



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #8
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, August 14, 2023
Meeting Time:	7:00 p.m.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. AGENDA APPROVAL**
- E. CITIZENS' FORUM** *(To be recessed, if necessary, and resumed following Committee Reports)*
- F. APPROVAL OF MINUTES**
 - 1. Non-Public, July 10, 2023
 - 2. Regular Meeting #7, July 10, 2023
 - 3. Special Session, July 24, 2023
 - 4. Non-Public, July 24, 2023
- G. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Jaie Eibert, Paraprofessional – Woodman Park School
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - b. DPA Nomination
 - c. DTU Nominations
 - d. DALC Renominations
 - e. Fall Coaching Nominations
 - f. SAU Administrator Contracts – Assistant Superintendent and Chief Financial Officer
 - 6. **Extended Travel (Student Trips):**
 - a. Preliminary Approval - Dover High School Chess Club to Baltimore, Maryland – April 4-7, 2024 for the United States Chess Scholastic Nationals
 - b. Preliminary Approval - Dover High School Biology/Environmental Elective Students to Belize – April 2024
 - c. Preliminary and Final Approval – Dover High School Marching Band and Color Guard to Camp Huckins, Freedom, NH – August 27-29, 2023
 - 7. **Donations:** None
- H. STUDENT REPORT:** None
- I. POLICY – CHANGES – PROPOSALS:** None
- J. POLICY ADOPTION:** None
- K. RESOLUTIONS:** None
- L. OLD BUSINESS:** None
- M. NEW BUSINESS:**
 - 1. Life Bridge, Inc. and Dover Middle and Dover High Schools Memorandum of Understanding



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2. 2023-2024 Parent and Student Handbook Revisions
 - a. Frances G. Hopkins School at Horne Street
 - b. Garrison Elementary School
 - c. Woodman Park School
 - d. Dover Middle School
 - e. Dover High School
3. Title I
 - a. Needs Assessment
 - b. Title I 2023-2024 District Plan
4. Title III
 - a. LAU Plan (ESOL)
 - b. ESOL Teacher Job Description
 - c. ESOL Interventionist Job Description
 - d. Cultural Liaison Job Description
5. Woodman Park School Sewer Line Replacement
6. Dover School District 2023-2024 Re-Entry Plan and Protocols Applied to Pandemic Education (PAPE)
7. Fiscal Year 2025 Budget Preparation Adoption Schedule
8. Condition of Accounts

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

P. COMMITTEE REPORTS

Q. SCHOOL BOARD MATTERS OF INTEREST

R. ADJOURNMENT

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

Citizens shall identify themselves by name and address for the record; address comments to the presiding officer and the Board as a body and not individual members.

Citizen's Forum will ensure citizens have the opportunity to speak to all other items on a meeting agenda and/or matters pertaining to the business of the School Board. At workshop meetings and special sessions, Citizens' Forum will be restricted to items on the meeting agenda. Statements shall be limited to five (5) minutes unless otherwise extended by the chairperson, with the approval of the School Board.

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

From: Jaie Eibert <J.Eibert@dover.k12.nh.us>

Sent: Monday, August 7, 2023 3:28 PM

To: Patrick Boodey <p.boodey@dover.k12.nh.us>; Roseanna Drysdale <r.drysdale@dover.k12.nh.us>;
Andrea Gaunya <A.Gaunya@dover.k12.nh.us>

Subject: resignation :(

It is with a heavy heart that I send this letter as a notice of my resignation from the Dover School District. An opportunity arose for me that is beneficial for my family and I have decided to leave my job at Woodman Park. Even though I only worked officially for one school year as a para at WPS, I have come to love everyone in the community very much. I have learned a great deal and I am very grateful for my time here. I wish everyone the best and I will still be an active participant as a parent and PTO member.

Cordially,

Jaie Eibert
Special Education Paraprofessional
Woodman Park Elementary School

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

TO: **DOVER SCHOOL BOARD**

DATE: August 14, 2023

MEMORANDUM: Nomination and Election of Paraprofessionals

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2023-2024 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Amendola, Tess	Paraprofessional	Woodman Park School	Tasha Smith	\$19.56	C2, Step 7
Berrill, Douglas	Paraprofessional	Garrison Elementary School	Sarah Wedge	\$17.05	C4, Step 2
Dunbar, Stephanie	Paraprofessional	Woodman Park School	Monica Jakkargari	\$16.13	C2, Step 3
Emery, Christiana	Paraprofessional	Woodman Park School	Megan Karas	\$19.18	C2, Step 6
Spurr, Cheryl	Paraprofessional	Garrison Elementary School	New	\$19.56	C2, Step 7
Suryawanshi, Amrita	Paraprofessional	Woodman Park School	Rita Diharce	\$14.87	C2, Step 1

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

TO: DOVER SCHOOL BOARD

DATE: August 14, 2023

MEMORANDUM: Nomination and Election of Teachers

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2023-2024 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Burns, Nora	Adjustment Counselor	Dover Middle School	Margaret Downs	\$48,576	MA, Step 3
Gunderson, Karen	Special Education Teacher	Dover Middle School	New	\$79,338	MA, Step 17
Hanson-Gillis, Heidi	English Teacher	Dover High School	Allyson Izard	\$79,338	MA, Step 17
Jacques, Meredith	Social Worker-Family Outreach	Woodman Park/Dover Middle Schools	New	\$79,338	MA, Step 17
Kostis, Stacey	World Languages Teacher	Dover Middle School	Mihaela Laroche	\$64,141	BA, Step 13
Sebastian, Rose	Special Education Teacher	Dover High School	Brittany Carville	\$66,686	DOC, Step 10
West, Charles Patrick	Social Studies Teacher	Dover Middle School	Dawson Bridges	\$59,875	MA, Step 9

OFFICE OF THE SUPERINTENDENT

DOVER PUBLIC SCHOOLS

DOVER, NEW HAMPSHIRE

TO: DOVER SCHOOL BOARD

DATE: July 26, 2023

MEMORANDUM: Re-nomination of DALC Staff

I hereby nominate the following persons for the designated positions for the 2023-2024 school year. The School Board authorizes the Superintendent of Schools to execute these contracts.

Dover Adult Learning Center

Judi	Currie	HSET PROCTOR
Angela	Newbury	HSET PROCTOR
Jill	McCarthy	Counselor Aide
Susan	Hardy	Childcare Assistant
Kim	Hanson	DALC Teacher
Barbee	Harrington	DALC Teacher
Joyce	Malley	DALC Teacher
Jill	McCarthy	DALC Teacher
Prentiss	Phillips	DALC Teacher
Sandi	Strauss	DALC Teacher
Barbara	Visciano	DALC Teacher
Donna	Vittands	DALC Teacher
Taryn	Ward	DALC Teacher

Recommendations

To: Dr. William Harbron
 From: Peter Wotton
 Re: Fall Coaching Recommendations - 2023
 Date: July 31, 2023
 Cc: Kim Lyndes, Peter Driscoll, Tammy Badger

I am recommending the following individuals be nominated for FALL 2023 athletic coaching positions.

<u>Position</u>	<u>Name</u>	<u>Stipend</u>	<u>Replaces</u>
Varsity Cheering	Kelsey Daigle	\$4600	
JV Cheering	Mikaela Leighton	\$2720	
Boys Var. Soccer	Ronan O'Doherty	\$3920	
Boys JV Soccer	Jason Subirana	\$2720	Don Wason
Boys Reserve Soccer	OPEN	\$2160	Corey Hambrook
Middle School B. Soccer	Brian Snow	\$2160	Jason Subirana
Girls Var. Soccer	Rick Pelletier	\$3920	Jason Wisniewski
Girls JV Soccer	James Wares	\$2720	
Middle School G. Soccer	Christen Wilhelm	\$2160	
Head Football	Eric Cumba	\$5960	
Asst Football	Matt Kimball	\$3960	
JV Football	Joshua Droesch	\$3960	
JV Football	David Lopez	\$3960	
Frosh Football	Justin Crowley	\$3400	
Frosh Football	Chris Stamoulis	\$3400	
Head Field Hockey	Sarah Michaud	\$3920	
JV Field Hockey	Jessica Paul	\$2720	
MS Varsity Field Hockey	Jillian Brickley	\$1720	
MS JV Field Hockey	Deb Jacobs	\$1280	
Girls Varsity Volleyball	Whitney Carrier	\$3920	
Girls JV Volleyball	Katie Rebrovich	\$2720	
MS Varsity Volleyball	Emily Boles	\$2160	
MS JV Volleyball	OPEN	\$1613	Gloria Tawalujan
B/G Cross County	Nick Piatti	\$3560	
B/G Asst. Cross Country	Jeff Sanborn	\$2160	
Middle School Cross Country	Laura Towle	\$1720	
MS Assistant Cross Country	Kaylee Towle	\$1720	
B/G Golf	Matt Fennessy	\$2120	
B/G JV Golf	Joe Tenuta	\$350 (Coaching Contingency Acct.)	



DOVER SCHOOL DISTRICT

SAU 11

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

Empowering all Learners

August 14, 2023

Dear Board Members,

After conducting a comprehensive evaluation by the Dover School District Board, I recommend a three-year contract extension for Christine Boston in her role as Assistant Superintendent. This proposed three-year contract encompasses the following key components:

Employment and Term. The SAU agrees to employ the Administrator, and the Administrator agrees to accept employment in the position of Assistant Superintendent for a term of three (3) years commencing on the 1st day of July 2023 and extending through the thirtieth day of June 2026.

