

**THE SCHOOL DIRECTORY
SCHOOL COMMITTEE**

Members	Term Expires
Mr. John Nunes	2022
Mr. Christopher Oliver	2022
Mrs. Kathleen Amaral	2023
Mrs. Mary Waite	2023
Dr. Shannon Jenkins	2024

ORGANIZATION OF COMMITTEE

Chairperson..... Dr. Shannon Jenkins
Secretary.....Dr. Bonny L. Gifford

Regular meetings of the School Committee are usually held once or twice each month on Mondays throughout the school year. (They are held once monthly during the summer months.) The meetings are usually held at 6:30 p.m. in the Library Media Center at the Dartmouth High School, 555 Bakerville Road, Dartmouth, MA. Meetings are typically held at 4:00 p.m. during the summer months.

SUPERINTENDENT OF SCHOOLS

Dr. Bonny L. Gifford

ASSISTANT SUPERINTENDENT OF FINANCE AND OPERATIONS

James A. Kiely

Office Telephone 508-997-3391

Office Hours: 8:00 a.m. - 4:00 p.m.

Office Hours: 8:00 a.m. – 3:00 p.m. (during school vacations and summer months)

Monday through Friday

Year-Round

FINANCIAL STATEMENTS
FISCAL YEAR 2021
July 1, 2020 through June 30, 2021

School Appropriation	\$ 45,586,736.00	
FY20 Certified Funds	\$ 292,981.00	
Total Dollars Available		\$ 45,879,717.00
Expenditures:		
School Appropriation	\$ 45,004,797.14	
FY20 Certified Funds	\$ 182,537.32	
Total Expended 6/30/21		\$ 45,187,334.46
Balance 6/30/21		\$ 692,382.54
Less FY21 Certified Funds		\$ -462,105.43
Unexpended Funds 6/30/21		\$ 230,277.11

STATE AID
FISCAL YEAR 2021

Including unexpended funds and other reimbursements which were remitted to the Town and in effect, reduced the Town's share of the cost of education:

State Aid:		
General - Chapter 70	\$ 10,053,631.00	
Pupil Trans. Ch. 71,71A,71B & 74	\$ -	
Total State Aid		\$ 10,053,631.00
FY21 Cost of Education		\$ 45,187,334.46
Town's Cost of Education		\$ 35,133,703.46

TOWN AGENCY ACCOUNTS

Student Book Agency Account - Middle School

Balance 7/1/20	\$ 9,927.12	
Receipts through 6/30/21	\$ -	

Total Available		\$	9,927.12
Expenditures through 6/30/21		\$	-
Balance 6/30/21		\$	9,927.12

Student Book Agency Account - High School

Balance 7/1/20	\$	12,201.86	
Receipts through 6/30/21	\$	652.75	
Total Available			\$ 12,854.61
Expenditures through 6/30/21			\$ -
Balance 6/30/21			\$ 12,854.61

Student Book Agency Account - DeMello School

Balance 7/1/20	\$	57.34	
Receipts through 6/30/21	\$	-	
Total Available			\$ 57.34
Expenditures through 6/30/21			\$ -
Balance 6/30/21			\$ 57.34

Insurance Recovery

Balance 7/1/20	\$	200.00	
Receipts through 6/30/21	\$	0.00	
Total Available			\$ 200.00
Expenditures through 6/30/21			\$ -
Balance 6/30/21			\$ 200.00

Resident Tuition

Balance 7/1/20	\$	40,106.00	
Receipts through 6/30/21	\$	1,350.00	
Total Available			\$ 41,456.00
Expenditures through 6/30/21			\$ -
Balance 6/30/21			\$ 41,456.00

Restitution Middle School

Balance 7/1/20	\$	1,517.38	
Receipts through 6/30/21	\$	-	
Total Available			\$ 1,517.38
Expenditures through 6/30/21			\$ -
Balance 6/30/21			\$ 1,517.38

Restitution High School

Balance 7/1/20	\$	2,908.17	
Receipts through 6/30/21	\$	-	
Total Available			\$ 2,908.17
Expenditures through 6/30/21			\$ -
Balance 6/30/21			\$ 2,908.17

**FEDERAL GRANTS
FISCAL YEAR 2021**

Coronavirus Relief Fund

Receipts through 6/30/21	\$	785,926.00	
Expenditures through 6/30/21	\$	743,655.63	
Balance 6/30/21			\$ 42,270.37

Sped 94-142 Allocation FY21

Receipts through 6/30/21	\$	909,335.00	
Expenditures through 6/30/21	\$	956,690.89	
Balance 6/30/21			\$ -47,355.89

Sped 94-142 Allocation FY20

Receipts through 6/30/21	\$	44,035.11	
Expenditures through 6/30/21	\$	43,785.52	
Balance 6/30/21			\$ 249.59

Sped Early Childhood FY20

Receipts through 6/30/21	\$	100.00	
Expenditures through 6/30/21	\$	-	
Balance 6/30/21			\$ 100.00

Sped Early Childhood FY21

Receipts through 6/30/21	\$	18,401.00	
Expenditures through 6/30/21	\$	18,401.00	
Balance 6/30/21			\$ -

Teacher Quality FY21

Receipts through 6/30/21	\$	43,389.00	
Expenditures through 6/30/21	\$	43,937.32	
Balance 6/30/21			\$ -548.32

Teacher Quality FY20

Receipts through 6/30/21	\$	17,267.00
Expenditures through 6/30/21	\$	17,467.00
Balance 6/30/21	\$	-200.00

Title 1 FY21

Receipts through 6/30/21	\$	362,416.00
Expenditures through 6/30/21	\$	368,484.01
Balance 6/30/21	\$	-6,068.01

Title 1 FY20

Receipts through 6/30/21	\$	70,964.59
Expenditures through 6/30/21	\$	77,957.41
Balance 6/30/21	\$	-6,992.82

Sped Program Improvement FY21

Receipts through 6/30/21	\$	22,678.00
Expenditures through 6/30/21	\$	22,678.00
Balance 6/30/21	\$	-

Title IV FY21

Receipts through 6/30/21	\$	19,998.00
Expenditures through 6/30/21	\$	19,998.00
Balance 6/30/21	\$	-

ESSER I

Receipts through 6/30/21	\$	259,192.00
Expenditures through 6/30/21	\$	183,385.73
Balance 6/30/21	\$	75,806.27

Remote Learning Tech Grant

Receipts through 6/30/21	\$	51,229.00
Expenditures through 6/30/21	\$	54,668.00
Balance 6/30/21	\$	-3,439.00

Summer and Vacation Learning

Receipts through 6/30/21	\$	1,200.00
Expenditures through 6/30/21	\$	3,455.72
Balance 6/30/21	\$	-2,255.72

**TRUST FUNDS
FISCAL YEAR 2021**

Potter Fund

"To be used to promote music in the Dartmouth Public Schools"
At the discretion of the School Committee

Principal	\$	10,000.00	
Expendable Balance 7/1/20	\$	15,376.85	
Interest Income through 6/30/21	\$	3,415.13	
Total Available			\$ 18,791.98
Expenditures through 6/30/21			\$ -
Expendable Balance 6/30/21			\$ 18,791.98

Crapo Fund

"To be used for the benefit of public schools and children attending public schools"
At the discretion of the Board of Selectmen

Principal	\$	2,000.00	
Expendable Balance 7/1/20	\$	9,857.86	
Interest Income through 6/30/21	\$	1,595.79	
Total Available			\$ 11,453.65
Expenditures through 6/30/21			\$ -
Expendable Balance 6/30/21			\$ 11,453.65

Dartmouth Scholarship Trust Fund

To be used for student scholarship awards and for faculty performance awards -
Under the administration of the Superintendent of Schools - as prescribed in the
Trust documentation

Principal	\$	229,500.00	
Expendable Balance 7/1/20	\$	9,891.99	
Interest Income through 6/30/21	\$	32,216.27	
Total Available 6/30/21			\$ 42,108.26
Expenditures through 6/30/21			\$ -
Expendable Balance 6/30/21			\$ 42,108.26

Dartmouth Enrichment Fund

Principal	\$	119,000.00	
Expendable Balance 7/1/19	\$	67,724.55	
Interest Income through 6/30/20	\$	6,366.28	
Other Income through 6/30/20	\$	50,000.00	
Total Available 6/30/20			\$ 124,090.83
Expenditures through 6/30/20			\$ -
Expendable Balance 6/30/20			\$ 124,090.83

**REVOLVING ACCOUNTS
FISCAL YEAR 2021**

School Department Gift Account

Balance 7/1/20	\$	67,397.84	
Receipts through 6/30/21	\$	104,341.59	
Total Available 6/30/21			\$ 171,739.43
Expenditures through 6/30/21			\$ 68,186.04
Balance 6/30/21			\$ 103,553.39

School Department-After School Program-DMS

Balance 7/1/20	\$	72,637.81	
Receipts through 6/30/21	\$	-	
Total Available 6/30/21			\$ 72,637.81
Expenditures through 6/30/21			\$ -
Balance 6/30/21			\$ 72,637.81

High School Activity User Fees

Balance 7/1/20	\$	5,784.50	
Receipts through 6/30/21	\$	3,515.00	
Total Available 6/30/21			\$ 9,299.50
Expenditures through 6/30/21			\$ 0.00
Balance 6/30/21			\$ 9,299.50

High School Athletic Account

Balance 7/1/20	\$	2,240.31	
Receipts through 6/30/21	\$	45,255.00	
Total Available 6/30/21			\$ 47,495.31
Expenditures through 6/30/21			\$ -
Balance 6/30/21			\$ 47,495.31

High School Stadium Concessions

Balance 7/1/20	\$	15,603.00	
Receipts through 6/30/21	\$	-	
Total Available 6/30/21			\$ 15,603.00
Expenditures through 6/30/21			\$ 0.00
Balance 6/30/21			\$ 15,603.00

High School Music Fees

Balance 7/1/20	\$	2,159.50	
Receipts through 6/30/21	\$	10,900.00	
Total Available 6/30/21			\$ 13,059.50
Expenditures through 6/30/21			\$ -
Balance 6/30/21			\$ 13,059.50

High School Transportation Fees

Balance 7/1/20	\$	4,054.28	
Receipts through 6/30/21	\$	-	
Total Available 6/30/21			\$ 4,054.28
Expenditures through 6/30/21			\$ -
Balance 6/30/21			\$ 4,054.28

Sped - Circuit Breaker

Balance 7/1/20	\$	776,658.95	
Receipts through 6/30/21	\$	727,588.00	
Total Available 6/30/21			\$ 1,504,246.95
Expenditures through 6/30/21			\$ 781,819.82
Balance 6/30/21			\$ 722,427.13

Student Enrichment Revolving Fund

Balance 7/1/20	\$	36,672.15	
Receipts through 6/30/21	\$	29,757.50	
Total Available 6/30/21			\$ 66,429.65
Expenditures through 6/30/21			\$ 7,489.79
Balance 6/30/21			\$ 58,939.86

Cushman Pre-School Program

Balance 7/1/20	\$	303,589.05	
Receipts through 6/30/21	\$	105,575.00	

Total Available 6/30/21		\$	409,164.05
Expenditures through 6/30/21		\$	-
Balance 6/30/21		\$	<u>409,164.05</u>

School Transportation - Homeless

Balance 7/1/20	\$	117,913.35	
Receipts through 6/30/21	\$	-	
Total Available 6/30/21		<u>117,913.35</u>	\$
Expenditures through 6/30/21		<u>-</u>	\$
Balance 6/30/21			\$ <u>117,913.35</u>

Town Tax Gift Account

Balance 7/1/20	\$	6,362.41	
Receipts through 6/30/21	\$	1,123.24	
Total Available 6/30/21		<u>7,485.65</u>	\$
Expenditures through 6/30/21		<u>-</u>	\$
Balance 6/30/21			\$ <u>7,485.65</u>

School Choice Tuition

Balance 7/1/20	\$	505,822.82	
Receipts through 6/30/21	\$	631,532.00	
Total Available 6/30/21		<u>1,137,354.82</u>	\$
Expenditures through 6/30/21		<u>100,479.32</u>	\$
Balance 6/30/21			\$ <u>1,036,875.50</u>

School Cafeteria Revolving Account

Balance 7/1/20	\$	28,087.64	
Receipts through 6/30/21	\$	1,497,758.41	
Total Available 6/30/21		<u>1,525,846.05</u>	\$
Expenditures through 6/30/21		<u>1,196,718.18</u>	\$
Balance 6/30/21			\$ <u>329,127.87</u>

Dartmouth Public Schools
2021 Annual Report

Bonny L. Gifford, Ed. D., Superintendent

The Dartmouth Public School District continues to celebrate its many achievements. Because of the dedication of talented staff and students as well as a supportive community, we are able to build programs and create positive learning environments that promote success for all. Despite the challenges presented by the pandemic, we have remained committed to our mission to provide rigorous and challenging teaching and learning experiences to all students.

Since March of 2020, our leadership team has spent countless hours managing the day to day business of schooling in a pandemic while planning for and confronting uncertainty. During the COVID-19 pandemic, the Department of Elementary and Secondary Education (DESE) provided districts with numerous guidance documents beginning with the release of its “Initial Fall Reopening Guidance” on June 25, 2020. Over the past two years the guidance has continually shifted as we learned more about the virus and found better ways to manage the incredible complexities of running a school district while adhering to practices and protocols to keep staff and students safe. This work included participating in DESE’s Test and Stay program which added to the many challenges associated with COVID.

Although much time and energy was spent on dealing with the pandemic, the district continued to advance plans and initiatives that are future focused and innovative, and provide learners with opportunities to problem solve, create, collaborate, inquire, construct and question. Recognizing the mental and emotional strain placed on us over this difficult year, we enhanced our focus on social emotional health of our staff and students. This work will be ongoing throughout the new school year as we look forward to regaining a sense of normalcy.

We are pleased with our accomplishments over the past year and are excited about what the future holds for our students. On behalf of the entire district, I would like to offer my thanks to all who contribute to ensuring the continued success of our schools. I am confident that the work that is in motion will continue to strengthen the Dartmouth Public School System, providing essential support to move us from “good to great to exemplary” and ensure our district remains a Beacon of Educational Excellence.

Curriculum, Instruction & Student Achievement

Tracy Oliveira, Director of Teaching and Learning

Dartmouth Public Schools' Annual Report of Teaching and Learning reflects on the significant accomplishments of the past year and the history and growth of our organization. The Office of Teaching & Learning is responsible for envisioning, planning, and directing the implementation of curriculum and instruction, assessment, and professional learning. The major objectives of the Office of Teaching and Learning continue to include:

- Aligning Dartmouth Public Schools' curriculum to Department of Elementary and Secondary Education's (DESE) current frameworks
- Ensuring that skills, concepts and topics align from one grade to the next eliminating any gaps and reducing redundancies
- Managing Rubicon/Atlas, Dartmouth Public Schools online curriculum management platform, with unit designs, lesson plans, instructional materials, and assessments
- Ensuring each teacher is equipped with core and specialized materials and resources, so all students can access the curriculum content
- Organizing and delivering professional learning for teachers and support staff
- Enhancing teachers' expertise by providing multiple opportunities for teacher collaboration across schools through professional and curriculum development work
- Guiding and supporting teachers, instructional coaches and administrators in the implementation of research-based instructional practices
- Collaborating with Special Educators and teachers of English Language Learners to ensure maximum accessibility for students
- Reviewing data sources for evidence of student growth and making appropriate adjustments
- Developing and maintaining the Dartmouth Public Schools Title I Program
- Organizing the teacher induction and mentoring program to provide comprehensive supports to prepare, support, and retain effective educators
- Oversees aligning DESE Digital Literacy Computer Science standards in order to ensure all students have the opportunity to master the digital literacy standards along with the process for software acquisition, alignment to curriculum.

The Office of Teaching and Learning actively cultivates a culture of equity and excellence by creating and sustaining curriculum and instructional practices that lead to high quality learning and growth for each and every student. Along with curriculum, the Office of Teaching and Learning emphasizes the importance of Social Emotional Learning and building relationships. A special emphasis has been placed on expanding diversity in our resources. Books have been

purchased for our school and classroom libraries that not only have the potential to entertain, foster a love of reading, but also inform while also affirming the multiple aspects of students' identities and exposing them to the values, viewpoints, and historical legacies of others.

The unusual year of 2021, Dartmouth Public Schools continued to engage in evolving and adapting teaching and learning during school closure and remote learning. As we prepared for this unprecedented time, Dartmouth Public Schools continued to focus on the growth of all students and educators. Teacher and student feedback and community survey data to redesign our curriculum, adapt and create new teaching materials, and design new professional learning opportunities to enhance the capacity of our teachers. Also, we are exploring and researching strategies to meet instructional goals by creatively organizing space, using new tools for collaboration and communication and fostering deeper relations that help bridge physical distance.

Although our instruction looked and felt different our instructional impacts are still purposeful, intentional, targeted and relevant. We continue to build educational experiences using personalized and blended learning. Our vision of “creating a rigorous, relevant, and risk rewarding culture that fosters ingenuity and curiosity, inspires collaboration and exploration beyond borders, and consequently develops employable, responsible citizens, who live interesting lives’ still holds true.

