MCGREGOR INSTITUTE**

I. Purposes

The purpose of this Memorandum of Agreement (Memorandum) between the Dover School District, SAU #11 (hereinafter "SAU"), 61 Locust Street, Dover, NH 03820 and McGregor Memorial Ambulance, Inc. d/b/a McGregor Institute of EMS (hereinafter "McGregor Institute" or "McGregor EMS")), 47 College Road, Durham New Hampshire is to define the roles and responsibilities of each organization relative to the instruction of students in the certified EMT programs in order to:

- A. Foster the achievement of both the SAU and McGregor Institute mission and goals through a collaborative working relationship between the two organizations; and
- B. Maintain the integrity of the program by adhering to the rules and regulations set forth by the Bureau of Emergency Medical Services; and
- C. Facilitate operational efficiencies by promoting economies of scale and avoiding duplications of effort.

II. Definitions

NH EMS Instructor Coordinator means a NH Fire/EMS Instructor Coordinator III.

Note: This is necessary as Level I/II do not have independence to establish or coordinate NH State approved courses therefore disabling the national and state certification process for students who successfully complete the mandatory curriculum.

Dover CTC EMS Coordinator means the person who is hired by the SAU and is designated to coordinate the EMT program at the Dover Career Technical Center in it's entirety. Facilitation of EMT program must include Dover CTC EMS Coordinator and necessary EMT Certified support staff according to state and national recommended teacher:student ratio.

III. Agency Responsibilities

The responsibilities of McGregor EMS under this Memorandum are as follows:

- A. McGregor EMS will allow the use of pre-coordinated EMS equipment under the direct supervision of certified EMS Instructor Coordinator for the purposes of

providing hands-on skill labs. Labs will be conducted either at the Career Technical Center or at an off-site location (when necessary) based upon the skills required to be completed by the students in the EMT class.

- B. McGregor Institute will provide the opportunity for students of the Dover Career and Technical Education EMT classes to conduct their ride-along time through the Observation Program at McGregor EMS to meet NH State Standard requirements. McGregor will provide a waiver form to be completed by the student or student's parent or guardian.
- C. This MOU follows the McGregor EMS Affiliated Instructor Coordinator currently employed by the SAU. If the current affiliated IC is no longer employed by the SAU in the capacity of EMS Instructor Coordinator, McGregor EMS has a right to consider this MOU null and void.
- D. If a Pandemic or other unforeseen event occurs where McGregor EMS deems it unsafe for students to participate in ride-along time, McGregor EMS reserves the right to cancel or delay ride-along time until once again deemed safe.
- E. McGregor Institute may create, receive from or on behalf of the SAU, or have access to, records, information, or record systems that are confidential and subject to the Family Educational Rights and Privacy Act ("FERPA"), 10 U.S.C. § 1232g and/or other applicable law. McGregor Institute represents and agrees to hold any such records and information in confidence and to avoid and protect against use or disclosure of any such records or information except as permitted or required by applicable law. McGregor Institute also represents and agrees to monitor its operations and take any actions necessary to assure that any confidential FERPA-protected and similar records or information are safeguarded in accordance with this Memorandum and applicable law. The aforesaid confidentiality obligations shall remain in effect throughout the duration of this Memorandum and shall survive indefinitely following termination of this Memorandum for any reason. Upon termination of this Memorandum, the SAU may request that McGregor Institute return any and all confidential information/data in the possession, custody or control of McGregor Institute.
- F. McGregor Institute represents and warrants that it has been prescreened and approved by the New Hampshire Department of Labor ("DOL") in accordance with RSA 279:22-aa and N.H. Code of Admin. Rules, Lab 805.03 et seq., and shall remain approved, registered and in good standing and compliance with the DOL and applicable law at all times while this Memorandum is in effect. McGregor Institute shall notify the SAU immediately of (i) any violation or alleged violation of the aforesaid provisions of law, and/or (ii) any lapse or revocation of approved status by the DOL.

II. SAU Responsibilities

The responsibilities of the SAU under this Memorandum are as follows:

- A. The SAU will provide the secure, consistent, designated spaces at the Dover CTC for purposes of instructional and hands-on skills lab for all Dover CTE EMT students.
- B. Transportation to and from EMS Training locations, as required
- C. Ensure that appropriate liability waiver is completed and on file by (as appropriate) the student or students parent or guardian.
- D. Enrollment of students interested in this career path and capable of passing the requirements for performance as a Nationally Certified EMT.
- E. The SAU through the Dover CTC will ensure the delivery of the EMS curriculum materials in compliance with state of NH Bureau of EMS requirements.
- F. The SAU through the Dover CTC will ensure recommended teacher:student teaching ratios are maintained (practical learning ratio of 1 instructor to 6 students)
- G. To hire EMS Coordinator, certified as an EMS Instructor/Coordinator III and all necessary instructors as a Dover School District employee

A. Assignment

This Memorandum shall inure to the benefit of, and be binding upon, each of the parties hereto and their respective successors and assigns. Notwithstanding the preceding sentence, neither McGregor Institute nor the SAU shall be permitted to transfer or assign its responsibilities under this Memorandum to any other person or organization without the prior written consent of the other party, which either party may grant or withhold in its sole and absolute discretion.

B. Counterparts

This Memorandum may be executed in any number of counterparts, all of which shall constitute a single agreement binding on the parties hereto.

C. Mutual Indemnity & Hold Harmless

McGregor Institute shall defend and indemnify the SAU for claims caused solely by the McGregor Institute's negligence that are within the scope of McGregor Institute's liability insurance/risk pool coverage.

The SAU shall defend and indemnify McGregor Institute for claims caused solely by the SAU's negligence that are within the scope of the SAU's liability insurance/risk pool coverage.

Both parties to this Memorandum shall procure and maintain general liability coverage in mutually satisfactory coverage amounts at all times while this Memorandum is in effect, such amounts to be discussed and agreed in writing upon prior to signing this Memorandum. Both parties shall cause the other party to be and remain listed expressly as "additional insured" on their liability insurance coverage at all times while this Memorandum is in effect. Both parties shall provide the other party a satisfactory insurance certificate and, if requested, other documentation evidencing each party's "additional insured" status.

The provisions of this section shall survive any termination or expiration of this Memorandum.