Salary. The Administrator shall receive an initial salary of one hundred thirty-six thousand, six hundred seventy-nine dollars (\$136,679), annualized. All salaries will be payable in no fewer than twenty-six equal installments and subject to such deductions as may be authorized or as may be required by law. The SAU hereby retains the right to adjust the annual salary of the Administrator for subsequent years of this contract, and any extensions thereof.

The administrator will receive a salary of one hundred forty-three thousand, five hundred thirteen dollars (\$143,513) for year two of this contract ending June 30, 2025, and a salary of one hundred fifty thousand, six hundred eighty-nine dollars (\$150,689) for year three of this contract ending June 30, 2026.

Economic Benefits. The SAU shall extend to the Administrator benefits such as dental insurance, life insurance, disability insurance, and payment of annuities, and all benefits described more fully in paragraphs 1 - 16, and 19 in the "Rules and Regulations in the Application of Administrative Personnel Policies and Salary Schedules, Policy GCBD" (noted below) unless otherwise specified in the agreement. If the Administrator does not subscribe to the School Department of the City of Dover, New Hampshire, New Hampshire School Health Care Coalition Plan, SchoolCare health program, or to another City of Dover health insurance plan through a family member, he/she will receive a lump sum payment of three thousand dollars (\$3,000) on or before December 15th of the school year.

(*Policy GCBD Benefits 1-16, and 19: Professional Incentive Compensation, Sick Leave, Personal/Emergency Leave, Funeral Leave, Military Leave, Jury Leave, Parental Leave, Extended Leave, Inclement Weather, Health Insurance, Life Insurance, Dental Insurance, Disability Insurance, Longevity, Severance Pay, and Holiday.)

Respectfully,

William R. Harbron, Ed.D.
Superintendent



DOVER SCHOOL DISTRICT

SAU 11

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

Empowering all Learners

August 14, 2023

Dear Board Members,

After conducting a comprehensive evaluation by the Dover School District Board, I recommend a three-year contract extension for Michael Limanni in his role as Chief Financial Officer. This proposed three-year contract encompasses the following key components:

Employment and Term. The SAU agrees to employ the Administrator, and the Administrator agrees to accept employment in the position of Chief Financial Officer for a term of three (3) years commencing on the 1st day of July 2023 and extending through the thirtieth day of June 2026.

Salary. The Administrator shall receive an initial salary of one hundred thirty-five thousand dollars (\$135,000), annualized. All salaries will be payable in no fewer than twenty-six equal installments and subject to such deductions as may be authorized or as may be required by law. The SAU hereby retains the right to adjust the annual salary of the Administrator for subsequent years of this contract, and any extensions thereof.

The administrator will receive a salary of one hundred forty-one thousand dollars (\$141,000) for year two of this contract ending June 30, 2025, and a salary of one hundred forty-eight thousand dollars (\$148,000) for year three of this contract ending June 30, 2026.

Payment of Annuity. The SAU shall contribute a minimum of two hundred-fifty (\$250) per pay period to the administrator's 403(b) tax sheltered annuity through a payroll deduction.

Economic Benefits. The SAU shall extend to the Administrator benefits such as dental insurance, life insurance, disability insurance, and payment of annuities, and all benefits described more fully in paragraphs 1 - 15, and 19 in the "Rules and Regulations in the Application of Administrative Personnel Policies and Salary Schedules, Policy GCBD" (noted below) unless otherwise specified in this agreement. If the Administrator does not subscribe to the School Department of the City of Dover, New Hampshire, New Hampshire School Health Care Coalition Plan, SchoolCare health program, or to another City of Dover health insurance plan through a family member, he/she will receive a lump sum payment of three thousand dollars (\$3,000) on or before December 15th of the school year.

(*Policy GCBD Benefits 1-15 and 19: Professional Incentive Compensation, Sick Leave, Personal/Emergency Leave, Funeral Leave, Military Leave, Jury Leave, Parental Leave, Extended Leave, Inclement Weather, Health Insurance, Life Insurance, Dental Insurance, Disability Insurance, Longevity, Severance Pay, and Holiday.)

Respectfully,

William R. Harbron, Ed.D.
Superintendent



**DOVER HIGH SCHOOL
AND
REGIONAL CAREER TECHNICAL CENTER**



PETER DRISCOLL
Principal
p.driscoll@dover.k12.nh.us

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July 24, 2023

Dover School Board members,

This letter is written in support of The Chess Club's request to travel to Baltimore, Maryland April 4-7, 2024 to participate in the 2024 United States Chess Scholastic Nationals. The Chess Club has expanded greatly in the last three years. Its membership includes students of all grades and backgrounds. The club has become a place where some students have experienced success for the first time and have become more engaged in school while others have been able to share their knowledge and passion. The club has a community-wide reach and has hosted community events at Dover High School which have attracted over 100 people.

Thank you for your consideration of this trip.

Sincerely,

Peter Driscoll
Dover High School Principal

*2005 New Hampshire School of Excellence
Accredited New England Association of Schools and Colleges
Equal Employment Opportunities – Equal Educational Opportunities*

1. The Dover High School Chess Club requests travel to Baltimore, MD for the 2024 US Chess Scholastic Nationals.

During the 2022-23 school year, the club participated in the NH state team and individual scholastic tournaments. Following these events, during our debriefing, the club members asked if we could expand our tournaments for 2023-24. The students asked to participate in more state-run tournaments and have the opportunity for a national experience.

Our club is not looking for victory at this event. But the once-in-a-high school-career experience of being immersed in chess for three days involving students from around the country.

2. N/A

3. April 4-7, 2024.

4. Itinerary

Thursday, April 4 - Evening - Depart via plane. Arrive at the hotel in Baltimore.

Friday, April 5 - Competition begins at noon. There will be two matches on Friday.

Saturday, April 6 - Competition continues. Three matches.

Sunday, April 7 - Competition concludes - two matches. Fly home on Sunday evening.

5. The approximate cost per student will be \$900-\$1,000, before fundraising.

6. Students must be academically eligible to attend.

11. Costs for the chess club advisor will be paid for via fundraising.

2024 National High School (K-12) Championship, April 5-7

Playing Site: Baltimore Convention Center

1 West Pratt Street

Baltimore, MD 21201

Tournament hotel:

[Hilton Baltimore](#)

Note: hotel is attached to Baltimore Convention Center



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July 24, 2023

Dover School Board members,

This letter is written in support of Ms. Fabbri's proposed trip to Belize over April Vacation 2024. This trip would allow students to experience unfamiliar ecosystems, learn about a fascinating culture, and be involved in community service. The chance to visit a barrier reef and the tropical rainforest while learning about and experiencing a unique culture would make a lasting impression on our students.

Thank you for your consideration of this trip.

Sincerely,

Peter Driscoll
Dover High School Principal

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Accredited New England Association of Schools and Colleges
Equal Employment Opportunities – Equal Educational Opportunities*

Extended Travel Preliminary Approval Request

1. Educational value & relationship to current course offerings

We propose to bring 16 students and 2 teacher chaperones on a 7-night trip to Belize over April vacation 2024. The educational value of the trip includes exploration of tropical rainforest and coral reef ecosystems, exposure to the rich Central American culture of Belize, appreciation for the ancient history of the Mayan culture, and service experiences as volunteers at a children's home and a wildlife sanctuary.

Unless students have traveled to the tropics with family, it is likely that they will be experiencing the biodiversity of a tropical rainforest ecosystem and a coral reef ecosystem for the first time. For students who love the life sciences, this will be the trip of a lifetime. During our stay in the jungle, students will learn about food, medicines, and technology discovered through rainforest research. While hiking through the rainforest, students are likely to encounter species such as howler monkeys, iguanas, tapir, and an enormous variety of tropical birds and insects, including the spectacular blue morpho butterfly.

The Belize Barrier Reef was designated as a World Heritage Site by UNESCO in 1996 and is the second largest barrier reef in the world and the largest in the northern hemisphere. While visiting the coast, students will have the opportunity to snorkel with nurse sharks, sea turtles, skates, rays, and over 500 different species of tropical fish, all while experiencing the rich diversity of invertebrates that make up the coral reef itself. Belize takes great pride in its reef and considers it to be one of their most important natural assets. Thanks to conservation efforts put in place by the government, the reef was removed from UNESCO's Endangered List in 2018, demonstrating the country's determination to protect the reef for future generations.

Although small in size, the country of Belize is culturally rich. The country's unique location on the Caribbean Sea south of Mexico and east of Guatemala provides for a rich blending of multiple ethnic groups, including Mestizo, Maya, Garifuna, Creole, and others. While English is the official language of Belize, most Belizians speak multiple languages, including Spanish and Creole. The diversity of food is also fantastic. While the most traditional food found in Belize is classic rice and beans, students will also have the opportunity to try local foods such as chimole (a Mayan soup), pibil (Yucatan slow-roasted pork), and fry jacks. In addition to the wonderful diversity of languages and food found in the villages of San Ignacio and San Pedro, students will also have the opportunity to visit the ancient Mayan ruins at Xunantunich. These ruins are believed to be over 2,000 years

old and are named for the "Stone Woman" ghost with glowing red eyes whom local lore claims haunts the site. For students who love history and culture, this trip will be a rich and eye-opening experience.