The Office of Teaching and Learning applied for and was awarded a grant for English Language Arts and Math Acceleration Academies. These Acceleration Academy took place in late August and was a week-long academic program designed to accelerate student learning through engaging, standards-aligned lessons that meet the specific academic needs of students participating in the program. The Academy focused on a specific content area and students who attend the Academy received the equivalent of approximately one extra month of learning in one week. Under the direction of the Director of Teaching and Learning, the Acceleration Academy Facilitators and Instructional Coaches, the Math and ELA Academy grade level teachers developed engaging, collaborative, hands-on learning experiences centered on grade appropriate foundational skills and student engagement with complex text that were aligned to a limited number of grade level standards. Approximately 200 students attended the Acceleration Academy classes and were provided targeted support to master grade-level standards and accelerated learning opportunities.

As we prepared to welcome our students to the 2021-2022 school year, Dartmouth Public Schools utilized the Acceleration Roadmap tool from the Massachusetts Department of Elementary and Secondary Education (DESE). This roadmap was designed to provide a focused and phased approach to supporting students as they returned to school. Dartmouth Public School aligned our District and School Strategic Improvement Plans to the three overarching priorities

in the DESE Acceleration Roadmap. The priorities, developed by DESE and adopted by DPS, are grounded in research and were developed through extensive stakeholder feedback.

- Foster a sense of belonging and partnership among students and families
 - Engage students, families & community organizations
 - Approach engagement with a focus on equity
 - Acknowledge cultural differences through communication & sensitivity
- Continuously monitor students' understanding
 - Identify unfinished learning that needs to be addressed & how
 - Utilize grade level materials & tasks with targeted scaffolds
 - Identify highest priority prerequisites
- Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed
 - Provide consistent access to grade-appropriate assignments
 - Use strong instructional practices
 - Address unique needs of ELLs & students with disabilities

In adopting these priorities, DPS would approach unfinished learning and gaps in knowledge with Learning Acceleration Approach vs the Traditional Remediation Approach. A Traditional Remediation Approach, students go back grade levels to master what was missed, starting the school year with months of prior content. In a Learning Acceleration Approach, all students receive consistent access to grade-level work with targeted scaffolds to make content accessible. The philosophy of the Learning Acceleration Approach is centered on:

- Students accessing grade-appropriate work with the right supports
- Strategically preparing students for success in the present
- Past concepts & skills are taught in context of grade level learning
- Does not equal racing through curriculum
- Provides time to engage meaningfully with grade appropriate work
- Requires frequent monitoring and data collection
- Provides just in time support through scaffolds & interventions

To accomplish this acceleration approach school administration partook in examining student data and diagnosis and completed a self-assessment that lead to action steps. Some examples of action steps included:

- Adjusted scope and sequence for all subject areas to include time to collect ongoing data on what students know and were able to do then incorporating the scaffolding strategies students need to be successful with upcoming content.

- Formative assessments and just in time supports/interventions will be used to check for understanding and inform and adjust instructional practices
- Review student data and create action plans to close learning gaps

The focus of our Professional Development continued to be providing opportunities for our faculty and staff to further their own content and pedagogical knowledge. Emphasis was placed on time for teacher collaboration to discuss/develop/adjust common benchmark assessments, analyze student work to inform and adjust instructional practices, and continue to embrace blended, personalized and project-based learning as core instructional strategies. The Dartmouth Public Schools Professional Development Site was maintained and updated. Along with information regarding DESE certification requirements and DPS PD plans, this site is a bank of professional development activities ranging in content and style. During this ever-changing and fluid time, The Office of Teaching and Learning continued maintaining the goal of providing staff opportunities to obtain Professional Development Points for re-licensure with choice and flexibility. Instead of offering face to face PD, teachers are able to participate in research based PD online. Early Release Day Professional Development Strands were organized a little differently and staff members were able to create a PD plan with self-selected topics that align to their Educator Plan, Individual Professional Development Plans (IPDP) or re-licensure needs.

During our October Early Release Day, Dr. Adolph Brown delivered a keynote presentation entitled “All Means ALL, Cultivating Inclusion, Unlearning Implicit Bias and Inspiring Equity.” Dr. Brown was scheduled to speak at DPS for our keynote Back to School PD to kick off our school year 20-21. Due to health guidelines, we had to reschedule for this year. Staff feedback was extremely positive for Dr. Brown’s interactive dynamic and uplifting presentation that addressed hidden forces of our Blind Spots and Implicit Biases that shape our opinions, attitudes, perceptions and decisions about others. Doc’s presentation provide staff with motivation and knowledge to stay focused, motivated and inspired to overcome personal beliefs, prior expectations, and anchors.

The school year 2021-2022 welcomed 34 new teachers and one new administrator to Dartmouth Public Schools. New teachers participated in Project TIME (Teacher Induction and Mentoring Experience.) for their first year at DPS. During the summer, the group met for a multi-day program customized to enhance new folks understanding of Dartmouth’s learning expectations, culture and resources. During the school year the group continues to meet once a month to discuss a variety of issues including culture, curriculum, teaching and learning. As always, veteran teachers assumed the role of mentors for newer teachers, forming professional relationships that benefit both new and veteran teachers.

The Office of Teaching and Learning is committed to creating an educational environment with structures to support collaboration, personalized learning and innovative instruction for the

purpose of supporting students to grow and become knowledgeable, problem solving, productive citizens.

Finance and Facilities

James A. Kiely, Assistant Superintendent of Finance and Operations

Finance

The Dartmouth Public Schools is committed to providing a quality education for all learners. To support this mission, the fiscal year 2022 budget was aligned with the District Strategic Improvement Plan and prepared based on need and maximizing impact on student achievement. This budget incorporated a 3.5% increase over the fiscal year 2021 budget. Per pupil spending is currently 15% below the state average and in the bottom 13% of districts statewide.

The impact of the Covid-19 pandemic created unanticipated costs in many areas of our operation. Federal funding has been utilized to minimize the impact to our operating budget. The uncertainty regarding the conclusion of the pandemic will continue to have financial implications on the fiscal year 2022 and possibly the fiscal year 2023 budgets.

Preparation of the fiscal year 2023 budget is currently underway. Administrators have submitted a needs based budget focusing on student achievement as articulated in the District and School Improvement Plans and supported by data and evidence. Communication of these needs, strategic goals and objectives will enable informed decisions to be made regarding support for education.

Facilities

During 2021, the Dartmouth Public Schools undertook several capital improvement projects: The Dartmouth Memorial Stadium Renovation Project continued with further design of the next phase focusing on accessibility, the stands, concourses, concessions, storage and site. Technology improvements were completed at several schools. Refurbishment of selected classrooms at the Middle School was completed including flooring, painting, ceiling, and lighting. Flooring was replaced in areas of several schools. Efforts to increase energy efficiency were continued with Middle School boiler replacement. Bleacher replacement was completed at the Middle School and Quinn School.

The Capital Improvement Planning (CIP) Committee, Finance Committee and Town Meeting approved funding for several projects at the spring and fall Town Meetings: HVAC upgrades for all schools, flooring replacement at several schools, grease trap replacement, parking lot paving,

Dartmouth High School auditorium AV and lighting, interior and exterior painting, vehicle replacement and furniture replacement.

SPECIAL EDUCATION

Elizabeth Cabral-Townson, Pupil Support Services Administrator

During the 2020-2021 school year, the Special Education Department continued to provide high quality specialized instruction and related services to students with disabilities, all while adhering to the unique modifications required by the COVID-19 pandemic. For the 2020-2021 school year, the District needed to alter our traditional learning environment in furtherance of health and safety, protecting staff and students from COVID-19 illness and exposure.

The school year began with a hybrid learning model for most students, where our learners were in-person for 50% of the week and learning remotely at home for 50% of the week. For students with disabilities, special education services occurred both in-person and virtually, using Zoom or Google Meet. Service providers collaborated frequently with parents and families in order to ensure that students' needs were met. While the provision of virtual special education services was challenging at times, our staff showed incredible flexibility and resilience, leading to academic and social gains for our students.

Students with disabilities who were identified as high needs were able to attend school in-person every day beginning in September 2020. Students enrolled in one of our specialized programs (PALS, PASS, or PATHS) had extensive services and disability-related needs that required fully in-person instruction at the beginning of the year. Additionally, some students who were not in a specialized program were identified as high needs through the Individual Education Plan Team process. These students were able to attend school five days a week in-person beginning on the date that the Team made the determination that it was required.

In December 2020, the District conducted a Preschool Program Evaluation, which included in-person visits and virtual focus groups and interviews. Evaluators from the Southcoast Educational Collaborative evaluated our preschool programming, focusing on service delivery, curriculum, and staffing. In their final report, the evaluators commended the District for our commitment to professional development, use of social/emotional programming, adherence to COVID-19 protocols, and our highly skilled service providers. Recommendations in the report included professional development focused on preschool, creation of a workgroup to review curriculum, and consideration of a more restrictive service delivery model for high needs students. The results of the preschool program evaluation were shared with the School Committee on March 8, 2021.

Due to the challenges of adhering to COVID-19 protocols and procedures, the District hired an additional nurse during the 2020-2021 school year. This nurse, an RN, served as an additional support to all buildings as we navigated through contact tracing and documentation related to COVID-19. She also served as a support to the nurses who were assisting students and staff who tested positive for COVID-19.

While students were coming to school in-person during the 2020-2021 school year, it was important that the District adhere to health and safety guidance by limiting the number of in-person visitors to the schools. As a result, IEP Team meetings continued to be held virtually via Zoom or Google Meet. Team members were sent a meeting invitation with the link to the meeting, and all Team members participated in the meeting virtually. Teachers and service providers would participate from their classrooms or offices, and parents/guardians would participate from their homes or offices. Since parents and staff were familiar with virtual Team meetings from the spring of 2020, this process was seamless in the 2020-2021 school year. Team members continued to have collaborative discussions in order to meet students' unique needs. Many parents indicated that the virtual Team meeting was helpful, because meetings were more streamlined and time was not lost traveling to and from the school.

Our district summer programming took place from July 12, 2021 through August 6, 2021 under the direction of Elizabeth Cabral-Townson. Our summer program was conducted using a fully in-person model for all students, which led to increased participation. The health and safety precautions from June 2021 were in place for the summer program, so students and staff were required to wear masks throughout the day. Dartmouth High School continued to offer a credit recovery program for students, which was also conducted in-person.

The Dartmouth teachers, related service providers and support staff working in the field of special education worked tirelessly during the 2020-2021 school year to meet the needs of our students. While the COVID-19 pandemic changed the landscape of our traditional educational model, students were able to demonstrate growth due to the dedication of our staff members.

Health, Physical Education & Athletics

Andrew Crisafulli, Director of Health, Physical Education and Athletics

ATHLETICS

The philosophy of athletics at Dartmouth High School is to teach our student-athletes the proper values that can be derived from competing in an interscholastic contest. These include patience, courage, integrity and inner strength. Our athletic programs also teach the ability to handle victory in an appropriate manner and to cope with the adversity when unsuccessful. We also

work to develop an awareness of teamwork, sportsmanship, and unselfishness as goals of all of our interscholastic teams.

Dartmouth High School is a member of the Southeast Conference (SEC); 21 of our 24 sports programs compete as a member of the SEC against Bridgewater – Raynham Regional High School, New Bedford High School, BMC Durfee High School and Brockton High School.

In 2020-21, COVID-19 forced a restructure of the traditional athletic seasons (Football, Fall Cheerleading and Unified Basketball were all moved to the “Fall II”, which began in late February 2021). There was no traditional MIAA state tournament in the Winter and Fall II of 2020-21, but returned for the Spring 2021 season. In lieu of the state tournament, the SEC hosted/organized its first ever boys and girls conference tournament.

Overall in 2020-21, Dartmouth High School Athletics offered 24 varsity programs, with all competing at the interscholastic level in the Southeast Conference. These programs are made up of 24 teams and compete at the Varsity, Junior Varsity, and Freshman levels. These athletic teams served over 430 students and these teams participated in over 700 athletic contests.

Present Sports and Levels at Dartmouth High School

Winter Sports

Boys Basketball – Varsity, Junior Varsity, Freshman

Girls Basketball - Varsity, Junior Varsity, Freshman

Ice Hockey - Varsity, Junior Varsity

Girls Indoor Track - Varsity, Junior Varsity

Boys Indoor Track - Varsity, Junior Varsity

Fall II Sports

Football - Varsity, Junior Varsity, Freshman

Cheerleading - Varsity, Junior Varsity

Girls Outdoor Track - Varsity, Junior Varsity

Boys Outdoor Track - Varsity, Junior Varsity

Unified Basketball - Varsity

Spring Sports

Baseball – Varsity, Junior Varsity, Freshman

Softball - Varsity, Junior Varsity

Girls Lacrosse – Varsity, Junior Varsity

Boys Lacrosse - Varsity, Junior Varsity

Girls Tennis - Varsity, Junior Varsity

Boys Tennis - Varsity, Junior Varsity
Girls Outdoor Track - Varsity, Junior Varsity
Boys Outdoor Track - Varsity, Junior Varsity
Unified Outdoor Track - Varsity
Sailing - Varsity, Junior Varsity

Fall Sports

Boys Cross Country - Varsity, Junior Varsity
Girls Cross Country - Varsity, Junior Varsity
Field Hockey - Varsity, Junior Varsity
Football - Varsity, Junior Varsity, Freshman
Golf – Varsity, Junior Varsity
Boys Soccer - Varsity, Junior Varsity, Freshman
Girls Soccer - Varsity, Junior Varsity, Freshman
Volleyball - Varsity, Junior Varsity, Freshman
Cheerleading - Varsity, Junior Varsity

Synopsis of Sport Seasons

Winter 2020-2021

Our Boys Basketball team finished the season with a 0-9 overall record, qualified for the SEC Tournament. The team faced New Bedford in the first round and lost 54-52. Cole Pimental was the team's Dave Cowens Award nominee.

Our Girls Basketball Team posted a 3-7 overall season record, qualified for the SEC Tournament. The team defeated Brockton in the first round before being eliminated by Bridgewater-Raynham 61-24. Audrey Morin was the team's Dave Cowens Award nominee.

Our Ice Hockey Team finished the season 7-3-1 overall record, 2-2 in the SEC, including a game split with rival Bishop Stang. There was no postseason SEC conference tournament.

The Dartmouth High School students chosen as Winter 2020-21 SEC All-Stars were:

Boys Basketball – Cole Pimental, Hunter Matteson

Girls Basketball – Kasey Oliver, Ava Crane

Ice Hockey – Sam Canniff, Kyle Charbonneau, JP Kerney, Reid Martin, JC Frates, Nick Howarth

Fall II - 2021

Our Football team posted a 2-3 overall record (1-3 SEC) with a league victory over rival New Bedford. The team competed in only one non-conference game, which was an overtime win vs East Bridgewater 22-20.

Our girls winter track participated in 4 virtual track meets (due to COVID-19 restrictions). The team was led by captains Mia Clark, Lauren Nielson and Kyleigh Wheaton.

Our boys winter track participated in 4 virtual track meets (due to COVID-19 restrictions). The team was led by captains Aiden Morgado, Mark Good and Eric Litos

Football - Will Kelly, Ethan Marques, Baron Dutra

Boys Indoor Track – No League All-Stars Selected

Girls Indoor Track – No League All-Stars Selected

Spring 2020

Our Boys Tennis team finished with an overall record of 11-2 (8-0 SEC) and were deemed SEC League Champions. The team earned #3 seed in the MIAA D2 South Tournament and lost in the first round to Westwood 1-4.

Our Girls Tennis team finished with an overall record of 8-4 (6-2 SEC), earned a #2 seed in the SEC Tournament and defeated Bridgewater-Raynham 3-2 to win the Conference Tournament. The girls earned the #10 seed in the MIAA D2 South Tournament and lost to 0-5 in the first round.

Our Softball team finished with a 8-5 overall record (5-3 SEC), good enough for the #2 seed in the SEC Tournament. The girls were eliminated by New Bedford in the SEC semifinal. The team earned #12 seed in the MIAA D1 tournament, defeating Hingham in the preliminary round before losing to Plymouth North 12-8 in the first round.

Our Baseball team finished with a 6-8 overall record (4-4 SEC) and qualified as the #4 seed in the SEC Tournament, defeated Durfee before losing to Bridgewater-Raynham 4-2 in the final. The team earned the #14 seed and lost in the first round to Whitman-Hanson 2-0.

Our Boys Lacrosse team finished with a 4-7 overall record (4-2 SEC). There was no conference tournament and the team did not qualify for the state tournament.

Our Girls Lacrosse team finished with a 9-3 overall record (6-0 SEC). The girls earned the top seed in the SEC Tournament and defeated New Bedford for the league championship. The team earned #6 seed in the MIAA D1 South Tournament and lost in the opening round to Needham 16-4.

Our Girls Outdoor Track team finished with a 4-0 SEC League record and second in the SEC Outdoor Track Championship. The team was led by captains Mia Clark, Lauren Nielson and Kyleigh Wheaton.