D. General Provisions

1. An EMS Coordinator must be hired to maintain the integrity of the program, meet EMS requirements and coordinate records and communication with the Bureau of EMS which includes, but is not limited to, providing regular documentation as required by Bureau of EMS, keeping instructor and student records for minimum of 5 years, being in the classroom of an approved training program for the required amount of hours (60%), update and implement the required curriculum, creating and coordinating all required clinical affiliations, and obtaining ongoing approval from assigned Medical Director.

For purposes of this MOU, The Dover Career Technical Center EMS Coordinator must be a New Hampshire certified EMS Instructor Coordinator III and has the responsibility to meet all NH Bureau of EMS Standards as indicated in the above paragraph.

2. An EMS Coordinator will be employed under the SAU and will be hired following SAU policies.
3. The Dover Career Technical Center EMS Coordinator who must be a certified EMS Instructor Coordinator III also has the responsibility to work closely with the CTE Director and CTE Career Counselor to

maintain/update all MOUs and annual Clinical Contracts, and to coordinate all initial student testing for the National EMS Exam, both practical and written.

4. The positions of EMS Coordinator and instructors will be maintained within the school district from the opening of the school year to its closing.
5. This Memorandum may be modified only by a written agreement executed by all of the parties hereto, with all the formalities of this Memorandum.
6. This Memorandum merges and supersedes all prior agreements and understandings of the parties whether written or oral, and the SAU and McGregor Institute mutually agree that any such prior agreements and understandings are hereby terminated.
7. All captions used herein are for purposes of convenience only and shall not be relied on in construing the Memorandum
8. This Memorandum shall be governed, construed and enforced in accordance with the laws of New Hampshire and all actions brought in connection with this Memorandum shall be maintained only in a state or federal court of competent jurisdiction in New Hampshire.
9. The failure of any party to insist upon strict compliance with any of the terms, conditions or covenants contained herein shall not be deemed a waiver of any such terms, conditions or covenants; nor shall any waiver at any one or more times be deemed a waiver at any other time or times.
10. If any provisions of this Memorandum are determined to be unlawful or unenforceable, it shall not invalidate the remainder of the Memorandum provided the unlawful or unenforceable provision does not affect the essence of this Memorandum.
11. In the performance of this Memorandum, the parties acknowledge that they are not agents, joint venturers, partners, or employees of the other party.

E. Terms of Memorandum of Agreement

This Memorandum shall be effective on the later date of the signatures below and shall remain in effect until June 30, 2025; provided however, that either party may sooner terminate it by delivering to the other party written notice of their intent to terminate the Memorandum, in which case, this Memorandum shall terminate and be

null and void on the 30th day following the recipient's receipt of said written notice or the end of the fiscal year, whichever is sooner.

In the event there is a change from a McGregor Institute affiliated EMS Certified Instructor/Coordinator this Contract is null and void.

By signing below, the parties and signatories below represent that they are duly authorized to sign this agreement and that the parties agree to the terms and conditions set forth within this Memorandum.

Dr. William R. Harbron
Superintendent, Dover School District

Date

6/29/2020

DocuSigned by:
Chris Lemelin
0410A9914EF64C9...

Chris Lemelin
Executive Director, McGregor Institute

Date

Memorandum of Understanding

This memorandum of understanding is entered into between Little Tree Education, LLC of 314 Route 108, Madbury, N.H. 03823 (hereinafter “Little Tree”) and the Dover School District, SAU #11 and its Dover Regional Career and Technical Education Center (hereinafter “SAU” or “DRCTC”)

I. Purpose:

The purpose of this Memorandum of Understanding (“Memorandum”) is to provide details, terms, and obligations related to a Career and Technical Education (CTE) program and classes at Dover Regional Career Technical Center, implementing education and training to provide participants with the skills and competencies needed to gain entry-level employment in high skill or high wage, or in-demand sectors or occupations in early education and Montessori education.

II. Background:

Dover SAU’s Regional Career and Technical Center (DRCTC) recognizes that in order to retain the highest level of talent in classroom teaching and clinical practices, communities must have a collaborative relationship between institutions that are able to provide higher learning and their community partners. The intent of this MOU is to outline the agreed upon outcomes and processes of DRCTC and its partner, so that a rich and fulfilling experience is provided to the student both in the classroom and during the clinicals/internship and with the teachers and children with whom they are working.

III. Term of Agreement:

This agreement will commence upon receipt of signatures from both parties to this Memorandum, and will expire on June 30, 2021, with the option, at the agreement of both parties, to extend the term of the agreement by mutually signed writing, should the need arise.

IV. Agreement:

A. Obligations of Individual Parties:

Parties to this Memorandum agree to under the following obligations:

Dover SAU, Regional Career and Technical Center

- o Provide dedicated, secure, consistent Classroom space 5 days per week for Block 2 at DRCTC
- o Transportation to and from Little Tree for clinical days and internships
- o Enrollment of students interested in this career path and capable of interacting independently, professionally and following proper dress code with young children
- o Partnership with DRCTC Career Counselor to ensure internship guidelines and expectations are maintained and required paperwork is

in order

- o Granting of two credits per year for this career pathway of classroom learning, clinicals and internship experiences
- o Account set up and Access to Infinite Campus for attendance and grading
- o Account set up for district email and Google account
- o Training for use of IT tools and resources and help desk
- o Regular classroom observations and check-ins from CTC Director

Little Tree Education agrees to:

- o Assume the cost of a consistent, qualified Montessori-certified instructor to deliver classroom instruction and supervise clinical experiences to Dover students
- o Maintain arrangements in place for a substitute teacher
- o Daily presenting of a rigorous curriculum, as part of the internship and in conjunction with successful completion of their high school diploma; leading to the requirements necessary to become Montessori certified
- o Weekly schedule of unit topic; specific lesson plans available upon request
- o With respect to records or information that are or may be confidential and subject to the Family Educational Rights and Privacy Act ("FERPA"), 10 U.S.C. § 1232g and/or other applicable law, Little Tree represents and agrees to hold any such records and information in confidence and to avoid and protect against use or disclosure of any such records or information except as permitted or required by applicable law. Little Tree also represents and agrees to monitor its operations and take any actions necessary to assure that any confidential FERPA-protected and similar records or information are safeguarded in accordance with this Memorandum and applicable law. The aforesaid confidentiality obligations shall remain in effect throughout the duration of this Memorandum and shall survive indefinitely following termination of this Memorandum for any reason. Upon termination of this Memorandum, the SAU may request that Little Tree return any and all confidential information/data in the possession, custody or control of Little Tree.
- o Little Tree represents and warrants that it has been prescreened and approved by the New Hampshire Department of Labor ("DOL") in accordance with RSA 279:22-aa and N.H. Code of Admin. Rules, Lab 805.03 et seq., and shall remain approved, registered and in good standing and compliance with the DOL and applicable law at all times while this Memorandum is in effect. Little Tree shall notify the SAU immediately of (i) any violation or alleged violation of the aforesaid provisions of law, and/or (ii) any lapse or revocation of approved status by the DOL.
- o Detailed schedule of clinical days and internships provided in August and updated as necessary
- o Daily input of attendance; weekly input of grades

B. Mutual Obligations:

- To the fullest extent permitted by law, each party to this Memorandum (the "Indemnifying Party") agrees to defend, indemnify, and hold harmless the other party to this Memorandum, including that other party's agents, officers, and employees (collectively the "Indemnified Party") from and against any claims, losses, damages or expenses (including reasonable attorneys' fees) arising out of the death or, injuries, or damages to any person, or damage or destruction of any property, in connection with or in relation to this Memorandum, in whole or in part, to the extent caused by, and/or alleging, the negligent acts, errors, or omissions of the Indemnifying Party. This covenant shall survive the termination of this Memorandum.
- Both parties to this Memorandum shall procure and maintain general liability coverage in mutually satisfactory coverage amounts at all times while this Memorandum is in effect, such amounts to be discussed and agreed upon in writing prior to signing this Memorandum. Both parties shall cause the other party to be and remain listed expressly as "additional insured" on their liability insurance coverage at all times while this Memorandum is in effect. Both parties shall provide the other party a satisfactory insurance certificate and, if requested, other documentation evidencing each party's "additional insured" status.

C. General Terms:

This Memorandum shall not be assigned or transferred in whole or in part without the prior written consent of all parties.

In the performance of this Memorandum, the parties acknowledge that they are not agents, joint venturers, partners, or employees of the other party.

This Memorandum shall be governed, construed and enforced in accordance with the laws of New Hampshire and all actions brought in connection with this Memorandum shall be maintained only in a state or federal court of competent jurisdiction in New Hampshire.

WE, THE UNDERSIGNED, duly authorized, have read and agree to this
Memorandum on behalf of the parties:

Dr. William R. Harbron
Superintendent
Dover School District, SAU #11

Date



Sarah Greenshields
Owner
Little Tree Education LLC

22 June 2020
Date

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION: JANUARY 8, 2018	

Job Title: Director of Career and Technical Education (CTE) Center
Department: Career Technical Center (CTC)
Reports To: ~~Superintendent or designee~~

- 1. Superintendent – Items related to fiscal and budgetary responsibilities, staffing, policy work, and visionary and long-term planning.**
- 2. Dover High School Principal – Items related to the operations and coordination with Dover High School related to programing, scheduling, student services, guidance services, professional development, staff and student supervision and health and safety.**

Summary: Administer all aspects of the Career and Technical Education programs offered through the Dover Regional Career & Technical Education Center. This position is specifically required by the Career and Technical Education Regional Agreement – Region #12 approved by the Department of Education on January 3, 2013, paragraph 18: *“Each Receiving District, at it’s own expense, shall employ a full-time Director of CTE, who shall administer the CTE program within the administrative structure and under the authority of the respective Receiving District.”*

Essential Duties and Responsibilities:

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

- Oversee all aspects of CTE programs and services
- Hire, evaluate and supervise CTE teaching and support staff
- Develop and administer a budget for CTE operations
- Write, implement and administer the Federal Carl D. Perkins grant
- Maintain all required data and metrics and provide that information as needed to the US and NH Departments of Education and to the Dover School District
- Coordinate CTE activities, schedules and programs with all CTC’s in Region #12, along with any sending schools to the Dover Regional CTC
- Participate in the development, adoption and implementation of curricula for CTE programs
- Collaborate with the School Counseling Department(s) to provide career planning activities and programs
- **Work collaborative with Dover High School Dean of Instruction in the development of CTE course offerings and the development of the Dover High School Master schedule**
- Market CTE programs to all students and manage the online enrollment process through EnrollTrack accepting and placing students into CTE programs using the approve CTE application rubric
- Represent the CTE as a member of appropriate state and regional educational organizations such as NH Association of Career and Technical Administrators (NHCTA), Technical Education Consortium of NH (TEC-NH), etc.
- Represent the CTE in the community as a member of appropriate organizations such as the Chamber of Commerce, Rotary International, etc.
- Interface with post-secondary institutions to coordinate programs, develop articulation agreements, implement dual credit opportunities (e.g., Running Start) and expand the opportunities for all learners to access appropriate learning opportunities
- Serve as a member of the Dover High School (DHS) administrative team and provide support and assistance to the other members of the team as needed

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION: JANUARY 8, 2018	

- Participate in all Dover High School Administrative Team meetings and provide supervision of students as directed by the principal
- Serve as a member of the Dover School District SAU 11 Leadership Team
- Ensures coordination and collaboration between Dover High School and the Dover Regional CTC
- Active member of the Tri-City CTE and represents and advocates for the interests of Dover High School Students in the Tri-City arena
- Ensure that there is an adequate safety policy and active safety program in place for all CTE programs
- Manage student disciplinary referrals for students within CTE programs
- Work with DHS and District administrative teams to facilitate required Professional Development for CTE teaching staff
- Keep abreast of changing laws and requirements regarding state and federal funds for CTE, technology education, and work force development initiatives
- Participate as an active member of the District Leadership Team
- Other duties as required by the Dover High School Principal and/or Superintendent

Supervisory Responsibilities:

Responsible for supervising all CTE teachers, support staff (includes CTE Administrative Support, CTE Liaison, ~~and CTE IT Specialist~~) and sending school students attending CTE programs.