In addition to the biodiversity and cultural diversity Belize has to offer, one of the reasons we chose this particular travel agency, Appleseed Expeditions, is because of the volunteer service opportunities it provides. While some students may volunteer regularly with school or with their families, this trip will likely provide many students with their first glimpse into the lives of people living in a developing country. However, unlike other travel agencies that may simply pass through, Appleseed Expeditions gives student travelers the opportunity to make these people's lives a little easier. Specifically, students will volunteer at both a children's home and a wildlife sanctuary, interacting with locals, playing with the children, and helping with needs around both. In addition to this volunteer work, students will also participate in the Pack-A-Pound initiative or a similar program by carrying donated school supplies in their luggage for distribution to the Belize schools who need them most. For students who love to help people, this trip promises to be a very rewarding experience by truly allowing them to be the "dynamic global citizens" the Dover School District intends.

Dover High School offers many required and elective courses whose content is related to what student travelers will experience firsthand. Students enrolled in one or more science courses, including Biology, Marine Science, Aquatic Animals, and Zoology will be able to relate their experiences abroad to what they have studied or will study in the classroom. Student travelers currently or previously enrolled in social studies and world language courses such as Spanish and World Culture & Travel will also find real-world applications as they explore the ethnically diverse country of Belize.

2. Evidence of performance bond or other security for deposits

Appleseed Expeditions does have a surety bond through Worldwide Insurance Specialists, Inc. Bond #E251871

3. Dates of trip

Saturday, April 20 - Saturday, April 27, 2024 (April vacation)

4. General itinerary

Day 1 - Arrive Belize City; volunteer at Liberty Children's Home

Day 2 - Cave tubing; rainforest hike

Day 3 - Volunteer at Black Howler Monkey Sanctuary; water taxi to Caye Caulker

Day 4 - Snorkel Hol Chan Reserve and Shark Ray Alley; visit Caye Caulker Marine Reserve
Day 5 - Snorkel Mexico Rocks
Day 6 - Water taxi to mainland; visit Crystal Cave
Day 7 - visit Xunantunich; visit cultural markets in San Ignacio
Day 8- Flight home from Belize City

5. Cost per student

The total cost is \$3490 per student. This includes round-trip airfare. It does not include snacks/meals during travel to/from Belize, airline baggage fees, unforeseen medical expenses, souvenirs, or trip insurance.

Students will have the opportunity to participate in a variety of fundraising activities leading up to the trip. Planned fundraisers include a mum sale in October, a poinsettia sale in December, a raffle, and other fundraising events to be determined by the group.

6. Limiting rules of participation

- ☐ Students must have completed or be currently enrolled in Biology A or B
- ☐ Students must not have any record of a suspension during their time at Dover High School
- ☐ Students must complete an application indicating reason(s) for their interest in trip

7. Permission forms to be reviewed with & signed by parents

Signed permission forms will be obtained by September 30

8. Source & nature of insurance coverage

Appleseed Expeditions provides insurance coverage in the event they are found to be at fault for something. A pdf can be provided. In the event a traveler gets sick or injured by no fault of Appleseed, the traveler will be responsible for their own medical expenses. If a traveler damages any property while on the trip, the traveler will be responsible for the expense. Travelers will have the option to purchase travel insurance through a company called RoamRight via their online account once they register with Appleseed Expeditions or through the insurance carrier of their choice.

9. Decision & opinion of the Principal & Superintendent

10. Release from duty of any staff member by Superintendent

Release will not be necessary as this trip occurs during April vacation.

11. Financial benefit to trip leader & chaperones

One chaperone will have all expenses paid for a total of \$3890/chaperone for every 8 paying students.

12. Cost to the district

There will be no cost to the district.



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MEREDITH LAPOINTE
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August 8, 2023

Dover School Board Members,

This letter is written in support of the annual Dover High School Marching Band and Color Guard Trip to Camp Huckins for band camp. This year the trip will take place from Sunday, August 27th through Tuesday, August 29th.

This trip includes a combination of paid staff and parent volunteers as chaperones. A nurse provided by the Dover Parents Music Club will be present for 24-hour medical coverage. The accompanying letter outlines the three-day program.

Thank you for your consideration.

Sincerely,

Peter Driscoll
Dover High School Principal

August 1, 2022

Dover School Board members,

This letter is being written in support of the annual Dover High School Marching Band and Color Guard trip to Camp Huckins for band camp. This year the trip will take place from Saturday, August 27th through Monday, August 29th.

The trip includes a combination of paid staff and parent volunteers as chaperones. A nurse provided by the Dover Parents Music Group will be present for 24-hour medical coverage. The accompanying materials outline the three-day program.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter Driscoll", written over the word "Sincerely,".

Peter Driscoll
Dover High School Principal

Request for DHS marching band to attend Camp Huckins, Aug. 27-29

Mark Cadman

Associate Executive Director

CCYMCA/ Camp Huckins

17 Camp Huckins Road, Freedom, NH 03836

(O) 603-539-4710 (C) 603-662-2801

(E) mark@camphuckins.org

(W) www.camphuckins.org

Band director: Jim Butka

Other paid coaches at camp: Sam Twining (percussion instructor), Mike Mitchell, Ryan Tremlay (percussion instructor), Sydney Seaver.

Parent chaperones: at least 5 on duty.

Hired nurse will be on duty.

Approximately 63 students attending.

Educational value is immeasurable. This trip occurs after the band has had 4 full days of marching band camp at school. While at Camp Huckins, the students work cooperatively on learning their field show. They work from early morning hours until evening. The teamwork, bonding and camaraderie that takes place is equally important as the music and drill they learn. The foundation for the student leadership and mutual respect among the students is all established at band camp. Being at the camp and away from normal distractions allows for a very successful and rewarding learning experience.

Travel is provided by First Student.

Dates of the trip are: ^{Sunday} ~~Saturday~~, Aug. 27. Depart at 10 AM. Return to DHS on Aug. 29 at approximately 8:30 PM.

Itinerary:

Schedule for Camp Huckins: (details subject to change)

Sunday, 8/27	8:30am	DPMC send-off breakfast	DHS parking lot
	10:00am	Leave for Camp Huckins	DHS parking lot
	11:30am	Arrive Camp Huckins	Freedom, NH
	11:45-12:30	Lunch (*bring bag lunch*)	Camp Huckins
	12:30-5:00pm	On-field rehearsals	Field
	5:30-6:15pm	Dinner/Cook-out	Beach
	6:15-7:00pm	Sectionals	TBD
	7:00-8:00pm	Full rehearsal	Rec Hall
	8:00-9:30pm	Talent Show/Skits	Rec Hall
	10:00pm	Lights Out	Cabins
Monday, 8/28	6:00am	Reveille	Tennis Courts
	6:30am	Flag ceremony/Basics	Tennis Courts
	8:00am	Breakfast	Dining Hall
	9:00am	Drills	Field
	12:30pm	Lunch	Dining Hall
	1:00-2:30pm	Rec time	Waterfront
	2:30-5:30pm	Drills	Field
	5:30pm	Dinner	Dining Hall

6:15-7:00pm	Sectionals	TBD
7:00-8:00pm	Full rehearsal	Rec Hall
8:00-10:00pm	Campfire	Fire pit
10:30pm	Lights Out	Cabins

Tuesday, 8/29	Same schedule as Sunday through Dinner time.	
6:00pm+	Pack, clean cabins	Cabins
7:00pm	Board busses	Camp Huckins
8:30pm	Arrive Dover	DHS Parking Lot

Cost per student is approximately \$150. Students that have hardship and cannot afford will be give assistance from the Dover Parents Music Club.

Life Bridge Inc. / Dover Middle & High Schools

Memorandum of Understanding

This memorandum of understanding prepared on July 24, 2023, establishes that Life Bridge, Inc. (LB) and the Dover Middle & High Schools (DMS & DHS) agree to the following terms and conditions as partners in the Life Bridge mentoring program:

LB will:

- Identify, solicit, and recruit volunteer mentor applicants.
- Assure that all volunteers and staff working with DMS & DHS students have undergone a "Background Investigation and Criminal Record Check" *School Employee and Volunteer Background Investigations* and as reflected in Dover School Board Policy.
- Manage programmatic activities including but not limited to: development of policies and procedures, fund development, and case management.
- Oversee all operational activities including screening, training, matching, support and supervision, recognition, and closure procedures.
- Coordinate one-to-one mentor and mentee matching.
- Oversee all large and small group activities including planning, funding, facilitating and supervision.
- Provide feedback to designated DMS & DHS contact person regarding mentee status on a regularly scheduled basis.
- Manage all fiscal requirements including fund development, budget management, and fiscal planning.
- Provide evaluation summaries of the project to all partners.
- Inform parents that Life Bridge is an independent organization not affiliated with DMS & DHS.

DMS will:

- Provide on-site coordination, an adequate project site, office space, and facility amenities. (As needed and available)
- Identify appropriate DMS & DHS students who might benefit from mentoring and notify parents of mentoring options including Life Bridge.
- Advise on the academic and other needs of participating youth.
- Provide program evaluation data for participating students including grades, attendance records, discipline records, individual education plans, and teacher/counselor reports with written parental/guardian permission on file.
- Designate a contact person.
- Cooperate to the fullest extent possible with LB Coordinator.

Life Bridge and Dover Middle & High Schools agree to a free exchange of program and student information (with written parent permission) between and among their respective representatives. Both parties also agree to maintain confidentiality of student information in accordance with Federal (FERPA) and state statutes and Dover School Board Policy. Such information may be released to other parties only with signed parental consent.