Our Boys Outdoor Track team finished with a 2-2 SEC League record and third in the SEC Outdoor Track Championship. The team was led by captains Mark Good, Cole Perry, Cameron Teves and Aiden Morgado.

The Winter Cheer (COVID movement) team participated in two competitions (Eagle Invitational and MSAA Regional Championship) and finished in 3rd place and 8th place respectively.

The Unified Track team competed in five meets, in addition to the South Sectional Regional Championship.

Our Sailing Team finished with an overall record of 5-1 with impressive wins vs BC High and Martha's Vineyard. This season was the first for new head coach Chris Murray.

Boys Tennis - Justin Kearney, Dylan Marshall, John Carnes

Girls Tennis - Jaffa Heryudono, Nayan Bala

Softball - Samara Turgeron, Hannah Bouvier, Liliana Gioiosa, Ava Rymaszewicz

Baseball - Landon Soares, Ethan Marques, Harvey Berube

Boys Lacrosse - John Gamache, Baron Dutra

Girls Lacrosse - Kelly Medeiros, Kristen Medeiros, Kate Sequin, Molly Rioux, Meredith Sylvia

Girls Outdoor Track - Mia Clark, Kyleigh Wheaton, Hannah Wheelden, Madison Stott

Boys Outdoor Track - Kevin Kiser, Aiden Morgado, Jacob van Zyl, Michael van Zyl

Fall 2021

Our Girls Soccer Team finished the season with a record of 12-4-3 (7-1 SEC) and were SEC league co-champions. The team earned the #23 seed in the new MIAA D2 statewide tournament, losing to Masconomet 0-4 in the first round.

Our Volleyball Team finished the season with a 18-4 overall season record (7-0 SEC) and were SEC league champions. The team earned the #8 seed in the new MIAA D2 statewide

tournament, defeating first and second round opponents Dracut and Canton respectively before being eliminated by Westboro 1-3 in the elite eight round.

Our Boys Cross Country Team posted a 2-3 overall record (2-2 SEC) and competed in the SEC League Championship at Wrentham Development Center. In addition to the SEC Championship, many student-athletes qualified for MSTCA and MIAA events/championships.

The Girls Cross Country Team posted a 4-1 overall record (3-1 SEC) and competed in the SEC League Championship at Wrentham Development Center. In addition to the SEC Championship, many student-athletes qualified for MSTCA and MIAA events/championships.

Our Field Hockey Team finished the season with a 15-2-3 overall record (6-0-2 SEC) and were SEC league champions. The team earned the #11 seed in the new MIAA D2 statewide tournament, defeating Silver Lake before being eliminated by Danvers 3-1 in the second round.

Our Golf Team finished the season with a 11-5 overall record (6-2 SEC) and competed in both the SEC League Championship at Fall River Country Club (second place finish) and the MIAA D2 State Sectionals at Easton Country Club (seventh place finish).

Our Boys Soccer Team finished this year with a 7-9-2 season record (0-5-1 SEC). The team earned a #32 seed in the new MIAA D2 statewide tournament, defeating North Attleboro in the preliminary round before falling to top seeded East Longmeadow 1-3.

Our Football Team finished the year with a 7-4 overall record (2-2 SEC). The team earned a #11 seed in the new MIAA D3 statewide tournament and lost to Milton 45-21 in the first round. Will Kelly was the team's Otto Graham nominee.

Our Unified Basketball Team finished the year with a 4-3 overall record and competed in the MIAA South Sectional Tournament at Durfee High School. The program had a total of 22 participants.

Our Cheerleading Team competed in three cheer competitions this season, finishing within the top five in all three (SEC Championship, Tri-County Invitational and MSAA South Regional Championship at Marshfield)

The Dartmouth High School students chosen to Fall 2021 SEC All-Stars by Sport were:

Boys' Cross-Country – Elajjah Monteiro, Samuel Shrestha

Girls Cross Country - Serena Carnes, Kaitlyn DaSilva

Field Hockey - Abbie Zuber, Emma Tetrault, Kathryn Lancaster, Samantha Souza, Grace Haskell

Golf - Keegan Humason, Chase Guilherme, Luke Medeiros

Boys Soccer – Cory Melo, Jonah Correia

Girls Soccer- Sophia Gioiosa, Alexia Almeida, Katherine Smith, Meredith Sylvia, Aileen Boyle

Volleyball- Ava Crane, Sorelle Lawton, Lauren Augusto, Gabriella Velazquez

Football - Will Kelly, Ethan Marques, Patrick Crane, Baron Dutra

2020-2021 Athletic Department Awards

Student Athlete Award

Male - John Kerney

Female - Kelly Medeiros

Athlete for All Seasons

Mia Clark

John Gamache

Mark Good

John Kerney

Kevin Kiser

Audrey Morin

Lauren Nielson

Emmie Parker

Cole Perry

Owen Quigley-Mello

Jennifer Scott

Katelyn Sullivan

Jacob van Zyl

Michael van Zyl

HEALTH AND PHYSICAL EDUCATION

Elementary Schools:

- Our elementary health and physical education teachers are Jodi Donahue, Peter Lavin, Katie Schmich, Paul Pavao, Robin Mayo and Mary Beth Richardson. The staff worked diligently during the school year, delivering in-person instruction and meaningful lessons while combating COVID-19 challenges. Teachers continued to adjust the curriculum in

an effort to enable students to partake in appropriate activities, while aligning with health and safety guidelines.

Dartmouth Middle School:

- Our middle school staff consists of teachers Jeff Kocur, Sam Madden, Rachel Lassey and Chris Tullson. The staff worked diligently during the school year, delivering in-person instruction and meaningful lessons while combating COVID-19 challenges. Teachers continued to adjust the curriculum in an effort to enable students to partake in appropriate activities, while aligning with health and safety guidelines.

Dartmouth High School:

- At our high school level, we have five teachers: Mike Frates, Mark Gaffney, Maria Kelly, Scott Richards and Andrew Medeiros (Nicole Simas was a new hire for the 2021-22 school year). The staff worked diligently during the school year, delivering in-person instruction and meaningful lessons while combating COVID-19 challenges. Teachers continued to adjust the curriculum in an effort to enable students to partake in appropriate activities, while aligning with health and safety guidelines.

MUSIC

Ian Flint, Director of Music

Elementary

Teachers for elementary music include William Silva who taught at Quinn in the spring and Potter in the fall; Marielle Manchester taught at DeMello, Potter and Cushman in the spring; Monique Cellemme taught at DeMello school and Shirley Byers taught at Quinn and Cushman in the Fall. There were a number of excellent long-term substitute teachers including Charlene Monte, Rhonda Matson and Marianne Oien that helped with class coverage during Covid. Students in Pre-K to 5 continue to study topics in vocal and general music with a focus on standard musical notation. Mrs. Byers, Mrs. Cellemme, and Mr. Silva collaborated on planning new content for distance learning, including creating video lessons for grades PK to 5. Mrs. Cellemme created Google Forms for students to respond to her lessons. All 3 elementary schools were able to have December concerts including the 4th grade chorus and 5th grade band and strings. In the spring 5th grade instrumental students were provided with after school lessons to begin instruments and in the fall they resumed a normal in person lesson program for all 5th grade students.

John Sousa, Tyler Kingsland, and Thomas Aungst will continue as the band instructors and Heather Church and Michael Daniels will continue as the string instructors for the elementary program.

Middle School

Spring of 2021 instrumental lessons were provided in small, distanced groups in order to adhere to Covid protocol. In the fall of 2021 instrumental classes were able to resume preparations for performances.

Ms. Thomas is the choral teacher for grades 6, 7, and 8 and is also the musical director for the Middle School Theatre Company. Her 2021 details are as follows:

- Spring 2021: 4 students participated in a virtual Jr. District Chorus.
- Fall 2021: Started a new after school program: Pop Choir in collaboration with Sam Bianco at the middle school.
- Fall 2021: Helped with Harmonix at the high school.
- Fall 2021 Worked with Drama Club after school program on singing and audition techniques.
- Fall 2021: Prepared music for Drama Club Production this coming Spring.
- Fall 2021 - Prepared Students for Jr. District Chorus Audition on Fridays.
- Piano Lessons - Virtual Recital June 2021
- Substitute Pianist – First Congregational Church, Fairhaven & The Congregational Church of South Dartmouth
- Member of the choir at The Congregational Church of South Dartmouth

The Music Department continues to offer General Music, Chorus, Strings, and Band (Wind and Percussion instruments) as options for students to meet the music requirement as part of their yearly DMS course load. All teachers within the music department have faced and met the challenges associated with teaching General/Instrumental music during the Covid-19 pandemic. In the face of these many challenges, the program has continued to provide its students with opportunities to grow and learn.

Our General Music instructor, John Furtado, has made progress towards subtly revamping the middle school general music curriculum and provides engaging instruction to a wide range of learners, with lesson topics ranging from contemporary pop/rock music and musicians to the music and musicians who set the foundations for western music (Bach, Mozart) and traditional American music (John Philip Sousa).

Ms. Church and Mr. Daniels have taken many extra steps to ensure they provided their students with optimal support during our remote and hybrid phases. They have compounded their efforts in remotely supporting students with the addition of “Essential Elements Interactive” which is a

supplemental online resource to go along with the coursework currently utilized by their students. While many local programs have struggled to continue offering instrumental music during the school day, the DMS strings program continues to grow. The string program presented virtual concerts in the spring of 2021 to provide performance opportunities for their students.

The four DMS Band teachers Mr. John Sousa (Flute, Clarinet); Mr. Tyler Kingsland (Low/Mid Brass, Saxophones); Mr. John Furtado (Trumpet) and Mr. Thomas Aungst (percussion) have continued to provide instruction and support at a level congruent with previous years. Through the pandemic, they provided regular group and individual instruction. Full in person instruction resumed in the spring of 2021 and continued through the fall culminating in December concerts.

Several of our middle school students took part in our Fall 2021 competitive Marching Band program.

Southeast Junior District Virtual Auditions

The following students have submitted video auditions for the Southeast District Chorus, Orchestra, or Band:

Juliana Carrico, Noah Clark, Brady Edgcomb, Maya Fowler, Seth Gates, Asher Gelinas, Joseph Leone, Andrew Moniz, Siena Parsons, Mariele Turner, Noah Veloso, Julian Yarmac, Jonas Chen, Ryan Church, Mohamad Hijazi and Will Jordan

High School

The marching band was once again USBands National Champions and NESBA Champions scoring the highest score of the season in both competitive circuits. They had a very successful return to a normal competitive band season. They also participated in the Dartmouth Memorial Day Parade and New Bedford Veterans Day Parade.

Our indoor performing groups, winter color guard (JV and Varsity) and indoor percussion participated in a virtual season through WGI.

Concerts for all high school performing ensembles occurred in May with distanced audience members. Also, in October the orchestra and chorus programs presented a Halloween concert. In December we saw the return of the high school Holiday Pops concert which featured all of our high school performing ensembles.

The Band program is under the leadership of Ian Flint. Thomas Aungst, Tyler Kingsland and John Sousa assist the band program. Michael Rayner is the drill designer. Other fall staff include Brandon Carrita, Marissa Arponen, David Mills, Jocelyn Jerome and Brandon Chan. The

color guard is directed by Addison Kaeterle and assisted by Anthony Cabral, Alex Grover and Samantha Hussey. Additional color guard staff include Marla Cohen, Courtney Parkinson, Courtney Felix, Kasie Le and Tracy Higgins.

The Chorus program was under the direction of Shirley Byers in the spring semester, she was filling a vacancy and sustained a quality choral program through Covid. In the fall Samuel Bianco was hired as the new high school choral director.

- Chorus rehearsed and performed in the Halloween concert with the Orchestra
- Developing curriculum/lesson plans for potential new course offerings including History of Broadway, and Class Voice.
- Hosted a student teacher from UMASS Dartmouth
- Joined Ms. Tara Thomas to start a middle school “Pop Choir” as part of the middle school after school program.
- Harmonix performed the National Anthem at the Thanksgiving pep rally.
- Helped put together and rehearse for DTV program “DHS Masked Singer”.
- Performed in DTV program “DHS Masked Singer Holiday Staff Edition”.

Senior District Virtual Festival

The following students were accepted based on their virtual audition score to the Southeast Senior District Festival Chorus, Band, or Orchestra:

Alexandra Cojocar, Colby Edgcomb, Ella Gibson, Olivia Jasmin, Joshua Moniz,
Owen Scieszka and Lauren Sullivan

Massachusetts All State Virtual Auditions

These students were selected to virtually audition for the Massachusetts All State Festival. This was based on their high District score:

Alexandra Cojocar, Ella Gibson, Olivia Jasmin, Joshua Moniz and Owen Scieszka

Dartmouth School Music Association

The Dartmouth School Music Association (DSMA) continues to be the major support group for the music department, especially the band who assumes the most active role. They provide support for most of our concerts and invitational events. The DSMA sponsors the operational budget for both the Indoor Color Guard and Percussion. They maintain a tractor trailer and box truck to move equipment to local and national events and pay all expenses for fuel, repairs, and insurance. The DSMA also organizes most of our fundraising as well as staffing a large

concession stand at Dartmouth Memorial Stadium and at Gillette Stadium. The DSMA helps fund travel expenses for students in need and provides scholarships to senior member students. Mr. Russ Benoit was the president for 2021.

Dartmouth High School

Ross Thibault, Principal

2021 marked the second year of the global COVID-19 pandemic. The impact COVID-19 has had on education across the Commonwealth of Massachusetts and the Dartmouth community is undeniable. Faculty, students, staff and parents demonstrated remarkable resiliency and innovation in responding to the worst global health crisis since the 1918 Spanish Flu pandemic.

Throughout 2021, Dartmouth High School remained fluid and flexible using several different models of instruction. The 2021 calendar year began with Dartmouth High School returning from winter vacation in a fully remote learning model. Faculty and students followed our traditional schedule while logging onto Google Meet from home to engage in the curriculum remotely. By February 2021, Dartmouth High School had returned to a Hybrid Learning model which featured students reporting to school in cohorts. Each cohort alternated between in-person learning and logging on to Google Meet from home. This learning model while allowing students to continue to progress through the curriculum proved challenging for many.

Athletics was not immune to the challenges posed by the COVID-19 pandemic. Several sports were postponed from the time they were normally played to the “Fall 2 Season” which occurred between the traditional winter athletics and spring athletics. As a result of the hard work of our Athletic Department, student-athletes on the Cheerleading, Football, and Indoor Track teams were able to participate in the sports they love while wearing masks and adhering to other protocols put in place to mitigate the spread of COVID-19.

Similar alterations and safety precautions were implemented in areas related to performing arts. As a result, students in our music program continued to be able to compete in virtual competitions which were filmed ahead of time and submitted for evaluation. Similarly, the DHS Theatre Co. produced *We Will Rock You* while our actors and actresses donned masks and performed before limited guests.

In order to help turn the corner in the quest to defeat the COVID-19 virus, Dartmouth High School and Dartmouth Public Schools personnel assisted the Dartmouth Board of Health in serving as a mass vaccination site. During the months of January and February, the Carlin Lynch Activity Center was transformed on nights and Saturdays to serve as a vaccination clinic for first responders and other eligible community members. Vaccinating citizens was a first step in being

able to begin the process of returning to some sense of normalcy. As a result of our efforts as a community and across the commonwealth, a return to full in-person learning was phased in across the district beginning in April. All students at Dartmouth High School were invited back to full in-person learning 5 days per week beginning on May 13, 2021. While most students returned to the in-person learning model, Dartmouth High School had approximately 150 students who opted to finish the year fully remote as part of the DHS Virtual Learning Academy.

In addition to our full return to school, a number of traditional end-of-year events were slowly phased back into the educational experience at Dartmouth High School. The Dartmouth High School administrative team along with the Class of 2021 Advisors implemented its “21 for ’21” campaign starting just prior to April vacation. The campaign featured 21 events designed to honor and celebrate the Class of 2021. Events included traditional end-of-year events such as the Scholarship and Awards evening, the Prom, and the Class of 2021 Commencement Exercises in addition to new events such as the “Senior Sunset” where members of the Class of 2021 gathered on Round Hill Beach the evening before graduation as the sun set on their time together as Dartmouth Public Schools students. Other events included the Senior Picnic, an Ice Cream social, and drive-in movie night as well as the 2nd Rolling Parade.

June 6, 2021 marked the traditional rite of passage for more than 250 Dartmouth students as they graduated from Dartmouth High School. The Commencement Exercises were held outdoors at Dartmouth Memorial Stadium in order to ensure a safe in-person graduation ceremony could take place. On the hottest day of the year, members of the Class of 2021 (listed below) gathered to mark the end of their journey as Dartmouth Public School students. The Class was addressed by Dartmouth High School Principal Mr. Ross Thibault, Class Valedictorian Ms. Sarah Hartman, Class of 2021 President Christian Gwozdz-Silveira and keynote speaker English Teacher, Mr. Wesley Lima. A consistent theme in each of the addresses was the perseverance the class had demonstrated in reaching their high school graduation despite the COVID-19 pandemic.