Competencies:

To perform the job successfully, an individual should demonstrate the following competencies per ED 507.01.

- (1) The principles and techniques of effective human resource management, including the following relating to career and technical education personnel:
 - a. Recruitment and selection;
 - b. Assignment and deployment of personnel;
 - c. Supervision;
 - d. Instructional leadership and support; and
 - e. Evaluation;
- (2) Fiscal management in the development and administration of a budget;
- (3) Preparation and management of state and federal fund budgets;
- (4) Preparation of state and federal applications and proposals;
- (5) Maintenance of records and inventory of all buildings, equipment and supplies;

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(6) Preparation and submittal of all state and federal reports as required by law;

(7) Solicitation of input from parents, school administrators, teachers, and the business community in the region served by a career and technical education center and consideration of that input in the development of:

- a. Data collection;
- b. School calendars;
- c. Scheduling;
- d. Transportation; and
- e. Budgets;

(8) Leadership of career and technical education competency-based programs at a center designated as a regional center under RSA 188-E, including:

- a. Regional agreements;
- b. Program promotion;
- c. Student recruitment and admissions policies;
- d. Regional and program advisory committees; and
- e. Career and Technical Student Organizations (CTSOs);

(9) The principles and techniques of leadership for learners including:

- a. Theories of human development, adult learning, and motivation and the ability to apply this knowledge to conduct effective professional development for beginning and experienced educators;
- b. Theories, principles, and best practices of staff supervision and evaluation and their link to effective implementation of standards-based instruction and assessment;
- c. A variety of theories, principles, and best practices for needs-based professional development programs that support the goals of the school district's strategic plan and/or improvement plan;
- d. The value of assessing, using, and conducting research to improve student learning;

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e. The development of comprehensive systems of education that foster success for all students, including students with disabilities as well as gifted and talented students;

f. Planning and facilitating the implementation of a developmentally appropriate standards-based comprehensive curriculum, instruction, and assessment program that includes the effective use of data to improve student learning;

g. The reporting and use of assessment results to:

1. Inform the school community;
2. Develop school action plans, and;
3. Modify school programs; and

h. The integrated use of technology, telecommunications and information systems to support curriculum, instruction, and assessment;

(10) Solicitation of input from parents, school administrators, teachers, and the business community in the region served by a career and technical education center and consideration of that input in the development and implementation of:

- a. Competency-based curriculum;
- b. State performance indicators relating to data-driven curriculum and student assessment;
- c. Formulation of short- and long-range improvement plans;
- d. Use of technology in support of all school operations; and
- e. Providing customized training programs for businesses, industry, labor and government as they relate to economic trends and programming at the center;

(11) Relationship of career and technical education to all other curricular areas, integrating these areas consistent with RSA 193-C:3, III and all aspects of industry into the career and technical program curriculum;

(12) Management of career and technical programs which includes purchasing of equipment and supplies and supervising and maintaining laboratory facilities;

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
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- (13) Implementation of the federal, state, and local laws and policies relating to legal requirements for schools, contract management and safe environments and incorporating appropriate safety standards in all learning areas; and
- (14) Participation in professional organizations relating to career and technical education and career and technical administration.

Qualifications:

Demonstrates ability to work well with peers, administrators, and community. Good leadership and communication skills. To perform this job successfully, an individual must be able to perform essential duties, skills and competencies satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience:

Master's degree required.

Technology Skills:

To perform this job successfully, an individual should have an excellent working knowledge of office automation tools, online software applications and a basic understanding of technology related to CTE programs.

Certificates, Licenses, Registrations:

The Director of Career and Technical Education must hold a New Hampshire Career and Technical Education Administrator credential and have completed at least 3 years of successful paid and progressively responsible experience in the field of career and technical education, with experience within the 3 years prior to the application as an administrator, supervisor, or teacher. (per ED 507.01).

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk, hear, smell, stoop, kneel, crouch, or climb. The employee is frequently required to stand, walk and enter into active CTE laboratory areas requiring the wearing of safety glasses. The employee must occasionally lift and/or move up to 50 pounds.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet to moderate.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION: JANUARY 8, 2018	

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Job Title: Director of Athletics and Physical Education

Department: Dover School District

Reports To: Superintendent of Schools

1. **Dover High School Principal for all responsibilities related to athletics and the supervision of coaching staff and physical education and health faculty.**
2. **Assistant Superintendent of Teaching and Learning for all areas related to curriculum development and implementation for physical education and health and the planning implementation of professional development related to physical education health.**

Summary:

To administer and supervise all district physical education, health and interscholastic athletic programs.

Essential Duties and Responsibilities:

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

- Plan and coordinate an interscholastic athletic program which complements the district's educational philosophy and vision.
- Recruit, interview, screen, and recommend to building administrators the annual hiring of both physical education and interscholastic athletic personnel.
- Ensure that all district and NHIAA policies and regulations are understood and followed by personnel and participants, including parent, medical, and insurance forms.
- Ensure that employment and participant opportunities follow Title IX and other applicable laws and regulations.
- Coordinate all interscholastic athletic events, including arranging for all necessary personnel.
- Plan and implement district intramural athletic programs.
- Coordinate facility use for all athletic events, including practices.
- Prepare and administer equitably an annual district athletic budget and work with building administrators to prepare building physical education budgets.
- Advise the Superintendent of needed athletic facility repairs or improvements.
- Approve all expenditures of coaches and other athletic personnel.
- Coordinate with transportation vendor for all athletic events.
- Communicate with building principals about schedule changes, eligibility of athletes, publicity, and other athletic matters.
- Organize all home interscholastic athletic events, including providing accountability for gate receipts, ticket sellers, field permits, facility preparation, custodians, and other details.
- Recommend to the Superintendent ~~and School Board~~ policies and establish regulations for the athletic program.
- Maintain appropriate team records and arrange for the recognition of teams and individual athletes.
- Ensure that all equipment for each sport is issued, collected, cleaned, stored, and inventoried.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

- Establish guidelines for the accountability of all monies raised by school athletic teams.
- Provide for the health and safety of athletic participants.
- Facilitate with school personnel the processing of student athlete college information and materials.
- Promote district athletic programs through public relations, student/parent meetings, and community involvement.
- Attend athletic events and practices as much as possible.
- **Participate in all Dover High School Administrative Team meetings and provide supervision of students as directed by the principal**
- **Facilitates the development and implementation of curriculum related physical education and health.**
- Perform all other duties as directed by the **Dover High School Principal and/or Assistant Superintendent**

Supervisory Responsibilities:

- Supervise, evaluate, and develop programs and personnel in physical education and health grades K-12.
- Supervise and provide written evaluations for all athletic personnel.