In witness whereof, the parties here to have caused this MOU to be executed as of the day and year listed below.

Life Bridge:

Andrew C. Johnson

Name

Signature

Executive Director

Title

Date

07/24/2023

Dover Middle School:

Dr. William R. Harbron

Name

Signature

Superintendent of Schools

Title

Date



A caring, collaborative community

Frances G. Hopkins Elementary School at Horne Street

78 Horne Street

Dover, NH 03820

603-516-6756 Phone

603-516-6766 Fax

<https://hss.dover.k12.nh.us/>

Student - Family Handbook

2023-2024

Work Hard, Have Fun, Be Kind, Be Safe, and Do the Right Thing

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There are several policies referenced in this handbook. To access any Dover School Board Policy in full, click [HERE](#). When a policy is referenced in the handbook, it will also have a direct link you can click on. If you do not have access to the internet, contact your school office or Superintendent's office.

2023-2024 Calendar

DOVER SCHOOL DISTRICT SAU 11 - ACADEMIC CALENDAR 2023 – 2024

	M	T	W	TH	F		M	T	W	TH	F
AUG/SEPT S = 19 & T = 23	28	29	30	31	1					1	2
	4	5	6	7	8		5	6	7	8	9
	11	12	13	14	15		12	13	14	15	16
	18	19	20	21	22		19	20	21	22	23
	25	26	27	28	29		26	27	28	29	
OCTOBER S = 21 & T = 21	2	3	4	5	6						
	9	10	11	12	13		4	5	6	7	8
	16	17	18	19	20		11	12	13	14	15
	23	24	25	26	27		18	19	20	21	22
	30	31					25	26	27	28	29
NOVEMBER S = 17 & T = 18			1	2	3						
	6	7	8	9	10		1	2	3	4	5
	13	14	15	16	17		8	9	10	11	12
	20	21	22	23	24		15	16	17	18	19
	27	28	29	30			22	23	24	25	26
							29	30			
DECEMBER S = 15 & T = 16					1				1	2	3
	4	5	6	7	8		6	7	8	9	10
	11	12	13	14	15		13	14	15	16	17
	18	19	20	21	22		20	21	22	23	24
	25	26	27	28	29		27	28	29	30	31
JANUARY S = 21 & T = 21	1	2	3	4	5						
	8	9	10	11	12		3	4	5	6	7
	15	16	17	18	19		10	11	12	*13	14
	22	23	24	25	26		17	18	19	20	21
	29	30	31				24	25	26	27	28
FEBRUARY S = 16 & T = 17											
MARCH S = 26 & T = 26											
APRIL S = 17 & T = 17											
MAY S = 22 & T = 22											
JUNE S = 9 & T = 9											

S = Students In-Session: 180 days of student attendance is required for instruction (or the equivalent number of hours) and an additional 10 days for time lost due to inclement weather. Dover School District's Academic Calendar reflects 177 Student Days which meets the hours required.

T = Teachers In-Session: 184 days.

SUMMARY OF DAYS NOT IN SESSION:

August 28, 2023	Teachers Return – Teacher Workshop
August 29, 2023	Teacher Workshop
August 30, 2023	Teacher Workshop
August 31, 2023	Teacher Workshop
September 1 - 4, 2023	Labor Day Recess
September 5, 2023	Students Return
October 9, 2023	Indigenous Peoples' Day
November 7, 2023	Teacher Workshop (Due to Municipal Elections)
November 10, 2023	Veterans' Day
November 22 – 24, 2023	Thanksgiving Recess
December 8, 2023	Teacher Workshop / K-8 Parent/Teacher Conferences / DHS Professional Development
December 25, 2023 – January 1, 2024	Holiday Recess
January 15, 2024	Martin Luther King Day
February 13, 2024	Tentative Teacher Workshop (Due to Presidential Primary - Date Announced February 2023)
February 26 - March 1, 2024	Winter Recess (To include February 19 th Presidents' Day)
April 22 – 26, 2024	Spring Recess
May 27, 2024	Memorial Day
*June 13, 2024	Tentative Last Day of School (half-day), or Upon Completion of 180 Days or Equivalent Hours

Dover School District School Board Members

You may email the board at: DoverSchoolBoard@dover.k12.nh.us

Carolyn Mebert, Chairperson, Ward 3

254 Dover Point Road, (603) 969-1530

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c.mebert@dover.k12.nh.us

Jessica Rozzo, Vice Chair, Ward 5
55 Willow Street, (603) 781-3244
j.rozzo@dover.k12.nh.us

Kathleen Morrison, Secretary, At Large
22 Hill St, (603) 205-4237
k.morrison@dover.k12.nh.us

Maggie Fogarty, Ward 1
16 Florence Street, (603) 988-7115
m.fogarty@dover.k12.nh.us

Robin Trefethen, Ward 2

3 Nantucket Court (603) 312-6352

r.trefethen@dover.k12.nh.us

Micaela Demeter, Ward 4
33A Piscataqua Road (603) 801-4143
m.demeter@dover.k12.nh.us

Michelle Clancy, Ward 6
22 Parsons Lane (603) 540-1423
m.clancy@dover.k12.nh.us

Superintendent, Dr. William R. Harbron
61 Locust Street, Suite 409, (603) 516-6804
w.harbron@dover.k12.nh.us

Central Office Personnel

For more information see the district website: [Here](#)

Office of the Superintendent

Dr. William Harbron	Superintendent	603.516.6802
Christine Boston	Assistant Superintendent	603.516.6920
Tammy Badger	Administrative Assistant	603.516.6804

Business Office

Michael Limanni	Business Administrator	603.516.6482
Libby Simmons	Operations Manager	603.516.6482
Evonne Kill-Kish	Business Services Assistant	603.516.6810

Student Services

Abigail Small	Director of Student Services	603.516.1309
Travis Bickford	MTSS Director	603.516.6728
Erica Helm	Family Services Facilitator	603.516.1317
Darlene Shanahan	Administrative Assistant	603.516.6722

Curriculum Office

Kiley Hemphill	CIA Co-Director	603.516.1316
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Jennifer Krans	CIA Co-Director	603.516.6752
Siobhan Mehalek	CIA Co-Director	603.516.6805
Greg Howard	Administrative Assistant	603.516.6706

Principal's Message To Families

Dear Families and Friends of the Frances G. Hopkins Elementary School at Horne Street,

It is with great anticipation and excitement that I welcome you to the 2023-2024 school year! I am proud of our school and look forward to another wonderful year with you and your children.

You will notice the Frances G. Hopkins Elementary School at Horne Street sign is emblazoned with the words "a caring, collaborative community." This is not only to honor our esteemed namesake, but to demonstrate our commitment to our students and to one another. FGH is a school where every person belongs and is valued.

A strong partnership between schools, families and our community fosters the best atmosphere for learning. I encourage you to become involved in our school as there is a direct correlation between family involvement and student achievement, and we want to partner with you to ensure the success of your children. There are many opportunities to become involved, and I particularly encourage you to collaborate with other families and join our Parent Teacher Group. Our PTG is an opportunity for all parents and guardians to advocate, support, and build relationships.

This handbook contains general information about our school and programs and is meant to reflect the high expectations we hold for all. After familiarizing yourself with its contents, please save for future reference. Please do not hesitate to reach out to us with any questions.

I am excited to learn and grow with your family this year.

Sincerely,

Mrs. Brittany Granfield

Principal

Frances G. Hopkins Elementary School at Horne Street

Dover School District, SAU 11

MISSION

Working collaboratively to empower all learners to become dynamic global citizens.

SLOGAN

Empowering all learners.

CORE VALUES

Diversity

Opportunity

Voice

Engagement

Rigor



Who's Who at FGH at Horne Street

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Mrs. Brittany Granfield	Principal	516-6756
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Mr. Brian Rice	Dean of Students	516-6775
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Mrs. Peggy Morton	Main Office	516-6756
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Mrs. Leah Vawter	Nurse	516-6795
------------------	-------	----------

Mrs. Chelsey Dinwoodie	School Counselor	516-6759
------------------------	------------------	----------

Mrs. Ruth Rossi	School Counselor	516-6720
-----------------	------------------	----------

Mrs. Linda Long	Behavior Specialist	516-6760
-----------------	---------------------	----------

Mr. Justin Anderson	Cafeteria Manager	516-6800
---------------------	-------------------	----------

Superintendent's Office 516-6800

First Student (Bus Company) 692-4406



SCHOOL DAY 2023-2024

Grades K-4:

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Student Drop Off: 8:05 a.m.

School Begins: 8:15 a.m.

Tardy After: 8:20 a.m.

Dismissal: 3:05 p.m.

Please Note:

- Students **cannot** be dropped off at FGH before 8:05 a.m. unless enrolled in the YMCA.
- Adults must arrive to pick up students for dismissal by 3:05p.m.

PLEASE NOTIFY THE OFFICE BEFORE 8:15 AM

IF YOUR CHILD WILL BE ABSENT FROM SCHOOL.

ALL ABSENCES ARE VERIFIED DAILY.

Lunch & Recess:

All students will have a 40 minute recess period and a 20 minute lunch period daily.

GENERAL INFORMATION

N.H. State School Attendance Law

The state of New Hampshire RSA 193:1 requires “that a parent (or guardian) of any child at least six years of age and under eighteen years of age shall cause such child to attend the public school to which the child is assigned in the child’s resident district. Such child shall attend full time when such school is in session.