Members of the Dartmouth High School graduating Class of 2021:

<i>*Kerry Tina Afonso</i>	<i>*Jenna Marie Cadieux</i>	<i>Olivia Sage Emery</i>
<i>*Kaitlyn Isabella Tavares Aguiar</i>	<i>*Meghan Danielle Camarao</i>	<i>Ariana Belle Enos</i>
<i>*Aidan Michael Allen</i>	<i>*Samuel Paul Canniff</i>	<i>*Lyah Kyla Ianah Esplana</i>
<i>Bianca Susette Almeida** **</i>	<i>*Jonathan Paul Carnes</i>	<i>Michael Laughkeenberg Esterlin</i>
<i>*Joya Olivia Alves</i>	<i>Ethan Thomas Carpentier</i>	<i>Emily Elizabeth Fantasia</i>
<i>Nathan Seth Alves</i>	<i>Sydney Jade Chagnon</i>	<i>*Ines Oliveira Farias**</i>
<i>Chloe Elizabeth Amaral</i>	<i>Kyle Charbonneau</i>	<i>Isabella Grace Febroriello</i>
<i>Hailey Skyla Amaral</i>	<i>Emmanuel Zakhia Chedid</i>	<i>Goncalo Mendonca Felix*</i>

<i>Tyler Michael Amaral</i>	<i>*Mia Fongemie Clark</i>	<i>Emily Nicole Figueiredo</i>
<i>Areyonna Rae Andrade</i>	<i>*Emerson Julip Clarke</i>	<i>Shea Stephen Fortin</i>
<i>Taijah Eliza Andrade</i>	<i>*Christopher Steven Coelho</i>	<i>Averi Grace Fouquette</i>
<i>Seth Lee Andre</i>	<i>*Ellie Brie Cook</i>	<i>*Savannah Elizabeth Freitas</i>
<i>Ryan Paul Arruda</i>	<i>Bryan Jeffrey Cordeiro</i>	<i>*Audrey Elizabeth French</i>
<i>Benjamin Jacob Aubin</i>	<i>Cassandra Loriann Cordeiro</i>	<i>*Annika Marie Furtado</i>
<i>*Caeleigh Elyse Aubin</i>	<i>*Michael Henry Cornell</i>	<i>Austin Davis Gagnon</i>
<i>Noah Thomas Aungst</i>	<i>*Hailey Ann Correia</i>	<i>John Raymond Gamache</i>
<i>Erin Kathleen Bailey</i>	<i>Jonathan Parker Correia</i>	<i>Tyler Donovan Gamage</i>
<i>*Aditya Ram Bala</i>	<i>*Emilia Rose Costa**</i>	<i>Ambur Marie Garcia</i>
<i>Siddharth Kumar Banerjee</i>	<i>Julie Jeanne-Monique Craig</i>	<i>*Gillian Grace Garcia</i>
<i>Liam Roy Barlow</i>	<i>Anya Stacia Crowell</i>	<i>Jamie Lynn Genannt</i>
<i>Nicholas Jordan Barnes</i>	<i>Carla Teresa D'Amour</i>	<i>*Grace Elizabeth George*</i>
<i>Daniel Tomas Barrachina Long*</i>	<i>Vicky Baptista Galdino DaSilva</i>	<i>Jacob William Gervais</i>
<i>*Lucas Manuel Batista</i>	<i>Faith Ann Davis</i>	<i>*Julia Morgan Goncalves</i>
<i>*Mariyah Thi Beniquez</i>	<i>Myles Antonio DeBarros</i>	<i>*Mark Hunt Good</i>
<i>Alex Sousa Bento</i>	<i>Collin Joseph Demanche</i>	<i>Sophia Christiana Gramlich</i>
<i>Cindy Jerome Bergeron</i>	<i>Adam Michael DeMelo</i>	<i>Matthew Frederick Greeson</i>
<i>Joshua Costa Bermudez**</i>	<i>Emily Ann Denis</i>	<i>Dante Paul Guillette</i>
<i>*Matthew Joseph Bernier</i>	<i>Olivia Ann Denis</i>	<i>Christian David Gwozdz-Silveira</i>
<i>*Madison Paige Bettencourt</i>	<i>Cameron Christopher Dennis</i>	<i>*Jaime Nora Hall</i>
<i>Kiah Amanda Borges</i>	<i>*Emma Kathleen Derrick</i>	<i>*Sarah Anne Hartman*</i>
<i>Mia SoHee Borges</i>	<i>Keaton Daniel DeTerra</i>	<i>*Jaffa Jedida Heryudono</i>
<i>*Lavender Jayne Bourque</i>	<i>Luke Jonathan DeTerra</i>	<i>Ali Bassam Hijazi</i>
<i>Hannah Julia Bouvier</i>	<i>Olivia Julie DeTerra</i>	<i>Jared Ethan Holmes</i>
<i>Tyler John Brown</i>	<i>Lauren Hallie Domenico</i>	<i>Paige Elizabeth Jacobsen</i>
<i>Layne Eric Browning</i>	<i>Willow Rebecca Donnelly</i>	<i>*Alexander Matson Jacquart</i>
<i>Hailee Sky Cabral</i>	<i>Mason Jude Dupras</i>	<i>Shomari Vontae Jefferson</i>
<i>Sarah Cynthia Cabral</i>	<i>Jack Robert Dutra</i>	<i>Joshua Kevin Jennings</i>
<i>Rachel Florita Johnson</i>	<i>*Abid Paul Leonel Neron*</i>	<i>Erin Jennifer Reed</i>
<i>Brady Alan Jonsson</i>	<i>Jackson Joseph Neves</i>	<i>Kathryn Grace Reno</i>
<i>Zachary Joseph Joubert</i>	<i>*Theresa Tze Ying Ng</i>	<i>Elliot Francis Resendes</i>
<i>*Abigail Violet Kelly</i>	<i>*Kimberly Dung Nguyen</i>	<i>Abigail Rhianon Rose Reynolds</i>
<i>*John Patrick Kerney</i>	<i>Isaiah Christian Nichols</i>	<i>Kate Ann Reynolds</i>
<i>*Kevin James Kiser</i>	<i>*Lauren Alyssa Nielson</i>	<i>Emily Grace Ribeiro</i>
<i>Nathan Raymond Lantz</i>	<i>Taylor Rose Olimpio</i>	<i>Jacob Henry Ribeiro</i>

<i>Cassidy Renee Leary</i>	<i>*Allyson Brooke Oliveira</i>	<i>Aislinn Athy Robertson</i>
<i>*Reese Tate Leconte</i>	<i>Jonathan Edward Oliver</i>	<i>Leah Alyse Robertson</i>
<i>Kiley Grace Leite</i>	<i>Michael Thomas Oswald</i>	<i>Maia Adriana Rodrigues</i>
<i>Kaylee Elizabeth Lemieux</i>	<i>Alexis Marie Pacheco</i>	<i>Nathaniel Thomas Rosario</i>
<i>*Mya Jane Leonardo</i>	<i>Joseph Pacheco</i>	<i>*Quinlan Abel Roscoe</i>
<i>Jake Andrew Levesque</i>	<i>Katelyn Nicole Pacheco</i>	<i>*Katherine Teresa Rosen</i>
<i>*Jamison Robert Lima</i>	<i>Savanah Brooke Mauricio Pacheco</i>	<i>Landon Michael Rossi</i>
<i>*Mackenzie Marie Lima</i>	<i>Brooke Taylor Paiva</i>	<i>*Ava Corin Rymaszewicz</i>
<i>*Rachel Yan Lin</i>	<i>*Morgan Adrienne Paiva</i>	<i>Hailey Briana Salomonsen</i>
<i>*Caden Horan Lisa</i>	<i>Asterios Panagiotopoulos</i>	<i>Savannah Marie Santos</i>
<i>Eric Anthony Litos</i>	<i>Andrew Nolan Parisi</i>	<i>Sergio Joaquim Sao Marcos</i>
<i>Peyton Ann Loftus</i>	<i>*Emmie Hope Parker</i>	<i>Bailey Rose Sbardella</i>
<i>Joshua Medeiros Lopes</i>	<i>Harsh M Patel</i>	<i>Alexis Schaffstein</i>
<i>Alexis Valerie Luiz</i>	<i>Madisyn Jade Pauline</i>	<i>Jennifer M Scott</i>
<i>Ashley Elizabeth Lyonnais</i>	<i>*Mia Dian Paynton</i>	<i>*Kathryn Joan Seguin</i>
<i>Alexander Scott Magalhaes</i>	<i>Victoria Lynn Peltier</i>	<i>Sumit Shrestha</i>
<i>Aaron Cardoso Maknooni</i>	<i>*Miguel Luis Pereira**</i>	<i>Ayva Reis Silva</i>
<i>Anthony Joseph Manley</i>	<i>Rafael Antonio Pereira</i>	<i>Jacqueline Marie Silva</i>
<i>Bryce Joshua Martin</i>	<i>Zachary Paul Pereira</i>	<i>*Jason Henry Silva</i>
<i>Maximus Jaeden Martin</i>	<i>Cole Jeffrey Perry</i>	<i>*Jason Scott Silva</i>
<i>Matthew Scott Martins</i>	<i>Gavin James Pilling</i>	<i>Landen Manuel Soares</i>
<i>Zendy Allen Massey</i>	<i>Katelyn Elisabeth Pimenta</i>	<i>Madison Corine Sousa</i>
<i>Matthew William McHenry</i>	<i>Cole Pimental</i>	<i>Hayley Nicole Souza</i>
<i>Dominic Teixeira Medeiros</i>	<i>Austin Login Pimentel</i>	<i>*Seth William Armand St. Pierre</i>
<i>*Faith Ann Medeiros</i>	<i>*Maya Isabella Cura Pinto*</i>	<i>*Aliyah Marie Marie Stevens</i>
<i>Kayla Marie Medeiros</i>	<i>*Logan Piva</i>	<i>Katelyn Marie Sullivan</i>
<i>*Kelly Jane Medeiros</i>	<i>*Owen Connor Quigley-Mello</i>	<i>Colby Patrick Sylvia</i>
<i>*Kristen Ann Medeiros</i>	<i>Kaitlyn Elizabeth Quinn</i>	<i>Aidan Joseph Taffe</i>
<i>Joshua John Melo</i>	<i>David Clinton Rainville</i>	<i>Joseph Russell Tam</i>
<i>Olivia Emma Mendes</i>	<i>Carolina Ketty Ramirez Ramirez</i>	<i>Cameron Jozef Teves</i>
<i>Jacqueline Sonia Mindlin</i>	<i>*Aleah Ann Ramos</i>	<i>*Ryley Lyn Thatcher</i>
<i>Aiden Brody Montembault</i>	<i>Camdon Scott Raposa</i>	<i>Kylie Lynn Thibault</i>
<i>Daniella Peixoto Moreira</i>	<i>Lauren Ashley Raposa</i>	<i>Edward Joseph Tibbals</i>
<i>*Aiden John Morgado</i>	<i>Rylee Paige Raposo</i>	<i>Micaela Jade Tomascik</i>
<i>*Audrey Lynn Morin</i>	<i>Brett William Reardon</i>	<i>Lauren Marie Torres</i>

<i>*Mitchell Joseph Morin</i>	<i>Morgan Rae Rebello</i>	<i>Samara Elizabeth Turgeon</i>
-------------------------------	---------------------------	---------------------------------

<i>Aaliyah Jean-Marie Turner</i>
<i>Donald Ray Turner</i>
<i>*Ashley Urel</i>
<i>*Erin Jade Vadnais</i>
<i>*Kaitlyn Marie Valverde</i>
<i>Jacob Willem Van Zyl</i>
<i>Michael Christiaan Van Zyl</i>
<i>Madison Michelle Velozo</i>
<i>Michael Keegan Ventura</i>
<i>Jaynelson Fernandes Vieira</i>
<i>*Nicholas Alexander Vieira</i>
<i>Francesca Grace Villella</i>
<i>Kimmy Do Vu</i>
<i>Kaleb Evan Watts</i>
<i>Max Ray West</i>
<i>Nathaniel Keyes Westfall</i>
<i>*Kyleigh Marion Wheaton</i>
<i>*Hannah Amy Wheelden</i>
<i>*Leah Thi Wilkins</i>
<i>*Ella Mary Ann Will</i>
<i>Hannah Louise Wolcott</i>
<i>Daniel Wu</i>

*Denotes Member of DHS Chapter National Honor Society

* following name denotes Seal of Biliteracy

** following name denote Seal of Biliteracy with Distinction

The 2020-2021 school year officially closed on June 16, 2021. Following the conclusion of the school year, several summer programs were offered at Dartmouth High School including Summer School, a student led Robotics camp, athletics camps, and a two-week art camp.

The 2021-2022 school year kicked off with all faculty and staff reporting on August 30, 2021. The school year began with relaxed COVID-19 protocols as all students returned to full in-person learning for the first time since March 13, 2020. While all students were once again able to attend in-person, a masking requirement continued. The start of the school year was marked by a well attended “Back to School Bash” which was held on the lower field behind Dartmouth Middle School just prior to kickoff of the first home football game of the 2021 season.

The Dartmouth High School Marching Band and Color Guard once again inspired the community during their fall competition season. The Marching Band and Color Guard hosted two home shows at Dartmouth Memorial Stadium, finished first in each competition they entered and earned their 5th consecutive US Bands National Championship at MetLife Stadium in New Jersey in November.

Our student-athletes also enjoyed a competitive and successful fall season. The Field Hockey, Volleyball, Boys Soccer, Girls Soccer, Golf, and Football teams all qualified for post-season play in newly formatted MIAA Tournament while the Field Hockey, Volleyball and Girls Soccer teams all earned the SEC Championship in their respective sports.

In the final analysis, while the 2021 calendar year was undeniably challenging, it was a success because of the diligence, compassion, perseverance and innovation of the Dartmouth High School faculty and staff. We look forward to continuing the tradition of excellence that Dartmouth High School is known for in the year ahead.

Respectfully Submitted by Ross A. Thibault, Principal

Business, Computer Science and Mathematics

The Math department and the Business and Computer Science department merged last year to become the Math, Business, and Computer Science department. The department continued to offer three areas of concentration in business: Finance and Accounting, Marketing, and Entrepreneurship. In computer science, we implemented three Project Lead the Way courses: Cybersecurity, AP Computer Science Principles, and AP Computer Science A; while continuing to offer two semester courses: Introduction to Computer Science and Programming and Game Development. In math, we maintained our current class offerings of Algebra 1, Geometry, Intermediate Algebra, Algebra 2, Pre-Calculus, Statistics, and Calculus, with Statistics and

Calculus available as Advanced Placement courses, and with Algebra 1/Geometry and Algebra 2/Pre-Calculus also offered as accelerated single courses.

Our courses continued to emphasize conceptual understanding and application, with students enhancing their learning growth through the use of a variety of interactive online tools, including Desmos, Stapplet, Competition University, Knowledge Matters, Edpuzzle, Delta Math, IXL, Explain Everything, Notability, Quizizz, Gimkit, AP Classroom, and others. With the ongoing challenge of pandemic teaching, the delivery of accessible, high-quality lessons remained top priority, with teachers fine tuning their Google classrooms to meet the needs of all students. The entire department continued to support all students in PASE, providing support and enrichment through one-to-one and small group learning opportunities.

Our students participated in many math, business, and computer science extracurricular activities. The business and marketing students in DECA earned 40 awards overall at the District Competition, including 5 firsts, 9 seconds, and 3 third-place awards, with 16 students qualifying for the State Competition, and 6 qualifying for the International Competition. The following students earned recognition at the State Competition: Julia Caron, 2nd overall in Principles of Marketing; Maxwell Orlacchio, 3rd overall in Marketing and Communications; Sophia Waite, 4th overall in Hotel and Lodging Management; Ines Farias, 6th overall in Hotel and Lodging Management; Reece Leconte, 3rd overall in Quick Serve Restaurant Management; Colin Zhu, 4th overall in Quick Serve Restaurant Management; Morgan Mello, top 12 finalist in Restaurant Management; and Sean Martin, top 12 finalist in Principles of Finance.

Special congratulations go to seniors Emilia Costa, Ines Farias, and Reese Leconte for receiving the DECA Emerging Leader Honor Award this year. This award recognizes DECA members studying marketing, finance, hospitality, and management while also being academically prepared (GPA 3.2 or higher), community-oriented, professionally responsible, and experienced leaders through their participation in DECA.

For the Fall 2021 season the DHS eSports Team competed with 4 squads of players. The team of Lucas Waite, Deron Smoot, Orlando Riley, and substitute Kevin Saenz made the playoffs for the first time. After several stunning rounds of play, they lost in the Semi-Finals. The students of the DHS math team continued to enjoy the challenge and thrill of problem solving, competing against other schools in Southeastern Massachusetts, finishing 4th in the 18-team league. Teachers in the department were also involved in the Unified Bowling Club, Stock Market Club, Best Buddies Club, Tennis Team, Chess Club, Robotics Team, National Honor Society, and advisors for the Class of 2025.