Competencies:

To perform the job successfully, an individual should demonstrate the following competencies.

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience:

This position requires a minimum of a bachelor's degree (B.A. or B.S.) from four-year college or university.

Technology Skills:

To perform this job successfully, an individual should have knowledge of recommended Internet software and recommended Word Processing software.

Certificates, Licenses, Registrations:

New Hampshire Teacher Certification in Physical Education or District Administrator required.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand and walk. The employee must occasionally lift and/or move up to 35 pounds.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet to moderate.

DOVER SCHOOL DISTRICT

Condition of Accounts

July 10, 2020

Account	Description	GL Budget	YTD	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 22,438,661	\$ 19,532,886	\$ 2,905,775	\$ 2,419,495	\$ 486,279
1200	SPECIAL EDUCATION PROGRAMS	\$ 12,312,415	\$ 11,786,053	\$ 526,362	\$ 480,492	\$ 45,870
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,072,131	\$ 1,717,041	\$ 355,091	\$ 246,813	\$ 108,277
1400	OTHER EDUCATIONAL PROGRAMS	\$ 714,806	\$ 557,406	\$ 157,400	\$ 505	\$ 156,895
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 203,291	\$ 202,460	\$ 830	\$ 1,951	\$ (1,121)
2100	SUPPORT SERVICES - Students	\$ 4,375,327	\$ 3,615,649	\$ 759,678	\$ 491,585	\$ 268,093
2200	SUPPORT SERVICES - Instructional Staff	\$ 1,806,016	\$ 1,484,715	\$ 321,300	\$ 255,190	\$ 66,110
2300	SUPPORT SERVICES - General Admin.	\$ 1,579,503	\$ 1,485,585	\$ 93,918	\$ 138,590	\$ (44,672)
2400	SUPPORT SERVICES - School Admin.	\$ 2,838,814	\$ 2,733,569	\$ 105,245	\$ 27,611	\$ 77,634
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 5,023,161	\$ 4,602,420	\$ 420,740	\$ 235,766	\$ 184,974
2700	SUPPORT SERVICES - Student Transportation	\$ 3,094,414	\$ 2,741,070	\$ 353,344	\$ 125,621	\$ 227,723
2800	SUPPORT SERVICES - Centralized Services	\$ 1,308,233	\$ 1,247,752	\$ 60,482	\$ 1,164,179	\$ (1,103,697)
2900	SUPPORT SERVICES - Other	\$ 9,900	\$ 38,744	\$ (28,844)	\$ 12,639	\$ (41,482)
47190	SCHOOL DEBT - Principal Payments	\$ 2,305,789	\$ 871,310	\$ 1,434,479	\$ 1,434,479	\$ -
47190	SCHOOL DEBT - Interest Payments	\$ 4,317,203	\$ 2,585,604	\$ 1,731,599	\$ 1,731,599	\$ -
5200	FUND TRANSFERS	\$ 400,544	\$ 21,447	\$ 379,097	\$ 379,097	\$ -
General Fund Totals:		\$ 64,800,207	\$ 55,223,710	\$ 9,576,497	\$ 9,145,613	\$ 430,884
3100	Food Services Fund Totals:	\$ 1,722,836	\$ 1,458,713	\$ 264,123	\$ 172,984	\$ 91,139
FY: 2018						
Proj_Grant:	Title III FY18 - 80823	\$ 6,382	\$ 306	\$ 6,076	\$ -	\$ 6,076
Proj_Grant:	TITLE III ICY - 80903	\$ 2,456	\$ 1,334	\$ 1,122	\$ -	\$ 1,122
Proj_Grant:	IDEA FY18 - 82595	\$ 77,451	\$ 75,846	\$ 1,605	\$ -	\$ 1,605
Proj_Grant:	TII PROFESSIONAL DEVELOPMENT - 84819	\$ 20,340	\$ 12,340	\$ 7,999	\$ -	\$ 7,999
FY: 2019						
Proj_Grant:	TITLE I PART A FY19 - 90078	\$ 73,991	\$ 32,169	\$ 41,822	\$ -	\$ 41,822
Proj_Grant:	TITLE III ICY - 90181	\$ 16,340	\$ 11,149	\$ 5,190	\$ -	\$ 5,190
Proj_Grant:	TITLE II PART A - 90187	\$ 45,204	\$ 33,185	\$ 12,019	\$ -	\$ 12,019
Proj_Grant:	TITLE I PART D2 - 90324	\$ 57,338	\$ 18,346	\$ 38,992	\$ 931	\$ 38,061
Proj_Grant:	TITLE IV A - 90496	\$ 72,492	\$ 19,390	\$ 53,102	\$ 775	\$ 52,327
Proj_Grant:	IDEA 2019 - 92626	\$ 492,349	\$ 404,246	\$ 88,103	\$ 64,196	\$ 23,907
Proj_Grant:	PERKINS IV FY19 - 93119	\$ 24,802	\$ 16,598	\$ 8,205	\$ -	\$ 8,205
Proj_Grant:	PERKINS MATH FY19 - 93189	\$ 35,536	\$ 10,923	\$ 24,613	\$ 432	\$ 24,181
Proj_Grant:	ADULT BASIC EDUCATION 2019 - 97009	\$ 27,038	\$ 681	\$ 26,357	\$ -	\$ 26,357
Proj_Grant:	ADULT LERNER SERVICES 2019 - 97411	\$ 3,700	\$ 1,292	\$ 2,408	\$ -	\$ 2,408
Proj_Grant:	ADULT ED/POST SECONDARY 2019 - 97604	\$ 14,208	\$ 1,951	\$ 12,257	\$ -	\$ 12,257
FY: 2020						
Proj_Grant:	TITLE II PART A FY20 - 20018	\$ 154,520	\$ 116,407	\$ 38,113	\$ 11,835	\$ 26,277
Proj_Grant:	TI 2020 - 20078	\$ 749,221	\$ 589,313	\$ 159,909	\$ 36,477	\$ 123,431
Proj_Grant:	TITLE III ESOL FY20 - 20181	\$ 17,436	\$ -	\$ 17,436	\$ 4,014	\$ 13,422
Proj_Grant:	IDEA FY20 - 20259	\$ 972,305	\$ 874,255	\$ 98,050	\$ 52,977	\$ 45,074
Proj_Grant:	FY20 PREK - 20267	\$ 17,415	\$ 14,693	\$ 2,722	\$ 2,298	\$ 425
Proj_Grant:	PERKINS FY20 - 20311	\$ 127,232	\$ 104,282	\$ 22,950	\$ 7,022	\$ 15,928
Proj_Grant:	TITLE I PART D2 FY20 - 20324	\$ 49,798	\$ 18,679	\$ 31,118	\$ 2,063	\$ 29,055
Proj_Grant:	APPRENTICESHIP FY20 - 20326	\$ 191,240	\$ 171,323	\$ 19,917	\$ -	\$ 19,917
Proj_Grant:	ROBOTICS ED FY20 - 20343	\$ 7,500	\$ 6,446	\$ 1,054	\$ 1,039	\$ 15
Proj_Grant:	ADULT BASIC ED FY20 - 20400	\$ 451,779	\$ 363,343	\$ 88,436	\$ 20,216	\$ 68,220
Proj_Grant:	ESL FY20 - 20410	\$ 235,770	\$ 228,431	\$ 7,339	\$ 3,181	\$ 4,158
Proj_Grant:	ADULT DIPLOMA FY20 - 20430	\$ 62,769	\$ 57,065	\$ 5,704	\$ 898	\$ 4,806
Proj_Grant:	ADULT LEARNER SVCS FY20 - 20440	\$ 89,291	\$ 80,904	\$ 8,387	\$ 3,847	\$ 4,540
Proj_Grant:	INTR EL/CIVICS FY20 - 20450	\$ 17,041	\$ 10,042	\$ 6,999	\$ 1,349	\$ 5,650
Proj_Grant:	INTE ED & TRAIN FY20 - 20470	\$ 6,520	\$ 4,460	\$ 2,060	\$ 830	\$ 1,230
Proj_Grant:	TITLE IV A FY20 - 20496	\$ 80,791	\$ 55,388	\$ 25,403	\$ 5,250	\$ 20,153
Proj_Grant:	TITLE III ICY - 90181	\$ 5,945	\$ -	\$ 5,945	\$ -	\$ 5,945
PROJECT # NOT DECLARED		\$ -	\$ 4,606	\$ (4,606)	\$ 39	\$ (4,645)
Federal Project Fund Totals:		\$ 4,206,199	\$ 3,339,393	\$ 866,805	\$ 219,669	\$ 647,136
TOTAL ALL FUNDS		\$ 70,729,241	\$ 60,021,816	\$ 10,707,425	\$ 9,538,267	\$ 1,169,158