Attendance

In order to obtain quality education, it is vital that students arrive at school on time and attend on a daily basis. This policy statement has been developed to discourage tardiness and truancy, as well as encourage good attendance in order to maximize every student’s opportunity to learn.

Regular school attendance is essential to the success of each student. School begins at 8:15 a.m. and any student arriving after 8:20 a.m. will be marked as tardy. If there are extenuating circumstances related to frequent tardiness or absenteeism, please notify the school as early as possible so this information can be taken into consideration. Student absences totaling more than 18 days for the year may result in retention in the current grade. For our records, parents should send a note to school following an absence.

Please Note: There is also a local city ordinance and a Dover School District policy regarding truancy and attendance. ([See School Board Policy JH](#) for additional information)

In an effort to make parents aware of their child's current attendance history, absences and tardies (including early dismissals) will be tracked and reported. Excessive absences/tardies/dismissals per trimester could result in truancy involvement and will result in a letter being sent home and a copy placed in the student's cumulative file. The following guideline will be used for generating the letter.

Absences Per Trimester: 5 Tardies / Early Dismissals Per Trimester: 7

Reporting Absences

To report your child absent, please call the school office at 516-6752 prior to 8:15 a.m. Leave your child's name, grade, teacher, and reason for the absence. If you are going to be away on vacation, please notify both the teacher and the front office. Anytime there is a change in after school pick up plans, please send in a note for the teacher. At the start of each school day, the school will compare the list of absentees provided by the teachers to the messages and calls received. Parents of absentee children that are not accounted for on the message list will be notified by phone. **We need to know that YOU know where your child is.**

Please note: If you are planning a family vacation at the end of the school year, please do not schedule your vacation until after June 30. Our calendar contains a ten-day window that extends the school-year schedule each day lost due to school cancellation.

**Failure to notify the school of absences may lead to home visits and city involvement in order to confirm the whereabouts and safety of the child. **

If your child is out due to a medical situation, please submit any/all doctor notes directly to our school secretary or give them to the teacher. Do not send them in your child's backpack.

*Students who are out of school due to illness are not able to attend after school activities on that day. Students should be fever and vomit free (non-medicated) for 24 hours to attend school and school activities. *

School attendance is a significant indicator of a child's level of success in school. Please make every effort to see that your child is in school on time. If there is any way that we can be of assistance to you, please do not hesitate to call.

Parent/Guardian Responsibilities

- Complete emergency form and identify individuals to whom a student may be released.
- Notify the school immediately of any change of name, telephone numbers, email or address and provide a new Proof of Residence as soon as possible.

- Dress your child for predicted changes in weather. This includes making sure they have boots, hats, gloves, and jackets for the winter months and be prepared for unseasonable weather. Our recess block is 40 minutes.
- Label all removable clothing with your child's name, as well as lunch boxes and check the lost and found periodically for missing items.
- Write a note if:
 - You know your child will be tardy or absent - please call the school as well to verify.
 - Your child will not be going home in the usual manner
 - Your child will be dismissed early
- Listen for radio/tv announcements for school delays, cancellations or early closings.
- Provide an email address to ensure better communication.
- Always have a back-up plan that is shared with your child if he/she were to be sent home early/unexpectedly.

School Closings/Early Dismissal

The following procedures will be implemented to notify you in the event of a two (2) hour delayed opening, early dismissal, emergency evacuation, or cancellation of school. In all instances, please tune to the following radio stations for information: WTSN 1270AM, WOKQ 97.5FM and WHEB 100.3 FM. We also have closings announced on television stations WMUR Channel 9, WCVB Channel 5, WCSH Channel 6. Closings are posted on www.wmur.com and our school district's website, www.dover.k12.nh.us as well. **Please do not call the radio or TV stations or the schools for this information.**

Two (2) Hour Delayed Opening

Delayed opening is an alternative to closing school all day. If the decision is to delay the opening of school, the following will occur:

1. An announcement will be made on the radio and TV stations listed above, beginning at approximately 6:00 a.m. as well as through Remind, our automated contact system.
2. If weather conditions do not improve by approximately 8:00 a.m., another announcement will be made on the radio and TV stations listed above, announcing the cancellation of school for the day.
3. For a delayed opening, school starting time is 10:15 a.m. for elementary schools.

Early Dismissal

In very rare instances, conditions may develop during the school day that warrants sending students home early. Whenever possible, this decision will be made by 11:00 a.m. This decision, and dismissal times, will be announced by the radio and TV stations listed above, and an email alert will be sent to all families on the school electronic contact list. Please indicate on your child's Emergency Form any special circumstances related to your child being dismissed early from school. It is important that any changes in those circumstances be communicated to your

child's school. Whenever possible, school lunch will be served prior to dismissal.

Cancellation

The decision to cancel school for the day will typically be made by 6:00 a.m. If weather conditions worsen following a Delayed Opening, an announcement canceling school will be made by 8:00 a.m. School cancellation or "No School" announcements will be made by the radio and TV stations listed above.

The City of Dover's Community Services Department is responsible for maintaining sidewalks and makes every effort to clear snow from them as soon as possible. **School will not be canceled if sidewalks are not plowed in your area.**

Emergency Evacuation

In the event of an emergency evacuation, an announcement will be made by the radio and TV stations listed above, and an email alert will be sent to all families on the school electronic contact list. If students have been evacuated to a safe location, you will be notified where and when to pick up your children. Children will only be released to parents/guardians or an authorized adult. If children are dismissed directly from school, you will be notified of the time of the dismissal. Children will travel home in their customary manner (walk, bus, or picked up by an authorized person). As with early dismissal, it is important to indicate on your child's Emergency Form any special circumstances related to your child being dismissed early from school.

We ask that you do not call the school, but tune into the radio and TV stations listed above. **It is very important that the telephone lines are available for emergency purposes.**

Remote Learning Days

The Board understands the need for families and children to enjoy a traditional "snow day", and the activities associated with a snow event. This type of day will be called upon if roads are deemed unsafe for travel, but the weather allows for outdoor play or clean-up.

There will also be opportunities to call a "remote learning day". This type of day will be called upon if roads are deemed unsafe for travel, and the weather is not favorable for outside play. These days will be instructional days and will be a combination of synchronized and asynchronous learning. A remote learning day schedule will be provided by your child's school. It is our hope to know in advance when a remote learning day may occur (extreme weather forecasts), so students can bring home their devices: tablets for kindergarten, Chromebooks for grades 1-8, and laptops for grades 9-12.

Contacting the School

The office may take messages for students when there is an emergency or when it is essential that a student receive information. We will do our best to communicate the message to the student by

the end of the day. Students are not called to the phone. Since office telephones are constantly in use for school business, students may not use an office telephone unless there is an emergency. All after-school plans should be worked out at home before school starts. If student plans for after school change during a school day, please call the main office as soon as possible. For these changes, please do **not** email the teacher(s), as they are not consistently able to check email throughout the day.

Generally, parents are encouraged to contact teachers directly if they have questions regarding their child or the child's class. Teachers will respond at their earliest appropriate opportunity. Please note that teachers are not able to check email throughout the day, so it is best to call the main office if an issue is urgent.

School Newsletter

A weekly FYI will be sent home via email each Friday. The school's Parent Teacher Group (PTG) information and updates will be included in this weekly message. If you do not have an email address, please arrange to have a paper copy sent home. Be sure to keep your email up to date with the main office.

Books

Students are responsible for the books issued to them, as well as for those they check out of the library. Textbooks are issued during the first week of school. Each book is recorded by number and condition. A fee will be charged for lost or damaged books. Efforts will be made to reclaim the lost money for such items.

Computers

The Dover School District has moved to 1:1 technology for all students. Children in kindergarten each have their own Lenovo tablet that is assigned to them at the beginning of the school year. Students in grades 1-4 will be assigned Lenovo Chromebooks. Students and families will be expected to sign an acceptable use policy stating that the device will be taken care of and used explicitly for school business. Please click [this link](#) for more information on the acceptable use policy.

Student Records

It is the responsibility of school personnel to maintain adequate records of each student. Student records can be disclosed to natural parents, and to persons having written permission from a legal guardian, except in cases where there is a court order to the contrary. If a parent or legal guardian wishes to review their child's records, a written request should be submitted to the school with a minimum of 48-hour notice given for review of records requests so that Records may be gathered and a meeting can be scheduled to review contents. Special education records are maintained separately and arrangements to see them must be made through the Special Education Director at 516-6722.

Transfer/Withdrawal

To ensure a smooth transition for your child, it is imperative for a parent to notify the school **prior to relocation**. All the materials belonging to the school must be returned prior to departure. The new school will send the request for records once your child arrives.

Custodial/Guardianship

If there are legal guardianship and/or custodial concerns of which the school should be made aware, please be sure a copy of the current legal document is on file with the school for the child's protection. Parent rights can be denied without legal documentation to support this action.

SAFETY AND SECURITY PROCEDURES

Visitors

All visitors are to enter the building through the designated front entry door. All doors to the building are to be locked at all times during the school day. To gain entry to the school, sign in and get a visitor's pass and then you'll be buzzed in. Only visitors with scheduled meetings/events will be granted entry into our building. Please come prepared to show some form of picture identification to our office staff.

School Board Policy regarding Visitors: [KI](#)

Student Arrival and Dismissal:

There are several ways students can arrive and dismiss, but these points are very important:

- Student drop off begins at 8:05am. We do not have the ability to supervise students before 8:05am. Students arriving after 8:20 must be accompanied by an adult and signed in to the building, and will be marked tardy.
- Student pick up begins at 3:05pm. We do not have the ability to supervise students after 3:15pm. Students picked up prior to 3:05 must be picked up before 2:45 and signed out.