Submitted by Mr. Gary Lauher, Business, Computer Science and Mathematics Lead Teacher

English Language Arts

The English Language Arts Department had another successful year in 2021, continuing to build on recent progress, noteworthy accomplishments included:

- A Poetry Out Loud school-wide competition was live streamed from the DHS LMC during school on Wednesday, December 22 (thank you, Rob Perotti). First prize went to Lauren Lima, who will move on to the regional competition in February.
- English teacher Will Higgins taught the APSI at Bridgewater State University as a College Board AP Consultant for the AP Capstone program during the summer of 2021.
- English Teacher Tara Kearney started a Creative Writing Club and finished her master's degree.
- The entire English Department began working on an initiative to make every teacher Google Level 1 Certified. Meg Tully, Kim Rivard, and Jess Lassey have already passed certification.
- Sophia Waite won a Gold Key from the Scholastic Art and Writing Awards for an original short story she wrote in the Fantasy category.
- Continuing our work towards providing more reading and discussion around diversity and equity, the department continued to revise the reading curricula for all grade levels with the purchase of nine new texts:
 - *The Poet X* by Elizabeth Acevedo
 - *To Kill a Mockingbird Graphic Novel Edition* by Harper Lee and Fred Fordham
 - *A Heart in a Body in a World* by Deb Caletti
 - *Nick* by Michael Farris Smith
 - *Educated* by Tara Westover
 - *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
 - *Just Mercy* by Bryan Stevenson
 - *Extremely Loud and Incredibly Close* by Jonathan Safran Foer
 - *Stamped: Racism, Antiracism, and You - Young Adult Edition* by Sonja Cherry-Paul

Respectfully Submitted, Mr. Wilbur Higgins, English Language Arts Lead Teacher

Science, Technology and Engineering

2021 dawned with a return to remote-only instruction as we dealt with the winter surge of COVID-19 and the alarming and seemingly inexorable spread of the virus following the winter holidays. Following the return to our previous hybrid model, engineering teachers Sam Brodsky and Jeff Martin and their students contributed to implementing the plan to return to full in-person instruction by assisting with COVID-19 safety measures such as plexiglass partitions for

classrooms. The full return was highly successful, and we finished the year with all students in class together for the first time in 12 months.

Once students were able to return to school full time, students in our robotics classes ran outreach programs for students at the Quinn and Potter elementary schools. The robotics program has enjoyed a dramatic increase in participation and success as it competed (virtually) last January through March and had enjoyed a three-fold increase in participation in the fall of 2021. Unfortunately, competitions have been postponed due to the current surge in COVID cases, but there is hope that competition will get underway soon.

Our TV/Media Production students, under the guidance of Rob Perotti, produced many weeks' worth of programming documenting what goes on at Dartmouth High School and the local education community. Aside from the weekly Dartmouth High News Now program, students also interviewed students and teachers to document what goes on in classrooms and laboratories, filmed marine science students as they collected specimens from local waters, and traveled to the Lloyd Center for the Environment to document their work educating students of all ages about our local marine and coastal environments.

With a sharp eye towards the future, the department began work on a series of initiatives to promote a sense of urgency with respect to the environment and sustainable living. Among the initiatives are the following:

- Our Environmental Science and Sustainability students mapped out the area behind the school building with the end goal being a completely accessible nature trail, an outdoor classroom area for all disciplines, and an outdoor “laboratory” for environmental science and ecology students. Students, under the guidance of Matt Tweedie, worked with the Dartmouth Natural Resources Trust and the Town of Dartmouth to map out wetlands and establish the footprint for what will eventually become a valuable resource for years to come. A future trail was delineated and partially cleared, our engineering students produced an initial sign to install at the beginning of the trail, and the Unified Arts Department was engaged to establish artwork and signage to integrate and display the numerous objectives of this initiative.
- Students in our newly established Aquaculture and Sustainability class, led by Rosanne Franco, set up a number of fish tanks in public areas and to provide support in math classrooms and social worker's offices. The students have maintained the tanks and used them for water-testing activities, fish husbandry, and biodiversity studies. Future plans include incorporating the fish in genetic studies for biology classrooms.

- Members of the Science Club initiated a water quality study of local waterways with the end goal of measuring water flow, nutrient and pollutant content, and bacterial contamination of the water that flows through Dartmouth and into Buzzards Bay.
- Students in Biotechnology began an inquiry into the use of algae to produce sustainable fuels that do not contribute to global warming. The end goal is to develop a system that will generate a usable amount of “biodiesel” that could be incorporated into the fuel consumption of Dartmouth High School. This is a long-term project that will integrate biotechnology students, engineering students, and hopefully students in other departments to draw attention to potential solutions to what is becoming an existential threat to our world.

While 2021 was a particularly challenging year, the Science, Technology and Engineering Department met the challenges with optimism, determination and an unwavering commitment to do our best for our students and to provide them with every opportunity that we could to learn, to succeed, and to experience as normal and joyous a year as was possible.

Respectfully Submitted, Dr. Peter Bangs, Lead Teacher for Science, Technology and Engineering

Social Studies

In 2021 Social Studies teachers worked hard in their efforts to help students navigate a tumultuous year of remote, hybrid, and full in-person learning. By developing innovative lessons and increasing communication with parents, the vast majority of our students successfully completed their Social Studies courses.

In the first few weeks of school, Social Studies teachers collaborated to increase their “tool box” of pedagogical strategies. Through the use of common planning time, teachers became more adept users of Google Classroom, Nearpod, Edpuzzle, and Flipgrid. Teachers also tried new websites such as Blooket, Padlet, and Bookmaker. With more teachers taking part in blended and personalized learning training, playlists, station rotations, and project-based learning became more common. As a result, students had much more “voice and choice” in the manner in which they learned.

In November all Social Studies classrooms were equipped with Clear Touch screens, replacing the projectors teachers had been using for years. These screens allow teachers to utilize many websites in a much more interactive and collaborative manner, further increasing student engagement.

Mrs. True, working with Mrs. Sousa, transformed DHS students into professional speakers when they organized our annual Ted X presentations. Sixteen students presented on a wide variety of topics including STEM, grading policies, fast-fashion, and the importance of learning foreign languages.

Replacing traditional final exams were many forms of project-based learning assessments. In US History I classes students researched influential Americans and created biographical sketches. US History II students wrote research papers on contemporary topics facing our nation and shared their findings with Flipgrid video presentations. World History students researched a wide variety of topics pertaining to increased globalization.

Students once again found success in the advanced placement courses they took. In a year when much of the content of these courses were taught virtually, 72% of Social Studies students passed the May AP exams. Dartmouth High School exceeded the Massachusetts state pass rate by 14.3%. Additionally, fall enrollment in Social Studies AP courses increased by 43 students, nearly a 30% gain!

While course offerings remained the same in 2021, Youth and Law and Psychology both saw large increases in enrollment. The Social Studies Department is proud of its efforts to increase student enrollment, seeing it as a sign that students are becoming more interested in the issues and politics that are currently shaping their world.

Respectfully Submitted, Jeff Reed, Social Studies Lead Teacher

Special Education

The 2021 calendar year was unparalleled. Yet, despite the many challenges and obstacles, it was also filled with milestone achievements and advancements at Dartmouth High School. The Special Education Department certainly had its share of notable achievements, beginning with navigating the many changes to Remote Learning and Virtual TEAM meetings. The department rose to the challenge of making sure that no child slipped through the cracks during the many transitions and different modalities of educating. Enhancement of communication practices this year and the resilience of our staff has allowed us to take a more progressive approach to meeting the diverse needs of all learners.

The PALS program which is led by Ashley Kocur-Pierpont and supporting staff members, has had an incredible impact on the changing culture at Dartmouth High School over the last few years. The PALS program has navigated the many disruptions of the past year with grace and resilience, finding ways to combine science instruction with the honoring of a passed classmate. The PALS program unveiled their Memorial Butterfly garden that was built and maintained in

honor of their late classmate Deidra Tavares. Special Olympics was able to take place again in modified format, gathering all DPS Special Olympians at the turf field at the Dartmouth Memorial Stadium for a fantastic day of events and the celebration of inclusion and acceptance.

The Unified Athletics Program was able to successfully host Unified Basketball in the Fall II session, despite the many obstacles presented by the COVID-19 Pandemic. The Unified Athletic Programs have had such a positive impact on all of those involved and has helped to foster inclusion and the power of acceptance here at DHS. This year, we continued our partnership with the University of Massachusetts at Boston. Dartmouth High School was selected to participate in a grant program that allows the university to study the Unified Athletics programs in hopes to learn more about the Social-Emotional impact that these extracurricular activities have on our students and school culture.

Lastly, our Special Education teachers continue to be immersed within Common Planning periods with each of the major content area subjects so that together teachers can continue to develop curriculum, improve instructional strategies, lesson plan with co-teaching pairs, and best meet the needs of all learners here at Dartmouth High School. With the many changes to scheduling and location of education, this planning time has proved to be incredibly beneficial for staff. Our department has continued to grow professionally and cohesively as a result of the ability for the Special Education Department to establish their own departmental Common Planning time which meets monthly and allows department members crucial time to discuss important issues and build more comradery. Despite the many disruptions and challenges presented by the 2021 school year this department established more effective communication practices, updated materials and teaching practices to make them more accessible, and continued their relationship with Community Connections. This is a vendor that provides Pre-ETS vocational training and skill building to interested students that helps prepare them for their post-secondary transition. The success of this program has even helped some of our special education students land internships and job placements.

Respectfully Submitted, John Breault, Special Education Lead Teacher

Unified Arts

Over the past three decades the Unified Arts Department has offered many outside-of-the-classroom learning opportunities that have benefited thousands of students—trips to museums in Boston, Providence, New York City; college site visits; Broadway musicals in New York City; Europe excursions; photography sojourns in town and out of town; collaborations with our elementary schools, agencies in town, UMass Dartmouth, galleries, and artists; art exhibits at the Dartmouth Cultural Center and the Russells Mills Schoolhouse; and, most importantly, DHS's Annual Art Show in the Carlin Lynch Activity Center. COVID's restrictions eliminated all of

these opportunities for our students. We are looking forward to bringing them all back in the coming years.

Two Dartmouth High School students received commendations from the Massachusetts Regional Scholastic Art & Writing awards, co-sponsored annually by the School of the Museum of Fine Arts, Boston (SMFA) and the Boston Globe. The Scholastic Art & Writing awards date back to 1923 and have grown to become the longest-running, most prestigious recognition program for creative teens in the U.S. Noteworthy past winners include Andy Warhol, Sylvia Plath, Truman Capote, Stephen King and many others. Even with the difficulty of COVID and challenges of remote learning, Scholastics received a total of 5,877 art submissions. Traditionally, the Gold Key awards are exhibited at a Boston venue, this year the exhibit was in the format of an on-line exhibition. The link for Visual Gold Key winners is <https://omeka.library.tufts.edu/exhibits/show/scholasticgoldkeyart>.

2021 Scholastic Art Awards Winners-Dartmouth High School

Award	Student Name	Category
Silver Key	Graham White	Photography
Honorable Mention	Graham White	Photography
	Ava Costa	Photography
	Ava Costa	Photography

Dartmouth High School Early Childhood students continued to earn Pre-School Certification through the Massachusetts Department of Early Education and Care. After meeting revised criteria set forth by the Department to accommodate educational needs for COVID, students were required to complete an alternative practicum which consisted of a submission of a digital portfolio to show attainment of the Department’s standards. Ten students DHS students are able to earn their license to be a preschool teacher. This enables them to obtain a job in this field in a preschool, day care center, or run their own home day care. Due to remote learning, some students worked with their cooperating teachers and students via Zoom and Google Meet in lieu of in-person learning. Students designed and created videos instructing lessons with a focus on students’ social-emotional well-being as well as planning curriculum, instructional strategies, assessment techniques, analyzing observations of early childhood students. Students connect these analyses to educational programs, theorists, and theories of early childhood development. If students opt to take the 3-course sequence, they may also earn college credits from Bristol Community College’s Early Childhood Education Program as well as Pre-School Teacher Certification from the Massachusetts Department of Early Education and Care.

Eleven students completed Advanced Placement Art exams in May 2020. All of these students earned college credit for their portfolios.

The Unified Arts Department conducted the Summer Arts Workshops from June 21 through July 2, 2021 under the direction of Unified Arts Department Lead Teacher Judy Cronin. The one-week classes ran from 9 a.m. to noon. Offerings included: two weeks of Jewelry Design; 2 weeks of Digital Photography; Beachy Art; Drawing for a Portfolio, BoHo Art, and Cricut Art. Over 75 students from Grades 2 through 12 participated.

DHS Unified Department participated in the New Bedford Art Museum's Teen Artist Internship Program. This program, funded by local towns' Arts Lottery grants, pairs high school students with a professional artist in the artist's studio working together to develop visual concepts. The opportunity to spend concentrated, in-depth time creating art and collaborating with professional artists provides motivated students with the chance to examine the life of a professional artist as they prepare themselves to apply for future study in a creative career. DHS art student Gabrielle Arruda worked with printmaker and gallery owner Judith Klein; Julia Gilchrest worked with watercolorist Jay Ryan; Mia Carter worked with painter Devin McLaughlin; and Meghan Camarao worked with ceramicist Madison Moreno. The programs' work culminated in a joint exhibit and opening of students and mentor artists' work at the New Bedford Art Museum entitled "Passage of Time." The exhibit ran from April 8 through May 30, 2021.

When the district began hybrid learning in the fall of 2021, Dartmouth High School's Art Club offered "Paint Afternoons" to the high school community as an afterschool activity. Members of the Unified Arts faculty instructed painting to groups of students in a "Paint Night" style. They painted their renditions of Butler Flats Lighthouse and Van Gogh's Starry Night. Students were so thankful and grateful to gather safely and create art together.

Respectfully Submitted, Mrs. Judy Cronin, Unified Arts Lead Teacher

Wellness

The 2021 school year brought its share of challenges to The Wellness Department. We continuously had to adjust then readjust curriculum, assessments, and instructional practices as we returned back to a full in person learning experience while continuing to work in a COVID 19 world.

All of the classes in The Wellness Curriculum continue to focus on current trends in adolescent social and emotional development while maintaining a focus on physical activity. The Wellness Department has prioritized its Student Learning Goal and Professional Practice Goal on enhancing the student experience. The Department will use Personalized Student Learning Assignments as well as Project based learning to assess student understanding.

As a Wellness Staff, we continue to grow and develop professionally. As part of Common Planning Time, we adjusted our curriculum content, instructional practice and assessments to meet the needs of all our students. We shared ideas, strategies and content using PLC time so we could create a quality learning experience as we welcomed students back into the school building at the end of the 20-21 school year. We participated in the Curriculum Summit to update our curriculum on the district’s Rubicon/Atlas web-site and developed new units of instruction.

Two highlights to share were the securing of a grant from the Dartmouth Education Foundation to purchase 5 new table tennis tables as well as paddles and table tennis balls to be used for a unit of instruction in our Sports and Games course. Next is the Holiday Classic which is a basketball game between two classes who will use donations from game attendance to support the 2022 Toys for Tots Bristol County Holiday Drive.

Moving forward we will look to reflect on the hard work we have done. We will always look to improve, adjust, examine, and enhance curriculum, instruction and assessments. The goal of this work will be to positively impact student performance and the student learning experience in the DHS Wellness Department.

Respectfully Submitted, Mr. Mark Gaffney, Wellness Lead Teacher

World Languages

The World Language Department continues to evolve and adapt to a new Proficiency -Based Curriculum with the DESE New World Language Standards and ACTFL National Standards.

The World Language Department continues to implement the Seal of Biliteracy Program offered by DESE. The Seal of Biliteracy is awarded to students who demonstrate literacy in two or more languages, a target language as well as English. To measure proficiency in English, students must earn a qualifying score on the ELA MCAS. To measure proficiency in the target language, students must earn a qualifying score on a state-approved assessment. A total of 40 students participated in the program with much success. The following Seniors were awarded the Seal of Biliteracy at graduation.

Bianca	Almeida	Seal of Biliteracy with Distinction	Portuguese
Joshua	Bermudez	Seal of Biliteracy with Distinction	Portuguese
Emilia	Costa	Seal of Biliteracy with Distinction	Portuguese
Ines	Farias	Seal of Biliteracy with Distinction	Portuguese
Maya	Pinto	Seal of Biliteracy	Portuguese
Goncalo	Felix	Seal of Biliteracy	Portuguese

Bianca	Almeida	Seal of Biliteracy with Distinction	Spanish
Miguel	Pereira	Seal of Biliteracy with Distinction	Spanish
Daniel	Barrachina Long	Seal of Biliteracy	Spanish
Sarah	Hartman	Seal of Biliteracy	Spanish
Grace	George	Seal of Biliteracy	Spanish
Abid	Neron	Seal of Biliteracy	Arabic

In addition, a small number of Portuguese students participated in the NEWL Portuguese Exam which is endorsed by the College Board and met the requirements for the Seal of Biliteracy.

The World Language Department would like to recognize World Language students and their accomplishments. The following seniors received the Outstanding Student awards in the past year: Outstanding Mandarin Student- Audrey French, Outstanding Portuguese Student-Josh Bermudez and Outstanding Spanish Student-Miguel Pereira.