DOVER SCHOOL DISTRICT

Condition of Accounts

July 10, 2020

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Balance
01321.3390	TUITION - OTHER NH DISTRICTS	\$ (68,270)	\$ (68,270)	\$ 0	\$ -	\$ 0
01321.3390	TUITION - BARRINGTON	\$ (2,381,547)	\$ (2,311,348)	\$ (70,199)	\$ -	\$ (70,199)
01321.3390	TUITION - NOTTINGHAM	\$ (1,513,534)	\$ (1,500,217)	\$ (13,317)	\$ -	\$ (13,317)
01322.3390	TUITION - SPED AIDES	\$ (270,000)	\$ (327,652)	\$ 57,652	\$ -	\$ 57,652
01323.3390	TUITION - CTE-NH DISTRICTS	\$ (110,000)	\$ (96,274)	\$ (13,726)	\$ -	\$ (13,726)
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ (56,000)	\$ (31,637)	\$ (24,363)	\$ -	\$ (24,363)
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ (9,100)	\$ (10,088)	\$ 988	\$ -	\$ 988
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ (650)	\$ (650)	\$ -	\$ -	\$ -
01321.3390	TUITION - BELLAMY ACADEMY	\$ (118,965)	\$ (40,103)	\$ (78,862)	\$ -	\$ (78,862)
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ (10,034,451)	\$ (9,983,245)	\$ (51,206)	\$ -	\$ (51,206)
03194.3700	STATE KINDERGARTEN PROGRAM, SB191 ADD'L GRANT	\$ -	\$ (51,206)	\$ 51,206	\$ -	\$ 51,206
03210.3700	SCHOOL BUILDING AID	\$ (529,088)	\$ (529,088)	\$ 0	\$ -	\$ 0
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ (441,122)	\$ (595,730)	\$ 154,608	\$ -	\$ 154,608
03241.3700	CTE TUITION AID	\$ (254,000)	\$ (373,039)	\$ 119,039	\$ -	\$ 119,039
03242.3700	CTE TRANSPORTATION AID	\$ (2,500)	\$ (2,632)	\$ 132	\$ -	\$ 132
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ (15,000)	\$ (8,485)	\$ (6,515)	\$ -	\$ (6,515)
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ (50,000)	\$ (38,845)	\$ (11,155)	\$ -	\$ (11,155)
01990.3599	OTHER LOCAL REVENUE DHS	\$ -	\$ (7)	\$ 7	\$ -	\$ 7
01990.3599	OTHER LOCAL REVENUE DW	\$ (20,000)	\$ (7,369)	\$ (12,631)	\$ -	\$ (12,631)
04210.3599	INDIRECT COST ALLOCATION	\$ (85,000)	\$ (92,277)	\$ 7,277	\$ -	\$ 7,277
04220.3599	ABE ALLOCATION	\$ (39,011)	\$ (45,918)	\$ 6,907	\$ -	\$ 6,907
04310.3311	IMPACT AID	\$ (6,000)	\$ (636)	\$ (5,364)	\$ -	\$ (5,364)
04580.3311	MEDICAID DISTRIBUTION	\$ (250,000)	\$ (57,059)	\$ (192,941)	\$ -	\$ (192,941)
05251.3918	SCHOOL - TRANSFER FROM CAPITAL RESERVES	\$ (350,000)	\$ -	\$ (350,000)	\$ (350,000)	\$ -
		\$ (16,604,238)	\$ (16,171,776)	\$ (432,462)	\$ (350,000)	\$ (82,462)