There are set protocols with regard to how your child enters or exits the school building. Please set a routine pattern with your child and be sure to communicate dismissal plans with your child's teacher.

If a student who normally takes a bus home is being picked up after school, they will need to bring a note from a parent or legal guardian to their teacher stating the change for that day. If we do not receive a note regarding the change, teachers are instructed to send the child home as usual. If there is an emergency change in dismissal plans, please contact the main office as soon as possible.

Please Note: You must be 18 years or older to sign out a student.

Arriving/Departing By Bus:

Busing is the best way for your child to get to and from school if this service is provided. It reduces traffic congestion, thus making it safer for all children. Refer to the district memos for all [general information](#), [rules for riding policies](#) and contact information. Buses are scheduled to arrive to the school by 8:05, so please be certain to have your child at their bus stop on time. Buses typically depart the school between 3:15 and 3:20. Please anticipate delays the first week(s) of school as both students and drivers become accustomed to their routes and stops. Be aware that there may be certain issues *any* day related to bus schedules that can cause a bus to be early or late and schools will do their best to communicate these issues as soon as possible.

Arriving/Departing By Walking/Bike Riding:

A bike rack is available for students riding bikes to school. Bike locks are not required, but are recommended. All bike riders and walkers should follow the paved walkway and enter through the front of the building or as directed by staff members on duty.

Walkers/bike riders arriving from/departing to the south:

The difficult part of this walk will be crossing the parking lot next to the bus loop as there is not a crosswalk and students will be crossing diagonally to get to the sidewalk in front of the school. Once students have been safely crossed to the sidewalk next to the school, we ask parents/guardians to remain at that spot (corner of the school), while students continue into the building. Please do not walk your child to the front of the building. If you are meeting your child after school to walk/bike home, please remain at the end of the crosswalk and your child will walk to you.

Walkers/bike riders arriving from/departing to the north:

The difficult part of this walk will be crossing the parking lot exit to get to the sidewalk in front of the school. There is a crosswalk in this area, but note it is also a *very* busy area. Once students have been safely crossed to the sidewalk next to the school, we ask parents/guardians to remain at that spot (the end of the crosswalk) while students continue into the building. Please do not walk your child to the front or side of the building. If you are meeting your child after school to walk/bike home, please remain at the end of the crosswalk and your child will walk to you.

Arriving/Departing By Car:

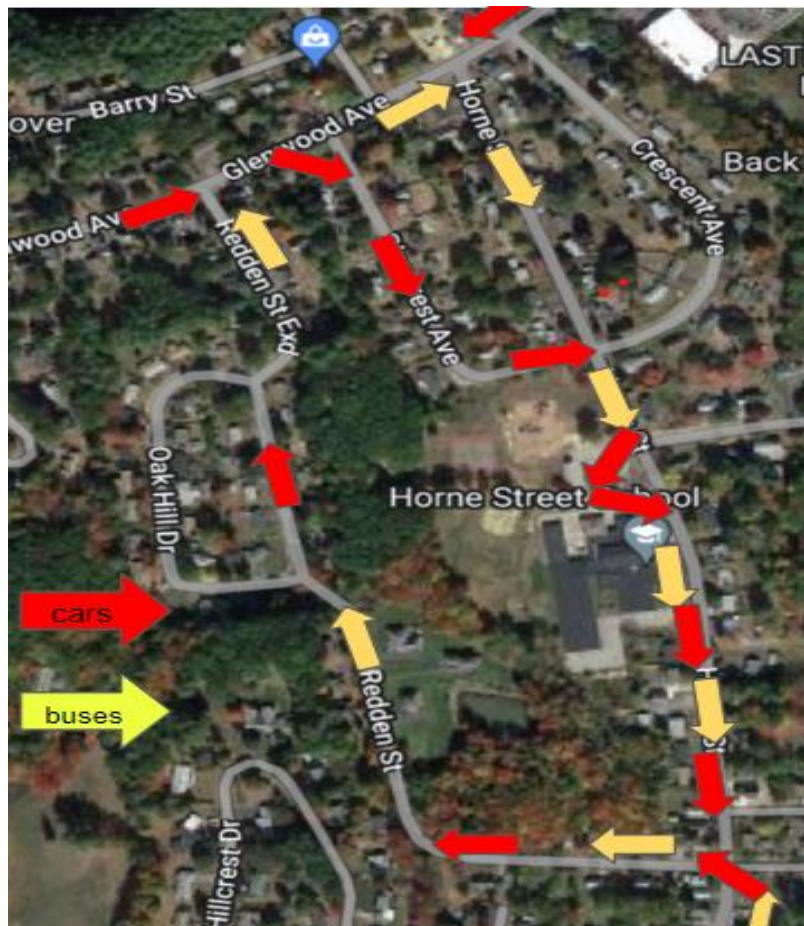
For the safety of your child and all others in the FGH community, a “valet”/door-to-door service is provided for dropping off and picking up students each day. Only students will exit and enter vehicles, and must be able to unbuckle upon arrival and buckle themselves in before departing.

The FGH car loop drop off is located on the north side of the school. In an attempt to mitigate the congestion on Horne Street during drop off and pick up times, we have worked closely with the Dover Police Department to create a traffic pattern for student drop off and pick up, which all families are being asked to follow.

- All drop off and pick up vehicles should come from the north side of the school, and establish a primary queue via Glencrest Avenue. Vehicles approaching from the south are urged to use Redden Street to access Glenwood, and turn right onto

Glencrest, to arrive at this queue, rather than attempting to turn left into the parking lot.

- Please do not drop your child off or pick your child up on Horne Street. Not only does this add to the car and bus traffic congestion, but it also makes for an incredibly unsafe scenario, with drivers not anticipating children crossing the street during this most busy time. In addition, no one should be walking between busses.
- For student pick up, we are asking families to make a sign with last name, classroom teacher and grade level. The sign can be placed on the dashboard so that a staff member can easily read the information and direct students where to line up for pick up.
- Adults **must** remain in their cars during the entire drop off and pick up process.
- If you are choosing to drive your child(ren) to/from school, please note that traffic will be extremely busy during drop off and pick up times.



Attending the Before/After School YMCA Program:

The YMCA provides a before school and after school program for FGH students. Students will be transitioned to and from the YMCA program and classroom by school and YMCA staff.

Call 332-7334 or [visit their website](#) to register or request more information.

Arriving Late or Dismissing Early:

Students who arrive at school after 8:20 a.m. must report (with a parent/guardian) to the office for a late pass.

If a student is to be dismissed early, the adult parent/guardian must come to the main office to sign the child out before 2:45 p.m. Upon the arrival of the adult parent/guardian, students will be called out of class. Please note that we will not ask a child to wait in the office to be picked up, as we value each minute spent learning in the classroom. Parents/guardians will wait in the vestibule for their child for early dismissal. Under no circumstances will a child be dismissed directly from the classroom. **Please Note:** You must be 18 years or older to sign out a student.

Emergency Drills:

At FGH, we practice several scenarios for safety: **Drop and Cover, Evacuations, Reverse Evacuations, Stay in Place and Scan.** Each drill addresses situations that may arise in an emergency and helps to prepare staff and students in the event of a real emergency. We will continue to practice drills throughout the year.

FOOD SERVICES

Dover School District provides daily breakfast and lunch through a company called Fresh Picks. Monthly menus are posted at <https://dover.linqnutrition.com/>, though daily options can change unexpectedly due to supply issues.

Breakfast is available each school day at 8:05a.m. The program is open to all students at a cost of \$1.70 daily. Students who are eligible for free or reduced lunch are also eligible for free or reduced breakfast. Students may pay on a daily basis.

Lunch periods are scheduled for approximately 20 minutes devoted to lunch, with the remaining time for recess. (There will be indoor recess for inclement weather days). A daily hot lunch may be purchased for \$2.85 daily or \$14.25 weekly.

For convenience, lunch may be paid for by the week or month, by check or credit card (online or in the app). Please make checks payable to “The Dover Schools Lunch Program.” With computerized records, the cafeteria keeps track of the number of lunches available in each student’s account. You may also pay online via credit card by visiting www.mymealtime.com or download the app in your App store for convenience. Cash is accepted, but strongly discouraged at the elementary level.

Each morning, before school begins, a cafeteria staff member will be on duty to collect lunch money. One check can be used for both breakfast and lunch. There will be no exchange of funds

during the lunch period. We will not deny a student his/her lunch – they will, however, accrue charges on their account which must be paid.

Free and Reduced Lunch/Breakfast are available to families who qualify. **We encourage all families to complete a "Free and Reduced Meal Price Application Form" this year.**

Applications are accepted at any time during the school year. The forms can be completed and returned to any school office. You will be notified by mail of your child's status.

Families eligible for the National School Breakfast and Lunch Programs will be sent information in early September. Students who are eligible for Free & Reduced lunch will receive lunch and breakfast, but not snack milk. Snack milk will not be available to anyone this year.

If your child had free or reduced last school year, their eligibility will carry over for the first 30 days of the next school year. If you do not re-apply, your child will revert to full-paid status and you will be responsible for all of the charges incurred on their account until an application is submitted and approved. *Applications are available in the main office as well as online using the following link:

https://www.dover.k12.nh.us/apps/pages/index.jsp?uREC_ID=1281548&type=d&pREC_ID=1492918

For more information, please visit the Dover Food Services [website](#).