The World Language Department and the Multi-Cultural Club celebrated National Foreign Language Week (March 5 -9) with a variety of cultural activities that focused on Spanish, Portuguese and Chinese language and culture.

The Multi-Cultural Club, under the advisorship of Lili Chamberlain hosted a variety of cultural celebrations throughout the year that promoted a variety of activities and multicultural experiences such as Chinese New Year, Mardi Gras, Day of Portugal, Day of the Dead and Holidays Around the World.

World Language Teachers continue to enroll in professional development opportunities for the enrichment of their curriculum and instruction through coursework, workshops, and conferences. The Department continues to align curriculum with national frameworks. The entire staff of the World Language Department has now participated in the Blended and Personalized Learning-Design Team and have implemented these new pedagogies in World Languages classes and continued to have a special focus on proficiency and a variety of formative and summative assessments. Furthermore, World Language Teachers participated in the District's Curriculum Summit in June 2021 and also enrolled in graduate courses to further their professional development and relicensure.

The World Language department will continue to dedicate their teaching skills to each individual student throughout the 2021-2022 school year and looks forward to introduce advanced pedagogical methods and research that maximizes each student's capabilities.

Submitted by Mrs. Hilaria Sousa, World Languages Lead Teacher

Dartmouth Middle School

Darren Doane, Principal

Dartmouth Middle School is certainly a R.A.R.E. place to be, where our students' academic, social, and developmental growth is at the forefront.

Curriculum, Instruction & Assessment

In the area of curriculum and instruction, our staff continues to use best practices in implementing standards-based curriculum guided by Massachusetts's Common Core Standards. In 2018, the state completed the new History and Social Science Framework. The 8th-grade Social Studies team updated the scope and sequence and implemented the newly required Civics projects last spring. The district has purchased an online civics textbook in 2019 to support the new curriculum. The district will be monitoring this process by using a web-based curriculum design program called Rubicon Atlas to develop calendar maps and units of study that address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of the district's curriculum. Additionally, each academic team at DMS has created an interactive scope and sequence on Google Drive to share resources and assessments. Our teachers continued to collaborate in the weekly curriculum meetings by subject area to share student work, review and analyze data, and adjust instruction accordingly. The curriculum planning meetings were an essential part of the successful planning and implementation of remote and hybrid learning. The content area meetings were held virtually on a weekly basis throughout the remote learning time, and during hybrid scheduling to maintain social distancing. From January to April break we continued with the hybrid model. Teachers made sure they were still connecting with students on their remote days. They had morning meetings, academic supports, regular chats through Google classroom and Go Guardian. After the break, we returned to school with all students. There were some students that chose to remain home for the rest of the school year, taking classes through TECCA. In order to maintain social distancing in the 7th and 8th-grade academic classrooms, we created overflow areas in the cafeterias and gymnasium. A rotating schedule was created so to ensure no student spent too much time in the remote setting. Students on IEPs were not scheduled in the overflow areas. In the area of assessment, our standards-based curriculum was evaluated using both formative and summative assessments. Teams of teachers developed benchmark tests in each academic area at every grade level based upon the concepts, skills, and power standards students should master at specific times during the school year. Teams administered benchmark tests and analyzed results last winter and this fall to identify standards that needed to be reinforced, as well as, identify ways to improve student engagement and achievement. The concepts and strategies identified throughout this process were shared with other curriculum teams. Staff was able to tailor materials to meet their subject-specific needs. The administration organized monthly faculty and curriculum

meetings with a focus on collaboration and communication. Specific goals regarding teaching and learning are outlined in our School Improvement Plan (SIP) which is reviewed quarterly by our SIP Team and updated yearly. This year's SIP goals focused on directives from the Accelerated Road Map developed by the Department of Education. Our goals have been more fluid with remote, hybrid, and now full-time school, but we have been able to hold true to our mission of rigor and relevance, delivering lessons in a virtual format.

The District and DMS continued to make a commitment to improving technology to better facilitate instruction and curriculum. This is outlined in the District Improvement Plan in the access and Equity section. DMS now supplies all students with their own Chromebooks provided by the district. The district and DMS administrative staff worked together to distribute Chromebooks to all 6th and 7th-grade students in need of technology to minimize the disruption to their learning. This fall the district provided all 7th and 8th-grade students with their own Chromebooks. Between January and November 2021 we have added 45 new Clear Touch boards to our classrooms.

The Highlander training on blended and personalized learning professional development allowed staff the ability to integrate technology into their classroom to improve student learning, particularly while in remote and hybrid learning. Small group instruction has been challenging with social distancing, but we have been creative in our approach, utilizing blogs, technology-based projects, and partner work. This fall we have been able to return to some limited small group activities. Collaborative curriculum planning has been utilized to review lessons and adapt according to the frequently changing environment.

The Instructional Technology Specialist, Mrs. Temple Mitchell has been an invaluable assistance to all staff in implementing technology into their classroom for continued improved instruction and student learning. Mrs. Mitchell is responsible for working directly with teachers in their classrooms, and assisting with planning and implementing professional development throughout the school year. Mrs. Mitchell keeps us updated on new technology and shares the innovative projects going on at the middle school. With a teacher goal of improved instruction, actions have been taken to implement software and other applications to generate timely feedback using formative and summative assessments (i.e. Edulastic, GradeCam, Desmos, Google apps), improve student agency (i.e. Google Classroom, EdPuzzle, Anchor.fm podcasting, and increase communication with family and community (i.e. Dartmouth Schools app, RARE newsletter online, Google Classroom guardian invitation).

Our Literacy Committee reviews and develops the list of books for the summer reading program. The books feature choices of popular, high-interest books that are purchased for students before the school year ends. The program results in an over 90% participation rate. Other initiatives include summer checkout, in which over 30 students checked out up to 10 books for the summer; the Reading Wall of Fame; and a Literacy Committee comprised of the literacy coach, the

librarian, reading specialists, and ELA lab teacher and Associate Principal. The Literacy Committee also works to promote several writing challenges throughout the year including our annual Scary Story Contest, (in conjunction with youngwritersusa.com), the Patriot's Pen (What does it mean to be a good American) essay contest hosted by our local VFW post, and several other in-house writing challenges.

Our RTI (Response to Intervention) team is combined with the data team and continues to provide support throughout the school. We meet regularly to discuss students in need of tiered interventions, behavioral supports, and attendance concerns. Additionally, the team monitors multiple data points (STAR, MCAS, benchmarks, grades, attendance, and nurse visits) to ensure high-need students are receiving services with the math and reading specialists. Students recommended for the specialists received small-group instruction three times a cycle. This fall we have been able to put the Student Success Center back in place with the Accelerated learning Instructor. The guidance counselor and or member of the RTI team signs students up that may be in need of re-teaching, assistance on projects, error logs, development of organizational skills, or make-up work due to extended absences. We have added a virtual component to the classroom that allows the instructor to meet with students that are out for an extended period due to COVID. The RTI team has worked with the administration to provide PD and support to teachers in developing intervention plans for students that “won’t do” work. Intervention plans are put in place with targeted strategies and reviewed every two weeks at the block meetings. Surveys about the program provided very positive feedback, with students indicating that the program has helped them be more successful in the classroom. During remote and hybrid learning we made some additions to the tier 2 interventions. Our math and ELA coaches provided direct academic support, re-teaching, and assistance to any student in need, either virtually through Google Meet or in person. Students also had the opportunity to receive support through the DMS online student support center after school 2 days a week last spring, and 3 days in the fall of 2021. The virtual support center was staffed with all content areas to ensure adequate support.

Up until this year, our schedule has students working within a six-period day, with each period lasting about an hour, with daily instruction in English Language Arts, Mathematics, Science, and Social Studies. Traditionally, our schedule rotated on a 6-day, A – F, cycle. In order to support the integration of remote and hybrid models, as well as making sure our cohorts had access to the same special areas, we revised our middle school schedule. The revised schedule for the 20-21 school year included letter days A – F, but repeated the letter days i.e., AA, BB, CC, DD, EE & FF. The revised schedule included six 45 minute academic periods, a one-hour lunch/academic support period, and 5 minutes in between classes which enabled teachers enough time to transition from one class to the next. Every effort was made to maintain social distancing protocols; teachers’ schedules were adapted so that they could deliver instruction to their students without transitioning students from room to room. These schedule adaptations included maintaining safe class sizes and suitable ratios, while also ensuring that student placement

allowed for pertinent service delivery for students learning in-person as well as those learning remotely. For the 21-22 school year we have returned to a single letter day rotation, A-F. Students are now back transitioning from class to class, rather than teachers moving. We have kept our cafeterias closed at lunchtime, with the exception of a small group of 7th-grade overflow students. Students eat in their homerooms and then have 30 minutes of academic enrichment. During this time students are working on academics as directed by their teachers.

We continued to offer the following special areas for two periods per day:

- All three grades have Digital Literacy, Computer Science, Art, Engineering Education, Physical Education, and Health
- Students explore Portuguese or Spanish in seventh and eighth grade, and World Culture in sixth grade (We have revised our 6th-grade course to align with the new curriculum frameworks. It is now an introduction/exploration of world languages)
- Academic or Instructional Support (This is time for students to receive instructional support from their block teachers.)
- All students have the opportunity to participate in one of our excellent performance groups: Band, Orchestra, Chorus, or General Music

We administered the STAR Reading and Math assessments to all students three times a year to closely monitor student growth and learning gaps. It is a computer-based program that takes one class period to administer and give us results that same day. STAR allows us to get immediate results and to assess our student progress on Math and Reading standards throughout the year. In addition, STAR data helps us to predict which students are on track to achieve a proficiency rating on the MCAS tests. STAR is used as one data point for progress monitoring of the academically at-risk and special needs students. This group of students takes the assessment more frequently. The data also helps us identify any students that may need targeted support in math or ELA, and, conversely, more challenges. In addition to the STAR test, benchmark assessments in all 4 subject areas continue to be utilized at all three grade levels. These tests are based on the Massachusetts Common Core Standards and give teachers valuable and timely data to help evaluate and improve instruction. Students then analyze their errors and take corrective action.

Teacher Quality

Staff members have been involved in various professional development activities targeted at improving curriculum, instruction, use of technology, and culture, i.e., PBIS. At DMS, we continue to focus on improving staff collaboration on best teaching practices in order to increase student achievement and social-emotional learning.

Listed below are some examples of professional development topics staff participated in last year:

- Technology training: Google Apps, Google Classroom, Hyperdocs, Aspen, Ed Puzzles, Edulastic, Go Guardian, Grade Cam, We Videos, Clear Touch boards
- Blended and Personalized Learning
- LGBTQ with representatives from DESE
- Ongoing workshops on the PBIS and RTI programs
- PD through Master Teacher Professional Learning site
- PD on writing with a focus on stamina and staff modeling
- Teacher Evaluation Training Program for staff and administration
- New staff participated in Project Time
- Promoted out-of-district professional development regarding best practices

Student Support Programs & Service

Through the continued voluntary coordinating efforts of the middle school staff, students, and community members during the holidays our entire school continues to be involved in our Neediest Families Program. Students and staff helped support Dartmouth families and make their holidays a bit brighter with gift cards and well wishes. We provided, at Thanksgiving, approximately 32 families with \$50.00 gift cards to Stop and Shop. We also provided families with non-perishable food items. For our winter holiday initiative, we, again, supported 32 families by providing them with a \$75.00 gift card. With the generosity of a Dartmouth parent, who initiated a community wide collection via social media and word of mouth, 6 turkeys and 16 boxes of food went home with 8 families. In addition, boxes of stocking stuffers including personal hygiene items, arts and crafts, games and small toys were collected in homerooms by students and staff and provided to families. The generosity of staff, students, and community members enabled the middle school to support the above-noted initiatives. Also, we collected over 200 items of clothing - gloves, hats, and socks, which we provided to local shelters.

Our National Junior Honor Society students, as part of their membership requirements, continue to participate in a wide variety of school and community service projects. The gestures of kindness and service initiatives allow each of us to feel like we are truly making a difference. The students are the forces that drive these acts of kindness and they are what make Dartmouth Middle School a great place to be a part of.

Teachers continue to volunteer to work on the PBIS/R.A.R.E. Committee. This committee continues to instill some of the ideals associated with our PBIS/R.A.R.E. Program. R.A.R.E. is an acronym for respect, accountability, responsibility, and esteem. These are values that we want to continue to incorporate into our school culture. Over the course of the year, the students will be exposed to a variety of activities associated with R.A.R.E. to celebrate the academic and behavioral success of students.

Some of the activities are as follows:

- Academic Celebrations
- Be a Difference Maker
- Dartmouth Strong Day
- PBIS Teacher/Student of the month
- R.A.R.E. Cards used to identify/recognize students who exhibit such qualities as: courtesy, respect, kindness, best effort, helpfulness & honesty
- RARE Postcards
- RARE Service Program
- Project 351 Program

Please **note** that due to the pandemic, we have had to postpone/revise previous activities i.e., Amazing Race, RARE Olympics, Dances, DMS'S Got Talent, etc. However, this past fall (2021) we were able to offer an in person RARE event. We held our “spooky relay” outdoors in the football stadium.

We continue to be a charter member of the National Junior Honor Society. Laura Gardner, Kathy Souza-Pontes, Monica O'Malley, Daniel Lefebvre, and Maureen Boyle have volunteered to serve on this committee. They periodically meet to discuss standards for entry and Ms. Gardner holds monthly meetings with members of the NJHS. Specific criteria associated with the by-laws of the above-noted society have been put in place and periodically monitored. In addition to academic achievements, member students complete ten hours of community service each year.

We continue to address the topic of social-emotional wellbeing in our school by designing activities that educate our students and provide them with targeted training. During the pandemic, we have had to hold our orientations, celebrations, and training virtually. With the guidance and leadership of Temple Mitchell and others, we have been able to equip our staff and students with the technology needed to hold Google meets that not only support academic growth but social-emotional support as well. Officer Dave Tavares continues to offer us high-level security and safety as our Student Resource Officer. Officer Tavares has been invaluable in assisting us when dealing with off-campus cyber harassment. His efforts and resources are greatly appreciated and needed. In the Fall as we look to return to full in-person learning with reduced restrictions we plan to return to our in-person counseling and small assemblies to provide trainings and awareness on a variety of social-emotional issues.

The District is in year eleven of an international behavioral program called PBIS. PBIS stands for Positive Behavioral Interventions and Supports. Positive Behavioral Intervention and Supports (PBIS) is a systemic approach to proactive, school-wide behavior based on the

Responses to Intervention (RTI) model. PBIS applies evidence-based programs, practices, and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complementing and organizing current programming and strategies. The PBIS model has been successfully implemented in thousands of schools in over 40 states, resulting in dramatic reductions in disciplinary interventions and increases in academic achievement. Data-based decision-making is a hallmark of PBIS, allowing successes to be easily shared with all relevant stakeholders.

PBIS is a major part of our culture. During the pandemic, we have heavily relied on PBIS team members to conduct our training and celebrations virtually. We still managed to have a very successful Dartmouth Strong day where we focused on personal safety and cyber harassment. Bruce Sylvia, Nick Bolger, Tony Martin, Sarah Decas, Sue Tullson, and Sam Madden were very strong coordinators and leaders during this process. Our PBIS team is made up of a variety of teachers and one administrator. Susan Tullson, our ELA lab teacher, and Tony Martin, our “Step Up” coordinator serve as the PBIS team coaches. Teachers and mentors have been trained in what is known as “Check In, Check Out”. We currently have sixteen trained volunteer mentors. This program is designed to support at-risk students who struggle academically and/or emotionally, but do not qualify for our Step-Up program. CICO focuses on our tier two populations. We have specific staff members who are helping support this program by checking in and out with this student population. Over the past year we have had 12 students involved in the check-in check-out (CICO) program and have trained two new staff members.

Our Step-Up behavioral program continues to provide vital services to our tier 3 students who struggle with traditional academic classes. Mr. Martin, Mrs. Martin, and school administrators work closely to help students achieve, both academically and socially. Presently eight students are in this program. These students are on specific behavior plans designed to help them grow and achieve appropriate classroom behavior. We have seen success when teachers with the aid of Mr. Martin and guidance develop the plans themselves. Mr. and Mrs. Martin consistently go above and beyond to support their students in alignment with our PBIS management system. The Step-Up program has, and continues to be, invaluable to DMS, as it maintains its status as a proactive way to support our tier three population. Mr. and Mrs. Martin have brought a very successful program to another level with the personal connections, safeguards, and boundaries they have created. They continually collect behavior data with their caseload and use said data to set both long and short term goals with their students.

At Dartmouth Middle School, we were able to re-establish the practice of offering in-person after-school enrichment programs to students. The fee for participation is thirty dollars for each program. Mr. Lefebvre continues to oversee the day-to-day running of the program and has done a great job putting together offerings and keeping track of facilitator hours.

We continued to operate the **DMS Active Learning Online Support Center**, which continues to be supported by staff members in our building representing all three grade levels and core subject areas. The center is open from 2:30 p.m. – 4:00 p.m. every Tuesday, Wednesday, and Thursday, and will continue to run following the holiday recess. This program runs at no cost to students, and currently has 451 students enrolled.