District Revenue Total:	\$ (16,521,776)
State Wide Property Tax:	\$ (7,036,198)
Local Property Tax (adjusted 11/2019):	\$ (41,159,771)
TOTAL GF Revenue:	\$ (64,717,745)
TOTAL GF Expenditure:	\$ 64,369,323
Ending Fund Balance:	\$ (348,422)

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
2800.2.600.0	CAFE-DAY SALES-MEALS	\$ (350,000.00)	\$ (161,397.96)	\$ (188,602)	\$ -	\$ (188,602)
2800.2.600.0	CAFE-ONLINE PAYMENT PORTAL	\$ (450,000.00)	\$ (397,949.84)	\$ (52,050)	\$ -	\$ (52,050)
2800.2.600.0	Transfer From General Fund	\$ (50,000.00)	\$ -	\$ (50,000)	\$ -	\$ (50,000)
2800.2.600.0	CAFE - DHS VENDING SALES	\$ (1,000.00)	\$ (191.86)	\$ (808)	\$ -	\$ (808)
2800.2.600.0	CAFE - DAILY SALES - SEACOAST CHARTER	\$ (20,000.00)	\$ (17,146.50)	\$ (2,854)	\$ -	\$ (2,854)
2800.2.600.0	CAFÉ - OTHER	\$ (5,000.00)	\$ (350,414.65)	\$ 345,415	\$ -	\$ 345,415
2800.2.600.0	CAFE - STATE NUTRITION AID	\$ (22,000.00)	\$ (22,107.41)	\$ 107	\$ -	\$ 107
2800.2.600.0	CAFE - COMMODITIES	\$ (95,000.00)	\$ (65,858.57)	\$ (29,141)	\$ -	\$ (29,141)
2800.2.600.0	CAFE - MEAL REIMBURSEMENT	\$ (625,000.00)	\$ (350,804.63)	\$ (274,195)	\$ -	\$ (274,195)
2800.2.600.0	CAFE - FFVP	\$ (31,000.00)	\$ (20,592.12)	\$ (10,408)	\$ -	\$ (10,408)
		\$ (1,649,000.00)	\$ (1,386,463.54)	\$ (262,536.46)	\$ -	\$ (262,536.46)

TOTAL FS Revenue:	\$ (1,386,464)
TOTAL FS Expenditures:	\$ 1,631,697
Ending Fund Balance:	\$ 245,234



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, July 13, 2020

SUPERINTENDENT REPORT

The Superintendent's Board Report purpose is to: (1) inform the Board on my position and recommendations pertaining to Board meeting agenda items; (2) inform the Board of significant issues as they relate to the Board; and (3) inform the Board of informational items pertaining to the Dover School District.

BOARD AGENDA ITEMS

G. CONSENT AGENDA

Resignations/Retirements – None

Leaves of Absence – None

Job Shares – None

Nominations – I recommend the Board approve the following nominations:

- New DTU Nominations
- New DEOP Nominations

Extended Trips - None

Donations – -None

I. POLICY – CHANGES – PROPOSALS – ADOPTIONS

1. **JICA - Student Dress Code** – Board Member Rachel Burdin had requested the administration to review the District's Dress Code Policy to eliminate any biases in the policy. The Board is being presented a revised Dress Code Policy JICA striving to eliminate biases in the policy. The administration seeks feedback from the Board in order that further revisions, if needed, can be made before the second reading and potential adoption. In addition, following the initial feedback from the Board the Leadership Team will be requested to review and provide feedback before the presentation for the second reading.

J. POLICY ADOPTION

1. **None**

K. RESOLUTIONS

- **Resolution on Anti-Racism:** The City of Dover has adopted an Anti-Racism Resolution. Mayor Carrier has requested the Board for the Dover School District to support the City's resolution on anti-racism.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, July 13, 2020

The Dover School District has been engaged in equity and anti-racism work since the 2018-2019 school year with the work to continue in the 2020-2021 school year. This is vital and essential work that must continue in order that the District effectively serves all the District's students and their families. This work will require investment of time and funding as well as the Board's continual support of the work to be done in this area. I recommend the Board support the City Council's Resolution on Anti-Racism.

- **Resolution to change Columbus Day to Indigenous Day:** Board Member Zachary Koehler had requested the Board to consider and adopt the Resolution – *The Observation of Indigenous People's Day*. This aligns with the important work the District is doing with equity and racism. I recommend the Board move forward with the adoption of the Resolution.

L. OLD BUSINESS

- **Revised Wentworth-Douglass Hospital & Dover High School Professional Service Agreement Certified Athletic Trainer Services Approval:** The Board approved this agreement between WDH and DHS at the June 22 Special Session. WDH has made revisions due to COVID-19. I recommend the Board approve the changes.

M. NEW BUSINESS

- **Dover Schools Remote Learning Survey:** The Remote Learning Survey closes on Friday, July 10. The Spanish version of the survey will close on Wednesday, July 15. Dr. Rachel Burdin will present the preliminary results to the Board.
- **Dover Schools Remote Learning Parent Focus Groups:** On Tuesday, July 7, the draft report of the Remote Learning Parent Focus Groups was made available to the Board and Leadership Team. Michele Holt-Shannon will present executive summary of the focus group findings.
- **Proposal to Rename Horne Street School:** With the recent loss of Fran Hopkins, who served as the school nurse at Horne Street School for 25 years. She was known for her service, dedication, support of students and their families. It is my understanding there were many acts of kindness that were quietly done for others. A group will be presenting a proposal to rename the Horne Street School after Fran Hopkins to honor her service to others. Changing the name of a school needs to be given careful consideration. I believe the Board needs to have established criteria to determine when and how a school should be renamed. Currently, the elementary schools are named according to geographic location – Garrison Road, Horne Street, and Woodman Park. The middle school and high school carry the district's designation of Dover. It is important the Board give careful consideration to the proposal and may want to propose other viable alternatives to honor Fran Hopkins service and legacy.