HEALTH SERVICES

Please Note: Health and safety protocols are subject to change throughout the year in response to local and national conditions. We will communicate with families through district and school measures as needed.

Our school nurse supports the wellbeing of all students. Leah Vawter, HSS School Nurse can be contacted via e- mail: l.vawter@doover.k12.nh.us or by phone: 603-516-6795.

The State of New Hampshire requires that all children have a health record at school. This record includes current immunizations, a physical exam, health issues and the results of screenings performed at the school. Screenings may include height, weight, vision and hearing.

If your child has surgery, a significant injury, illness or medical treatment, please inform the school nurse so appropriate health planning can be done for your child. Please note that students need a note from a doctor if they need to be in for recess.

Please keep your emergency information updated. This is so important if your child is injured or becomes ill. Please call the school when your child is absent. The school will call you if we do not hear from you to make sure your child is safe. Reporting the reason for an absence allows tracking of illnesses or health concerns.

Please feel free to contact our school nurse should you have any questions and concerns.

Medications

If your child needs medication or health treatments at school, both you and your child's physician will need to provide written permission. Medicine must be in an original labeled bottle. Pharmacies can provide you with an extra bottle to keep at school. An adult should transport medication to school for the safety of all the children.

School Health Guidelines

Please keep your child home when experiencing:

- **FEVER:** If a child has a temperature of 100 degrees or more, he/she should remain home for 24 hours after having no fever (without medication).
- **COMMUNICABLE DISEASES:** Any communicable disease, such as chicken pox, strep infections, conjunctivitis, measles, ringworm, scabies, impetigo (inflammatory skin disease around nose and mouth marked by isolated pustules which become crusted and rupture), mononucleosis, hepatitis or German measles, scarlet fever must be reported to the school health office. The school nurse is required to report certain communicable diseases to the New Hampshire State Department of Health. Certain diseases require readmission to the school by the nurse. Please call if you have questions.
- **RUNNY NOSES:** A clear discharge is not usually a sign of concern. Any discoloration or heavy mucus nasal discharge might signify infection. Consult your physician.
- **COUGHS:** If a cough is deep or constant, it will be hard for your child to concentrate at school, in which case, the child may do better to stay at home. Coughs that seem to be uncontrollable or cause pain in the chest, back, or throat should be referred to your doctor for treatment.
- **SORE THROATS:** If a throat is bright red or small white blister-type spots are present in the throat, contact your doctor for treatment or advice on attending school.
- **EARACHES:** Complaints of ear pain or discomfort around the ear area should be checked by your doctor. Only by looking at the eardrum can infection be detected and treated. Absence from school should be based on the child's level of discomfort and consultation with a doctor.
- **GASTROINTESTINAL ILLNESS:** If a child has nausea, vomiting or diarrhea, he/she should stay home from school for the benefit of his/her own health and comfort and to prevent the spread of illness. A child should remain home from school until 24 hours have passed without any vomiting or diarrhea and the student is able to consume a regular diet.
- **GENERAL HEALTH PROCEDURES:**
 - Make sure your child has a well day before they are sent back to school after having a significant illness. They will be expected to resume a full school day.
 - If your child has surgery, a significant injury, illness or medical treatment, please inform

the school nurse so appropriate health planning can be done for your child.

- A physician's note is required if participation in an activity is restricted (this includes recess time)
- All over-the-counter medications must include a signed parent's permission form. Medication must be sent to school in a prescription or over-the-counter container.
- No prescription medication will be given to any child by school personnel except by school nurse, or under her supervision, upon a written order of the physician who has examined and prescribed it for a particular student.

ACADEMICS

English Language Arts (ELA)

Wilson Foundations, Heggerty, and Fountas & Pinnell Classroom enhance our elementary curriculum's growing scientific approach to reading. Wilson Foundations is a program that helps students learn letters, sounds, spelling, and writing in a fun and interactive way. It uses different activities and ways of learning to help students become better at figuring out words and reading them correctly. Foundations is used in all our elementary classrooms, K-4.

Heggerty is a program designed for Kindergarten and 1st-grade students to improve their listening and speaking skills. It helps students recognize and play with the different sounds in words. Every day, they do activities like rhyming, blending sounds together, breaking words apart, and changing sounds in words. This helps them understand how words work and become better readers and spellers.

Fountas and Pinnell Classroom materials provide rich text and meaningful experiences with those texts so that students build strong comprehension skills and develop a love of literacy. These materials are used to support and enhance small group instruction, whole group read aloud, and purposeful reading discussions.

Math

The Dover School District has adopted the Bridges in Mathematics program for Kindergarten - 5th grade mathematics instruction, which is published by the non-profit organization, the Math Learning Center. Bridges in Mathematics focuses on helping students develop a deep understanding of math concepts, become skilled in important math skills, and be able to solve new and challenging problems. In our classrooms, we believe that every student has unique strengths and intelligence. That's why our learning activities bring math to life through language, pictures, and movement. Students have opportunities to talk about math, share their observations, explain their methods, engage in hands-on activities, and ask questions. We encourage them to explore different ways of solving problems and demonstrate different ways of thinking. This approach is important because it helps students become more flexible and efficient problem

solvers as they tackle increasingly complex math problems.

Science/STEM

The science and STEM curriculums use the Next Generation Science Standards (NGSS) as the base for instruction. Students will participate in science units in their classroom setting as well as in STEM (science, technology, engineering, and math) as a Related Arts class. The NGSS that both courses are built on encourages your child to ask questions, explore, and think critically. Rather than just memorizing facts, they will actively investigate scientific concepts and develop problem-solving skills. This approach helps ensure that your child develops a deeper understanding of science, discovers the relevance of science in their daily lives, and gains the skills needed for future success.

Social Studies

The Dover Social Studies curriculum uses the C3 Framework to teach students about civics, economics, geography, and history. It helps them explore and ask questions about these subjects. The curriculum provides a foundation for children to understand how our society operates and how different aspects are interconnected in a meaningful way, based on their personal experiences. Students engage with Social Studies content in increasing complexity throughout their experience in elementary school. They begin by exploring self and family, then their school community, then the Dover community, and lastly students in 4th grade engage in a study of the state of New Hampshire.

Art

All students participate in art classes once each week. The art teacher works closely with classroom teachers to tie in the art lesson with curriculum study in the classroom. Students are taught the principles of art and design based on the Dover School District and State of New Hampshire art teaching standards. In art class, students learn about art tools, materials and techniques. These materials include glue, paint and other materials that may get on student's clothes. Please note when your child's art day is and dress him/her accordingly.

Music

All students participate in general music instruction once each week. The music teacher works with classroom teachers to closely align the curriculum with the music program. Chorus is offered for 4th grade students who wish to participate. There is a winter and spring program put on each year. Instruments are available for rental, and individual lessons are taught at the school building during the school day.

Physical Education

Grades K-4 participate in Physical Education class once each week for a 40-minute period. The curriculum focuses on large muscle development and movement skills in the lower grades and progresses to more fine motor development and sport skills in the 3rd and 4th grades. Fitness elements are introduced and students are encouraged to spend the necessary additional after-school time using these elements to make positive fitness strides. Cooperation, fair play and safety are key factors stressed in each class.

Library

Library visits are scheduled weekly for book selection and research. Students receive instruction in the use of print and non-print library resources, as well as literature enrichment. Students in Kindergarten and First grade may borrow one book per visit. Students in grades two through four may borrow more, typically matching the grade level they are in (ie. fourth graders may borrow up to four books). Library books are checked out for three weeks, but many students choose to exchange their books on a weekly basis. If a student finishes a book before the next class visit, (with the teacher's permission) they may return it and select another. Students are responsible for the proper care and timely return of items they borrow. In the case of a lost or damaged book, the student and the librarian will decide together upon a course of action to help make up for the lost or damaged book. Volunteers are always welcome.

Report Cards

We are on a trimester report card schedule with report cards being posted in Infinite Campus in December, March and June. This report discusses the student's progress in reading, language arts, math, social development and work habits. Please be sure to look for communication from the school as to when report cards will be available to view in Infinite Campus. If for any reason you are unable to log on or view your student's report card, please call the main office at 516-6752.

School Website & Infinite Campus

The Dover School District believes in keeping everyone aware and involved so each student better achieves their potential. To that end, we maintain two valuable online tools: our [District and School Websites](#) and the Infinite Campus (IC) Parent Portal. Infinite Campus is the Student Information System used by all Dover Schools. For families of elementary students, this is where you can access student report cards and student attendance. To access the parent portal, click [HERE](#).

Conferences

Parents will have the opportunity to sign up for conferences in the fall. Teachers and parents meet to discuss students' progress and expectations for the remaining part of the year. Parents should feel free to request a conference appointment at any point in the year.

Open House

Open House for parents is typically held in September. Parents will have the opportunity to find out what the expectations are for their child and discuss curriculum matters with the teacher. **Open House is not a time for an individual conference.** It is intended to be an overview of the curriculum for the school year as well as the daily schedule of your child's class. If you feel a need, at this time, for a parent/teacher conference, please schedule a time with the teacher at a later date. Details on the Open House date and time will be communicated from the school.

Assessment

Starting in 1st grade, students will take the STAR assessment in reading and math three times each year. In 3rd and 4th grade, students will take the SAS (Statewide Assessment System) in ELA and Math. All students will take a brief Aimsweb fluency assessment three times per year to measure reading fluency. We use these assessments to help drive instruction and target areas of need for students, and are careful not to "over assess" young students.