Students access the support center via Google Classroom “joining a class” and entering the code **ru6y62h**. Once enrolled, students are able to join the classroom’s Google Meet when they need extra support. Instructions for how to get specific help by content/subject area are posted in the **DMS Active Learning Online Support Center Google Classroom**.

After School Programs offered throughout the year may include:

- Sports
- Homework Club
- Chess Club
- Weight Lifting
- Robotics
- First Lego League Club
- Underwater Robotics
- Project Invention
- RARE Community Project
- Jewelry
- Crocheting
- Art
- Manga/Anime
- Creative Writing
- Drama
- Maker Club
- Quilting
- Cooking
- Hydroponic Gardening
- Board Games
- Magic the Gathering and other trading card games
- Creativity Club
- Makerspace/Board Game Club
- Orchestra Club
- Pop Choir

The Dartmouth Middle School Parent Group is an important support group for our school. They provide funds to support such areas as after-school programs, the library collection, field trips, teacher expenditures, RARE activities, and our grade eight class party. They contribute

Dartmouth t-shirts and other items that are given to welcome new students entering Dartmouth Middle School after the school year gets started. They help organize and support activities outside the normal school day, i.e. dances, family night. Parent and community volunteers continue to support us with fundraising activities to support Dartmouth families in need. Parents can sign-up to receive email messages throughout the school year. Dartmouth Middle School staff and students benefit from the support of the many volunteers who donate their time and efforts to the school.

Leadership and Governance

Monthly meetings are held with the Dartmouth Middle School Council. The council consists of teachers, parents, and a community member. The members are of great support and direction to our staff and students. They review and share perspectives on a variety of topics/issues (i.e., school improvement plan, student handbook, budget, etc.) Their service is extremely valuable.

The 2021 - 2022 school year started with a virtual Open House in September. Teachers introduced themselves, shared with parents/guardians and students important information pertaining to curriculum initiatives and routines, rituals, and expectations. On the 1st and 8th of December, the middle school held virtual Parent Conferences. We also continued to meet with parents on a weekly basis via virtual conferencing.

At Dartmouth Middle School, we strive to ease transitions for all of our students. This spring the administration, guidance personnel, 6th-grade teachers, and special area staff created a virtual parent and student orientation for prospective 6th-grade students. We provided a virtual tour of the school, introduced all staff they would be interacting with, and provided answers to the traditional questions received in person. In May and June, the guidance and special education staff met virtually with the elementary school staff to review incoming student needs in order to best support the transitions. We were able to have most of our traditional orientation for the 6th graders this year, making some adaptations to maintain social distancing.

Our guidance staff works closely with Dartmouth High and the local high schools to provide students with the information they need to make an educated choice on where they will go when they leave us. The counselors start in 7th grade educating students about what their choices are in this area. In 8th grade, the counselors go over the application processes and provide them with information on all the open houses, showcase nights, placement exams, and shadow days. In June we held two graduation ceremonies in the outdoor stadium. The 8th-grade students were broken up by their hybrid cohorts. Moving forward we would like to continue with an outdoor graduation experience, (One graduation) weather permitting.

We continue to utilize the district's new website **www.dartmouth.school** which includes a monthly updated calendar and general information about the school. The district-wide Dartmouth

School App combines all our online features for easy access for community and family members. There is a Twitter feed #DartmouthMiddle or Instagram page for more

information on school events and programs. Our guidance staff continues to keep parents informed with regular email announcements and mass messaging. The School Council and PTO meets monthly with our principal to review programs and policies at DMS.

Management

The Dartmouth Public Schools' Crisis Response Manual is reviewed annually by the middle school faculty in September. The Middle school faculty have had to adjust their training in regards to ALICE training. We have covered procedural details in staff members and reviewed shelter in place and evacuation procedures with our student population. Our plan moving forward is to run a school wide barricade drill with faculty and students during an extended homeroom period before our annual February winter break. We traditionally invite members of the Dartmouth Police Department to monitor the drill and with the help of SRO Dave Tavares we plan on making that happen again this year. The middle school will continue to monitor our current practices and adjust when needed.

The COVID 19 pandemic has caused us to change fundamentally how we serve our students. Administration and staff have spent countless hours implementing a plan with guidance from DESE and the CDC. We have developed traffic patterns that limit the flow and direction of students. With the help of the maintenance department, we, to help foster safe and orderly movement throughout our building, have been able to tape off the school to make it resemble a bike path. Directional signs and arrows have also been placed as a memory aid for students and staff. Cohorts were created to keep social distancing regulations a reality. Storage bins were rented to store all excess desks and furniture. Classrooms have been recreated to ensure six feet of distance between students. Our cafeterias have been shut down for safety concerns and students' lunches are delivered to their homerooms. The bus loop has been reconfigured to provide social distancing and our bell system has been turned off and students are dismissed by our intercom system. Staff duties have been added to ensure safe movement throughout our building. Massive amounts of PPE have been ordered and dispersed and properly tracked. The district and state have provided HEPA filters for teaching spaces and offices.

In general, our staff, students, and parents have met this enormous challenge head-on and it has been successful given the circumstances. When we ended our hybrid model in April of 2021, we offered online streaming stations in our cafeterias and gymnasiums to social distance our students. This was done on a rotating basis to ensure equity amongst our student populations. Students on IEPs and 504s were not part of this rotation. Teachers, long with Temple Mitchell received a great deal of technology training to make those streaming stations a reality. We also rented tents to have outdoor lunch stations to help maintain six feet of distance during our lunch period. This was also done on a rotating basis. In the fall of 2021 we were able to go back to

traditional hallway patterns, but still staggered our dismissal times and maintained multiple entry doors.

The Dartmouth Middle School updates its School Improvement Plan (SIP) on a yearly basis. The SIP includes the mission and vision, core values and beliefs, the theory of action, school performance and achievement data with analysis, student learning goals, and action plans. This year our primary focus has been on the three areas outlined by DESE's Accelerated Road Map, Sense of Belonging and Partnership, Monitor Understanding, and Grade Appropriate Instruction. A school-wide SIP Team was created to develop and monitor our action plans using SMART goals. This fall the SIP Team updated action steps for each core area which include outcomes and evidence that are specific and measurable. We also created a Professional Development Plan for the upcoming school year. The administration updated and provided evidence to the school committee on the progress regarding our SIP Plan and action steps in the fall. The School Improvement Plan can be viewed on our DMS website at www.dartmouth.school. This plan supports the work of an instructional climate that emphasizes the balance between rigor, relevance, and relationships.

Dartmouth Middle School continues to focus on the social, emotional, and intellectual development of our students; we strive to educate the whole child. Understanding that during these challenging times it is more important than ever that we, as a middle school, “think outside the box”, when striving to meet the needs of all our students. We, on a weekly basis, review our instructional practices, scope, and sequence, as well as monitoring and supporting PBIS initiatives. Our guidance staff meets weekly with teachers and develops plans to further support students as well as parents/guardians. Our Student Support Team also meets on a weekly basis. The team reviews current practices (revises as needed) and monitors the well-being of our students. The traditions and supportive climate at Dartmouth Middle School continues to provide opportunities for personal and academic growth throughout each school year.

ANDREW B. CUSHMAN SCHOOL

Justine Dale, Early Childhood Director

The Andrew B. Cushman is an educational and nurturing community where all children learn to their potential in an environment that builds a foundation of readiness. In partnership with families and the community, we provide learning experiences that are researched-based, meaningful and relevant, and inspire a love of learning.

Looking back from January 2021 to December 2021 at Andrew B. Cushman School, I can honestly say we have been resilient as a school community. Just a few of the concepts we have had to learn during this second year of a global pandemic include: Our school of preschoolers

and kindergarteners have had to learn how to tolerate masks, how to maintain distancing, and how to identify their “pods”. While we ourselves as staff, have had to maintain seating charts of “pods” in the classroom, lunchroom, and all specials; learn how to contact trace and to inform parents of the “Test and Stay” option for when a child is identified as a close contact, as well as learn how to have visitors to the classroom virtually and live without classroom volunteers. Our families have had to adjust to virtual parent teacher conferences, IEP meetings, and orientations; wearing masks while picking up and dropping off children, maintaining social distancing and, unfortunately, distancing from within the school walls.

Beyond all of these new challenges, Cushman School has seen a number of new staff due to reassignments within the District, retirements, and opportunities. The challenges of living through this pandemic have caused us to have the need to increase support to students and families in various ways. The district was able to increase our School Adjustment Counselor Anne Mueller to full-time rather than just half time. A newly created 3-year position of Team Facilitator was filled by Kristen Greene. This position assists the Early Childhood Director, who also serves as the sole administration to the building, by facilitating the IEP meetings throughout the year. Additionally, a 3-year position of a transitional teaching assistant was filled by Allison Carlo who supports new children as they enter school either returning from a virtual learning experience or new students who have turned three years old and qualify for a special education seat in our preschool.

Other personnel changes that we have seen over the year are many. Our school secretary Donna Lamontagne moved over to the DeMello School, while Lara Stanton joined Cushman. Ms. Linda DeCouto retired as a preschool teacher in Massachusetts. Filling her spot in preschool is our former ELL teacher Mrs. Kelley Steele. Our school nurse Jennie Gates moved on to be the district float nurse while Rachael Gelinas joined Cushman. Later this year, Jennie had an opportunity within the District. Rachael then became the new float nurse, and Kristen O’Mara became our new nurse. Our Occupational Therapist Erin Butler joined and then was moved to another building while Elizabeth DeBarros joined Cushman as the new OT. Our Physical Education teacher Paul Pavao was moved to another building and we hired a half-time PE teacher Meaghan Phillips. Beyond many paraprofessionals moving within the building from different classrooms we hired a few new ones: Lisa Perry, Kelly Kelly, and Ashley Alferes.

Focusing on accelerated progress for all children, this year our preschool and kindergarten teachers along with others in the District were faced with implementing a new math program: Bridges. All staff were eager to get training prior to the school year in order to jump right in with the assistance of our shared Math Coach with DeMello - Jennifer Fitton. The professional development calendar this year afforded the teachers with plenty of time to receive training and consult and plan with district level grade peers. The scope and sequence of the Bridges program

is a spiraling one that provides all students with a comprehensive opportunity to be introduced to and then practice new skills.

Our teachers continue to work within the parameters of a global pandemic and have done so with a steadfast commitment to providing the best education possible for their students. We look forward to the day when we can enter the building unmasked and be among the many parent and student volunteers that we once had, but until that time we will continue to stay strong and healthy.

JOSEPH DEMELLO ELEMENTARY SCHOOL

Catherine Pavao, Principal

Mission

The Joseph DeMello School is an educational and social community where all children will experience a quality education in an environment of mutual respect and cooperation.

School Vision

The Joseph DeMello School, in partnership with parents and the community, will ensure that all students receive quality educational experiences that foster academic, physical, social, and emotional development. We will provide specific instructional strategies to empower students to think critically, solve problems and become respectful, responsible, contributing citizens. Students will demonstrate responsibility for their learning. We will assure that all students will receive high quality, standards-based instruction which will allow them to meet or exceed standards in all subject areas; students will acquire the necessary skills to succeed in middle school; the school community will model and encourage values, excellence, and mutual respect.

School Motto

"DeMello Students are Respectful, Responsible and Safe."

School Demographics

As of January 2022, we have an enrollment of 385 students. In 2017-18, an exceptionally large first grade class (YOG 2029) necessitated the addition of a fifth class in grade. We have kept this 5th class throughout this group's enrollment at DeMello. A low enrollment in grade 3 last fall resulted in the reduction of one classroom at that level. We now have four classrooms in grades 1, 2, 4, three classrooms in grade 3 and five classrooms in grade 5. Class sizes range from 14 to 24 students.

New Personnel

This fall we welcomed several new staff members to the DeMello School. Danielle Caron was hired to fill the 3rd grade classroom teacher position previously held by Erica Davignon, who transferred to the

Potter School at the end of the 2020-2021 school year. Deborah McGillick joined the DeMello School family as our second, full-time math interventionist. Mrs. McGillick previously worked as an EL instructor and math coach in the Fall River Public Schools. Jennifer Fitton joined us as our new math coach, replacing Maureen Dorsey who retired in December of 2021. Mrs. Fitton worked for 25 years as a classroom teacher, math coach and interventionist in the Westport Public Schools. Finally, we were thrilled to welcome Donna Lamontagne to DeMello as our office administrative assistant. Ms. Lamontagne previously worked in this role at the Cushman School and transferred to DeMello when Katy Gobeil resigned to take a position at UMass-Dartmouth last summer.

Curriculum and Instruction:

As we begin 2022, the DeMello School staff remains strongly committed to providing our students with rigorous, high quality instruction as we continue to manage the myriad challenges associated with the pandemic.

This fall, all classroom teachers fully implemented the Bridges math program into their daily instruction. Teachers participated in ongoing professional development on the various components of the program, and the building math coach has been collaborating closely with teachers daily to discuss the curriculum and plan units and lessons. Additionally, our math coach has modeled lessons in classrooms and has observed lessons in order to provide teachers with in-the-moment feedback and strategic support. DeMello teachers at each grade level serve on the district CIA (Curriculum, Instruction and Assessment) Team, which is focused on aligning this new program across the district and be the communicant to their grade level in the building.

In 2021, our teachers continued to work with their grade level teams and our literacy coach on strengthening and refining their reading and writing instruction using the Lucy Calkins' Units of Study.

As we dig into the work of delving deeply into the social studies frameworks, members of the district L3 (Leveled Literacy Leaders) Team work with their colleagues throughout the district on implementing social studies curricula. L3 members also meet with their grade level colleagues at DeMello to share information on the social studies curriculum and resources and gather feedback to bring back to the district team.

At DeMello School, we continue to use data to gauge and monitor students' progress and assure we are providing them with strategic and timely supports, interventions and enrichment. With the goal of strengthening the dialogue with teachers and deepening understanding of our students as learners and individuals, administration met with all classroom teachers in the fall to discuss student's academic, social and emotional strengths and needs. These meetings, which will continue through 2022, provided teachers with the time to delve deeply into all aspects of their students, and provided administration with a sharp picture of needs and strengths.

Extending the Curriculum:

In the review of the past year, we welcomed opportunities to examine and reflect upon the initiatives we've implemented to further strengthen our school culture and foster our continued growth as a strong, safe and nurturing community.

Determined to provide our students with high-quality, integrated arts experiences, we wrote and received a STARS Cultural Grant from the Mass Cultural Council in February. This grant allowed us to welcome a resident artist, Japanese storytelling and visual artist Motoko, into our 3rd grade classrooms. Motoko virtually taught each of our third grade classrooms geometry through the art of origami. Over the course of 8 weeks, our enthusiastic students joined Motoko in a deep dive of shapes, lines, and angles while creating traditional origami figures. The residency culminated in a Google Slide presentation chronicling students' learning and showcasing their creations. Our students and teachers enjoyed working with Motoko, and the consensus among all was that the learning was rich.

In March, the school launched a month-long celebration of literacy which included virtual author visits as well as virtual guest readers in each class. We were thrilled to welcome administration and staff throughout the district, as well as school committee members, representatives from the fire department, parents and family members. All guests read selected picture books from the DeMello Diversity Library. Again, students and guest readers enjoyed this time together immensely!

In the fall, we continued our PBIS initiatives, understanding that providing our students with clear expectations, recognizing them for positive choices and providing struggling students tiered supports and interventions is paramount during this challenging time for all. School administration continued to conduct weekly drawings of a "Caught Being Good" slip from each class to recognize DeMello "Leaders of the Pack." Additionally, we continue to recognize role model behavior with our "Student of the Month" videos, which recognize a student from each classroom who goes above and beyond in exemplifying our core values of being respectful, responsible and safe. We have also maintained our "Caught Being Good" coin reward system, which allows students to earn coins for exemplifying our core values throughout the building, on the playground and buses. Once a class reaches a preset goal for earning coins, all students are rewarded with a fun activity of their choosing. While we were unable to combine classrooms for trimester Fun Zones to recognize students who exemplify our core values, we were able to bring individualized, socially distanced celebrations to each classroom in the school. Finally, while the pandemic has prevented us from gathering as a school in the cafeteria for assemblies, we have shifted our PBIS assemblies from all students to small grade level events in the cafeteria.

To enhance our students' school experience and to encourage them to become responsible and civic-minded individuals, we continued to offer opportunities for them to contribute to the school and community. Our Garden Club maintained the hallway planter in the winter months and worked on cleaning up the courtyard in the fall. The Student Council sponsored a holiday canned food drive for the Council on Aging. Once again, our 5th grade classrooms participated in Holiday Hope, adopting a family in need to support during the holidays. We believe that involving our students in the school and local communities provides opportunities for them to demonstrate their talents, skills and interests while developing leadership skills.

At DeMello School, we strive to maintain a strong home-school connection. We continue to send out a weekly "electronic backpack" through which we send families information on all school-related events via email each Tuesday. Parents/guardians also participate in our Parent Teacher Organization, reinforcing valuable partnerships we work to develop.