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- **Proposal to Rename Dover High School Gymnasium and Basketball Court:** The District has received a proposal to name the new Dover High School Gymnasium – *Coach Oliver J. Adams Gymnasium*. The proposal provides the following background:

We, the undersigned, seek your support for the honor bestowed upon Coach Oliver J. Adams Dover High School teacher, coach, athletic director and mentor from 1930-1965, whose name adorned the former Dover High School gymnasium, be transferred to the new DHS "Coach Oliver J. Adams Gymnasium" to signify Dover's continued appreciation for all Coach Adams gave of himself to the students and citizens of Dover, and that the new basketball court within the gymnasium be named the "Coach Greg Kageleiry Court" in honor of the Dover born and raised citizen, a Dover High School Class of 1955 graduate, United States Marines veteran, University of New Hampshire graduate, teacher, coach, assistant principal, principal, mentor from 1965 through 1997 and continued friend on this day, July 2020.

As mentioned previously, the Board must consider the criteria that will be used in naming school facilities.

- **Memorandum of Understanding - Dover School District, SAU 11 and McGregor Institute:** The MOU has been reviewed by Josh Wyatt, City of Dover Attorney. If the changes are approved by the McGregor Institute, the MOU will be available for Board review and action. The MOU allows the McGregor Institute to provide lab experiences for EMT students leading to certification. With the modifications, I recommend the Board approve the MOU.
- **Memorandum of Understanding – Little Tree Education and Dover Regional Career and Technical Career Center (CTE):** The Dover CTE is offering a new program in pre-school education with an emphasis in Montessori training and certification. The program will be offered in conjunction with the Little Tree Education. The purpose states:

Dover SAU's Regional Career and Technical Center (DRCTC) recognizes that in order to retain the highest level of talent in classroom teaching and clinical practices, communities must have a collaborative relationship between institutions that are able to provide higher learning and their community partners. The intent of this MOU is to outline the agreed upon outcomes and processes of DRCTC and its partner, so that a rich and fulfilling experience is provided to the student both in the classroom and during the clinicals/internship and with the teachers and children with whom they are working.
- **Revised Job Description – Director of Career and Technical Education (CTE) Center:** I request the Board adopt the revised job description as presented.
- **Revised Job Description – Director of Athletics and Physical Education:** I request the Board adopt the revised job description as presented.



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- **Condition of Accounts** - Michael Limanni, Business Administrator, will update the Board on the condition of accounts.

SUPERINTENDENT'S SUMMARY REPORT – JUNE 2020

COVID-19 – During June, the efforts of the District were focused in closing out the 2019-2020 school year and conducting the remote version of the traditional closing traditions ceremonies – fourth grade graduation at each of the elementary schools (drive-through), eighth grade graduation (drive-through) at Dover Middle School, and the remote and video version of the Class of 2020 Awards Ceremony and Graduation. All the events required a great deal of planning to be properly executed. The principals and their leadership team are to be highly commended for the overall quality of the events during this period of the “new normal” with COVID-19.

The final days for teachers was invested in professional development inclusive of Google Training that will serve as the platform in the school year 2020-2021, as well as three final workdays.

Time continues to be invested in the planning for the 2020-2021 school year.

- **PARENT FOCUS GROUPS:** During June, Parent focus groups were facilitated by New Hampshire Listens. The Board has received the draft report. Michele Holt-Shannon will provide the Board an overview of the findings.
- **PARENT REMOTE LEARNING SURVEY:** Dr. Rachel Burdin, in conjunction with Dr. Carolyn Mebert developed a parent remote learning survey. The English version of the survey closed on July 10. The Spanish version of the survey will close on July 15. Dr. Burdin will provide a preliminary review of the findings to the Board on July 13.
- **ASSESSMENT – INSTRUCTION & LEARNING – DELIVERY MODELS DESIGN TEAM:** The Design Team presented at the June Board meeting the recommendation for online programs that the Board approved. The Design Team has initiated the process of identifying instructional models and professional development needs for faculty and staff. Currently, the Design Team is seeing a need for three models – return to school, virtual/distance learning, and a hybrid model. The Design Team will focus efforts on the design of the hybrid model.
- **TECHNOLOGY DESIGN TEAM:** The Board approved in June the purchase of devices. The Technology department is currently setting up additional software that will support the 1:1 initiative. The software includes SysAid, a full integrated helpdesk solution that enables users the ability to submit a helpdesk ticket, request live, on-demand chat, inventory and asset management, and onboarding and offboarding for accounts and devices. The department is restructuring Google accounts and updating users to be ready for the coming school year. The department will also be rolling out an endpoint,



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virus protection software, cyberbullying, and monitoring software and setting up a district-wide license of Screencastomatic for district use. The department continues to evaluate Zoom, Google Voice, and Canvas, along with several other smaller software components that will assist in streamlining and efficiencies in technology use and process and procedures.

- **TEACHER PREPARATION DESIGN TEAM:** To develop a plan to prepare teachers for reentry to the brick-n-mortar environment and/or blended and remote learning environments. Initial discussions have started with the Assessment – Instruction and Learning – Delivery Model Design Team.
- **LOGISTICS & FACILITIES DESIGN TEAM:** To develop and implement a plan to prepare facilities and plan logistics for the re-entry into the brick-n-mortar. The Design Team has done extensive work and are developing protocols and procedures that will need to be implemented to protect the health and safety of students, faculty, and staff.
- **COMMUNICATION DESIGN TEAM:** Design a communication system to provide continual communication to parents/guardians, faculty/staff, and students. The implementation of the survey and focus groups and survey are the start of the communication. The information learned from the two reports will further guide the work of the Assessment-Instruction & Learning- Teaching Model Design Team. Additional surveys will be designed and implemented and will be focused on transportation and identification of families that wish to remain with virtual/distance learning.
- **FINANCE AND FUNDING DESIGN TEAM:** (1) To identify funding sources to support the short-range and long-range initiatives for the re-entry to school. (2) To provide fiscal guidance as plans are developed. (3) To provide the long-range economic and budget impact as ideas are developed for implementation.

RECOMMENDATION: With the information from focus groups, surveys, and design teams, the Board needs to establish a Board Workshop date to review planning and begin the process of finalizing plans for the 2020-2021 school year.