As always, the PTO works tirelessly to raise money to fund and support our academic and cultural enrichment programs, family fun nights, scholarships, summer reading, courtyard maintenance and numerous other special activities and school programs. In light of the pandemic, we were not able to send our students on field trips in 2021. However, we were able to bring quality experiences to them through our PTO sponsored virtual author visits as well as sponsorship of our virtual Books for Bingo night. We are so grateful for the endless work the PTO volunteers put into providing such wonderful experiences for the students of DeMello School.

As 2022 unfolds, the DeMello School staff welcomes the opportunity to build upon our successes as we work toward continually improving academic achievement and meeting the diverse learning needs of our student population. We remain wholly committed to nurturing a positive, caring atmosphere where all children and adults feel respected and valued as members of the DeMello Community.

GEORGE H. POTTER ELEMENTARY SCHOOL

Richard Porter, Principal

Melissa McHenry, Assistant Principal

Reflecting on School Year 2021, I don't think any of us would have thought that the COVID-19 pandemic would continue to bring changes to the educational system across the country.

Through the tireless efforts of our faculty and staff and the collaborative partnership with our families, we continued to instruct and support our students during these uncertain times with the same commitment, determination and Dartmouth Pride!

We began January 2021 instructing our students within the hybrid learning model or through the district's virtual learning platform. Both of which had been in place since September 2020. Our students were placed in cohorts in order to limit the number of students in the building to ensure social distancing measures were in place. Students attended in person school every other day. During their "at home learning day", students participated in synchronous lessons with their teacher and received at-home learning activities that supported the lessons they received while in person. We proceeded with all Department of Elementary and Secondary Education and Dartmouth Schools health/safety protocols that were in place during the Fall of 2020.

On February 23rd, Commissioner of Education, Jeffrey Riley, released a statement relative to expanding in-person learning. As a result, the Dartmouth Public Schools began planning to transition from our hybrid learning plan to an all-in approach where students would attend school in person 5 days a week. This began on March 22nd with our PreK and K students and continued on April 5th with our students in grades 1, 3 and 5 and finally on April 12th, with our students in Grades 2 and 4. During this time, we continued to abide by the health and safety guidance and implement mitigation strategies that were proven to be successful throughout the year.

Despite the challenges related to COVID-19, we at Potter worked extensively with staff and families during the winter and spring months to maintain some of the “*Potter Traditions*” that had been in place prior to the pandemic. One such example is the collaboration with our fabulous PTO on Potter Family Nights. During the month of March as part of our “March Madness” celebrations, we were able to continue with our Bingo, Art and Dr. Seuss Family Nights, albeit virtually. In May, we were able to partner with BoosterThon again and in place of our usual *Fun Run* we were able to have the students participate in a *Dance-A-Thon*. Once again the BoosterThon staff created an atmosphere of fun and excitement in the building while also raising funds for field trips and cultural programs that we hoped would be possible as we entered the next school year. On June 9th and 10th we were also able to hold our annual Potter School Field Days with health-safety protocols in place. We appreciated all of the flexibility and hard work our fabulous staff showed in making these 2 days possible as this is usually an event that requires significant parent volunteer involvement.

As we closed out the School Year 2019-2020 we were able to also continue with our Preschool Graduation Celebration and 5th Grade Recognition Night. Our Preschool Graduation was held outside on June 10th with friends and family celebrating the many accomplishments of our littlest learners. On Monday, June 14th our 5th Grade Recognition Night was once again held outdoors at Dartmouth High. Scattered showers that evening couldn’t spoil the celebration of honoring our graduating class as they transitioned to Dartmouth Middle.

As summer vacation approached, we began planning for what we hoped would be a regular 2021-2022 School Year. In August our faculty and staff participated in professional development to support the implementation of the districts’ new Math program, Bridges. The Bridges Math Program helps students gain a deeper understanding of concepts, proficiency with key skills, and the ability to solve complex problems. The program consists of three components: Problems & Investigations, Work Places and Number Corner. Bridges, along with ST Math, provided our teachers with a comprehensive math curriculum to support students’ attainment of their grade level math frameworks.

While our teachers prepared for the new school year through the professional development described above, Potter also supported our students in getting ready for the new year. On August 18th, Potter held a Popsicle Day in our back playground to help welcome new students, old students and those returning from the Virtual Learning Academy or homeschooling. This was a wonderful way for students to make connections with new and old friends as they prepared for the new school year. Many of our staff and PTO board members were present to welcome families and ease any back to school jitters. In addition to this event, on August 27th, we invited new and returning families to a self-guided tour of the building to help familiarize students with the structure of the building.

We launched the 2021-2022 school year on September 1st with some new staff members and without some familiar faces. Kindergarten teacher Rebecca (Condon) Kelly became a Grade 2 teacher at the Quinn School. Fifth grade teacher Cathy Claussen and kindergarten teacher Sandy Hiller retired after many years of dedicated service to the students of Dartmouth. Due to their retirements, Caitlin Durand and Rachel Farmer joined the Potter Staff as our newest classroom teachers. Mrs. Durand joined us from the Fall River Public Schools, while Ms. Farmer previously taught in West Bridgewater. Laurie Dionisio, our speech-language therapist for many years, moved on to a district position as a special education team chairperson. We were delighted to welcome Jenna Reis from the DeMello School as her replacement. Longtime Grade 4 teacher, Marie Duggan, became our newest math interventionist replacing Christine Snell who became a math coach in Acushnet. Jen Rouillard and Anna Cabral, two of our fabulous teacher assistants, retired and were replaced by Molly Rouillard, Jen's daughter who was previously a preschool teacher assistant at Cushman, and Jenn Pypec who previously served as one of our recess/lunch monitors. We also welcomed Kayley Stevenson as a special education teacher, who replaced Andrea Abreau. Mrs. Abreau took an administrator's position in New Bedford.

As we began the new school year Potter School enhanced and refined some of its practices to support student learning. These were incorporated into the School Improvement Plan. An example of this work included the creation of a schedule that would allow our reading and math interventionists to be a part of grade level common planning time throughout the year. This would provide an opportunity for interventionists and classroom teachers to discuss student goals and progress in order to create cohesive and comprehensive Tier 1 and Tier 2 supports and interventions across whole group and small group settings. .

In late September, our special education staff participated in professional development related to the Sunday System, which is a structured, systematic, multisensory reading intervention for readers on Individualized Education Plans at the beginning stages of reading. The Sunday System became a resource that our special education staff could use when providing small group pullout intervention services.

In October, our students participated in Unity Day on Wednesday, October 20th, and Mix It Up Day on Friday, October 22nd. Unity Day was a day where students are encouraged to wear orange and help prevent bullying and promote kindness, acceptance, and inclusion. Our students wrote, drew, or attached drawings that represented unity to an orange ribbon. We then tied these ribbons to a unity rope in the front of the building for all to see. Mix It Up Day was a day to meet a new friend. Buddy classes met outside and used conversation starters to get to know each other better. Students in Grades 3-5 received bracelets and then gave necklaces to their buddies to symbolize friendship and inclusion.

On Thursday, October 21st, the Potter School Virtual Open House took place. Because at this time we were still not able to have visitors inside of the building, the teaching staff held a 10

minute "meet and greet" over ZOOM/Google Meet. This was a wonderful opportunity for our parents to see the inside of their child's classroom while also receiving a brief overview of the grade level curriculum and expectations.

Along with Unity Day, Mix It Up Day and Open House, our faculty and staff partnered with our PTO to have the first annual outdoor, *Table and Treat Event* on Friday, October 29th. (A COVID-friendly replacement to our annual Halloween indoors party.) This was a hugely successful event thanks in part to our wonderful Potter Families. Hundreds of students participated in costume and visited decorated tables to receive Halloween treats. What started out as a response to our health/safety protocols, may just end up being a new Potter tradition!

With the holidays approaching in November and December, the spirit of giving was alive and well in Potter. For Thanksgiving students were encouraged to bring in non-perishable items to create food baskets for Potter families who were in need. In December our students and families were able to support some of our families through a "Kindness Kard". On the "kard" was a variety of items that were age and grade level specific that families could donate to help make a Potter child's holiday special.

In November and December we were also able to hold on to two very important Potter traditions, our Thanksgiving Assembly and our holiday concert. On Wednesday, November 24th "Albuquerque Turkey" made his annual appearance during our outdoor Thanksgiving Assembly. Students and staff gathered together in the playground to thank our staff for their hard work and dedication, acknowledge the retirement of Director of Maintenance Rick Ferreira and sang a variety of Thanksgiving songs. On Monday, December 6th, under the direction of the hard-working music department staff, we were able to have our annual holiday concert featuring the 4th grade chorus and 5th grade band and string students. Much thanks was given to the entire music department for making this possible for our families with health/safety protocols in place!

Along with the spirit of the holidays, Potter School also supported partnerships with our families through our Parent-Teacher Conferences. Once again this was a virtual event where parents met their child's teacher individually to discuss their child's report card and the progress their child was making in the classroom.

As we closed out 2021, we remained thankful to our dedicated and professional staff and our supportive parents for all of their flexibility and hard work as we navigated another school year with the changes of COVID-19. As we begin 2022 we remain dedicated to instructing our students to *Paws to be Kind, Paws to be Safe and Paws to be a Learner!*

JAMES M. QUINN ELEMENTARY SCHOOL

Kyle Grandfield, Principal

Audra Thomas, Assistant Principal

Stephanie Yermalovich, Assistant Principal

2020-2021 has been a year like no other for schools across the country. The COVID-19 pandemic has continued to be present throughout this school year and has continued to force changes upon the educational system. Over the course of the 2020-2021 school year The Quinn school has educated students on many different platforms including, virtual, hybrid model with two different cohorts then lastly a full return of all students with all health and safety protocols in place, due to the constraints of the pandemic. The school year started off fully remote with staff in the building and students home learning a full day from their computer. In October the school was able to successfully transition to a two cohort model that decreased the number of students in the building and within each classroom during instruction. Finally we were able to transition to a full in person model. Throughout the school year we followed the CDC/DESE guidance to ensure a safe learning environment for all.

QUINN- As of December 2020 we have an enrollment of 681 students. This year, we have increased to 6 classes at both kindergarten and grades 1/2/3. We have 5 units in grades 4 and Kindergarten. We are at 4 units this current school year in grade 5.

We said goodbye in June to amazing staff that we will dearly miss and we welcomed new staff that we are very excited to have started at Quinn. In June of 2020 the Quinn staff acknowledged the retirement of Diane Doe (Fifth Grade Teacher). We wish them all happy retirement and thank her for all their dedication to the children of the Dartmouth Public Schools.

There were several internal transfers to begin this year. Katarina Schinigoj left her 2nd grade position and returned to Kindergarten. Sue Bishop, Desiree Metta, and Mary Boulton all transferred from 5th grade to teach in 3rd grade. Finally, Mary Sullivan left her kindergarten position to become a Reading Specialist. In 2021 the Quinn staff welcomed new 5th grade teachers: Brian Wildeman, Taylor Saltmarsh, Veronica Smith, and Keisha Julian. We also welcomed Bethany Dumont as a grade 4 teacher and Rebecca Kelly as a 2nd grade teacher. We are especially confident that the work and efforts of these new staff members will have a positive effect on student achievement.

As we reflect on the MCAS data from 2020, we are proud of the following accomplishments:

MCAS results for 2019 showed student growth in both math and ELA. For ELA, the mean SGP for fourth ELA was 58.9 and fifth grade was 63.2. In math, the 4th grade SGP was 45.6 and 5th grade was 61.3. DESE considers anything between 40-60 typical growth.

Quinn continued its work on the following initiatives:

Co-Teaching Strategies: Administration and staff participated in various book talks and workshops related to the different co-teaching models. We have continued the implementation of the Co-Teaching model in all grade levels to improve differentiation. In June, August, and throughout the school year, we addressed class placement to ensure students are placed appropriately. A common planning schedule was created to support regular education teachers and special education teachers working as co-teachers.

Close Reading Strategies: The district provided a professional development opportunity for our teachers on how to incorporate close reading strategies as part of their literacy instruction.

We continue to increase the use of Higher-Order Thinking Skills (Bloom's Taxonomy) in all of the curriculum by identifying and collating assignments.

Fountas and Pinnell Leveling System: Teachers continued their professional development and use of this guided reading leveling system to help evaluate and support students in their literacy development.

In the area of literacy, the members of our "Quinn Literacy Team", continue to focus on creating a comprehensive and systematic Literacy Program. In September, the Literacy Team concentrated on classroom libraries. Members of the committee are taking an inventory of books within the building as well as having teachers do the same within their classroom. Teachers are making wish lists of books and genres that they do not currently have and would like to see their students reading. Lists of books are being converted to a google doc where teachers have access.

Our classroom teachers continued to utilize Fountas and Pinnell, DIBELS, Star, and Lucy Calkins to drive their instruction and provide targeted interventions for our students. PLC's (Professional Learning Time) discussions took place once a week with grade level teams to discuss this data and make instructional decisions.

PBIS Rallies: We continued with our PBIS grade level rallies this year at Quinn the rallies are being done virtually and streamed into the classroom. During these rallies we make connections to our Second Step Curriculum that is taught weekly in our classrooms. Students are also recognized in each classroom as models of our school-wide expectations of Respecting Others, Respecting Self, and Respecting Property. Each classroom teacher wrote a small acknowledgement for each student as to why they were recognized as a role model in our schools. The students were then asked to sign our "Quinn Pride Book". This past year, was the second year that parents were invited in to the rallies to see their child that was chosen as the role model. Emails were sent out to each family with information as far as date and time as well as

which trait their child was being recognized for. It also asked the parents to keep it a secret to surprise their children. Furthermore, as opposed to only doing rallies by grade levels, this past year we began having rallies by “vertical teams”.

In October 2020 Quinn School celebrated Unity Day. Unity Day is a day when people across America show their care and concern about creating safe and supportive schools and communities who are committed to stop bullying by wearing the color orange. It’s the day everyone can come together in schools, communities, and online, to send one large orange message of support, hope, and unity. Orange construction paper was given to each classroom to sign and create their own unity poster. The posters were hung outside of each classroom. The school was filled with students wearing the color orange.

In October we also held Mix It Up Day. This was our 15th year honoring this national event that breaks down social barriers and enhances school climate. As in past years, everyone is invited to mix up their clothing and spend their lunch eating with new friends. Music, decorations, and a mural for all students to sign, are incorporated into the event. Parent volunteers encouraged discussion topics with students while they are eating. A big thank you goes out to Tiffany Martin, Kelly Bloom and Erin Gomes, for organizing this event.

Due to the COVID (in person) family engagement was on a pause.

From August 31,2020 through September 14,2020 the elementary staff returned to work to get ready for the start of the school year. During these two weeks staff were given training in all aspects of on-line teaching including enhanced training on the software Google Meet and Go Guardian. Staff were also updated on the latest health and safety protocols for schools. All schools also coordinated a materials distribution day for families and students to pick up needed supplies to start remote learning, including a ChromeBook for every elementary student. All teachers did a video conference with all their families so that they could meet the students before the start of school and answer any questions families may have.

On September 15th, all students returned to school remotely on the Google classroom platform. One significant change from the model that was used in the spring was that students would be engaged in synchronous video learning for the majority of their school day. Schedules were made for each grade level and shared with families. The start of school via remote learning was very successful as we had over 90% of all elementary students participating.

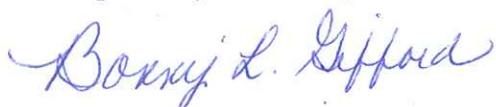
To get ready for in-person instruction (phased in on October 1st), each elementary school reviewed all existing protocols and adapted them to meet the health and safety guidelines due to COVID-19. Hence, changes were made to student arrival, dismissal, classroom setup, and placement of staff/student belongings. Also, bathroom usage, transitions in the hallways, recess,

and transportation had to be re-imagined. Students were given extensive lessons regarding the use of masks and mask breaks for all students were built into the schedules. Other routines needed to be altered such as parent communication, preschool screenings and home visits, special education evaluations, and PTO/School council meetings. By mid to late October, all students were participating in the hybrid model.

During the months of November and December, many students and staff needed to quarantine. Through the efforts of our school nurses and administrators, extensive contact tracing was done to minimize the spread of the virus. Building principals (along with their staff) were creative and flexible on how to keep the momentum of learning going due to staff and student quarantines. Staff were frequently asked to take on new responsibilities to support student learning during this pandemic. Also, the district decided to not issue a term one report card, but instead had elementary teachers do a video parent conference for each one of their students.

As 2020 came to an end, we attempted to keep many of our “End of the Year” traditions alive in a virtual way. It was most important at all schools that we supported our needy families during the holidays and maintained a safe and nurturing environment for all staff and students. After a long and difficult 2020, all educators are looking forward to changing the page on the calendar. While we are leaving behind the year that gave us a pandemic and forced us to change our normal lives, we usher in the New Year 2021 with a lot of hope in our hearts.

Respectfully submitted,



Bonny L. Gifford, Ed. D.
Superintendent of Dartmouth Public Schools