Field Trips

Students typically attend several field trips during the school year. School Board policy mandates a parent/guardian signed permission slip for each student be turned in prior to the field trip on the date set by the teacher. For planning purposes, NO permission slips will be accepted after that date. NO verbal permission will be accepted. ALL volunteers attending field trips need to be fingerprinted prior to the trip. Your cooperation is greatly appreciated. Financial assistance may be available by contacting your child's teacher.

To ensure that all students are carefully supervised and safe at all times, the faculty at FGH has established the following guidelines for parents chaperoning field trips:

1. Be fingerprinted by the SAU to comply with School District policies regarding volunteers.
2. Parents who are chaperoning are asked to ride the bus, as space permits, with the children both going to and returning from field trips.
3. No siblings or other children are permitted to attend field trips.
4. Parents deciding to transport their own child for a field trip may not be considered a chaperone. We encourage all children to ride the bus even if a parent is chaperoning.

School Board Field Trip Policy: [LJOA](#)

STUDENT SUPPORT

Reading Specialist

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Reading Specialists oversee the reading programs in individual classrooms. Additionally, the Reading Support Team may provide targeted support to students based on multiple data points such as teacher observation, STAR reading scores, and Benchmark Reading Assessments.

School Counselors

The school counselors are available for students, families, and staff. The school counselors work with students regarding social, emotional, and/or academic issues which may be impacting their success. This is done by meeting with students individually or in small groups, as well as by presenting classroom programs addressing areas like feelings, bullying, conflict resolution, and many other topics. The school counselors also serve as a link between school, home, and community resources by helping families connect with financial and therapeutic assistance.

Behavior Specialist

The Behavior Specialist's role is to support students who are experiencing ongoing difficulties with social interactions and demonstrating behaviors that are impacting their ability to learn. The Behavior Specialist may work with students in learning skills that will help them resolve conflicts, express feelings and demonstrate more appropriate behaviors.

Students may be supported in identifying issues and using their strengths to develop a plan for solving conflicts in a positive manner. The behavior specialist works with the teachers, parents, counselors, and administrators to develop a positive discipline model that is based on teaching and reinforcing appropriate skills.

Special Education Services

Special education instruction and related services are provided for those eligible children whose unique needs require specially designed instruction in order to access the general curriculum. Special education services include occupational therapy, physical therapy, speech/language therapy, adaptive physical education, specialized instruction through the Resource Room, or specialized classroom support.

Parent/Guardian Involvement

With permission/invitation of a child's teacher, families are welcome to visit and participate in classroom activities after routines are established. All parents wishing to volunteer in the school will be required to fill out a Volunteer Service Statement & Agreement form prior to participating in regular classroom activities. Any parent working alone or on a one on one basis with a student must be fingerprinted prior to the event. All visitors must first report to the office to sign in each time they come into the building. There are many opportunities to be involved with the school so that we might start and sustain that important connection.

Parent Teacher Group

The PTG is an active part of the FGH Community. They organize many student, family and teacher events throughout the school year. Vital fund-raising activities help support these events and enable the school to purchase items that enhance each child's educational experience. The success of the PTG is dependent on the volunteers of the FGH community. There are many volunteer opportunities to fit your life; no matter how much or little time you have to offer. PTG meetings are held on the third Wednesday of the month; everyone is welcome! Check the [school website](#) for details on meetings, events and current board members.

The PTG Officers for the 2023-2024 School Year are:

President	Jessica Nyby	PTGPresident@hssptg.org
Vice President	Jen Fansler	PTGPresident@hssptg.org
Secretary	Enslin Levasseur	Secretary@hssptg.org
Treasurer	Jocelyn Hayden	Treasurer@hssptg.org
Fundraising Coordinator	Francesca Cecilia	Fundraising@hssptg.org
Special Events Coordinator	Alex Amaral	5k@hssptg.org

OTHER RESOURCES

Child Care

Before and after school child care is provided at FGH by the Strafford County YMCA. Please call 332-7334 or [visit their website](#) to register or request more information.

The HUB Family Resource Center

The HUB Family Resource Center provides families with educational programs and support services which enhance their ability to raise healthy children in caring homes. For information, please call 749-9754.

Dover School District Homework Policy

Parents can demonstrate the importance of homework by scheduling a regular homework

time, setting up a properly equipped quiet place to work, checking for completion, and helping their child learn the responsibility of putting it in a proper place (backpack, folder etc.) for returning it to school. See School Board Policy [IKB](#) for additional information.

Reading and Homework:

Research has proven that reading plays an important role in the progress of successful students. Students will improve their vocabulary, comprehension, and rate of reading if they read nightly. FGH students are expected to read at home every day. Parents are encouraged to read with their children every evening. Fifteen minutes a night spent reading together virtually guarantees the development of students with a lifelong love of reading: a small investment with a BIG return!

Purpose/Rationale:

The purpose of homework is to improve the learning process, to aid in the mastery of skills, and to create and stimulate interest on the part of the student to insure progression through the curricula. Homework also develops subject area knowledge and skills, promotes self-discipline, task commitment, time management, and responsibility.

Vacation Schoolwork Guidelines:

It is far more beneficial for students if families schedule vacations in conjunction with the school calendar. We know that travel can be a wonderfully enriching experience for everyone. To help your child get the most from a vacation, and more importantly, to be true to our belief that class work should only be assigned after it has been taught, the following vacation guidelines have been developed:

- Schoolwork will not be provided prior to vacations but assigned upon return. The classroom teacher may choose to modify the amount of work.
- Parents may have children do any of the following activities while on vacation: scrapbooks, picture diary, journal, maps marked with places/date. These may be shared with the student's classmates on return to school.
- Students are always encouraged to read while on vacation. This will greatly enhance both their trip and their academic skills and knowledge.

SCHOOL-WIDE EXPECTATIONS

Fostering and promoting an atmosphere of mutual respect that celebrates children - their similarities as well as their differences - can make an incredible impact on children and their community. We seek to uphold values and practices that encourage *a caring, collaborative community* each person wants and deserves.

Translating Expectations into Procedures and Rules:

Our school-wide expectations can readily be translated into school-wide procedures and rules.

The purpose of explicitly stating our rules and procedures is to create a strong sense of what is and what is not acceptable. For these to have a long-lasting effect, we will need to communicate clearly and frequently reinforce the procedures and rules with all of our students. Posting the rules will also visually enable our students to refer to our expectations.

Code of Conduct

The Dover School community believes in creating a school culture that is safe and inclusive. We aim to develop an environment that promotes a happy, friendly, safe, and well-disciplined atmosphere, which encourages a caring and respectful relationship between students and staff. We all have a right to a learning and teaching environment free from disruption.

It is expected that students and staff will:

- *Demonstrate respect for self and others
- *Demonstrate courtesy to others
- *Behave in a responsible manner and take responsibility for actions
- *Respect others property including personal and communal property
- *Work cooperatively with each other

Behavior Support

The Dover School District is moving towards Multi-Tiered Systems of Support for Behavioral Health and Wellness (MTSS-B) and Responsive Classroom as research-based approaches to behavioral and social emotional growth.

In an MTSS system, supports are delivered across three tiers: Tier 1 schoolwide/universal approaches for all students, Tier 2 targeted supports for at-risk students, and Tier 3 individualized services for the highest-need students.

Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

Behavioral issues are addressed on an *individual basis* designed for student accountability and positive changes in behavior. We work with families to provide a strong partnership for student success. FGH is focused on a positive and preventative response to classroom and school-wide expectations.

Behavior Tiered Support Structure:

Student behavior categorization criteria:	Tier 1- Mild Behaviors <i>How do you know they are mild behaviors?</i> Student needs support following classroom expectations Student may have lagging skills in the area of behavior and may require additional teaching Student behavior may not be impacting their own learning or the learning of others; could be an annoyance but can be managed Student behavior is slightly outside the norm developmentally	Tier 2- Moderate Behaviors <i>How do you know they are moderate behaviors?</i> You have used Tier 1 responses and behaviors persist Student is not responding to redirections Student behaviors have escalated and are causing disruption in class Student behavior is not developmentally appropriate You want someone else to be aware of the behavior and support a management plan	Tier 3- Severe Behaviors <i>How do you know they are severe behaviors?</i> Tier 1 and 2 responses and supports are not sufficient to address behaviors The behavior is a pattern, with each behavior escalating (not staying stagnant or managed by a plan) The student is unable to be in class due to safety, extreme disruption or high emotionality Other students are scared/worried/feel uncomfortable with the student, and it is impeding social interaction
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Potential responses to behavior needs:	Teacher Responses	Teacher Responses	Teacher Responses
	De-escalation strategies	De-escalation strategies	De-escalation strategies/techniques
	Restorative responses	Temporary relocation of student to de-escalate with dignity and support	Get assistance from the behavior support team
	Modeling expected behavior		
	Proximity or alternative seating	Restorative Conversation or plan - opportunity to repair the harm	CPI response by trained staff
	Positive corrective feedback		Temporary relocation of student to de-escalate with dignity and support
	Quiet discussion with student	Conference with student (paired with clear expectations)	
	Praise the appropriate behavior in others	Consulting with Behavior Specialist, counselors, and/or administration	Loss of privilege(s)
	Reiterate expectations		Restorative conversation and plan after office consequence
	Provide choice	Behavior plan in classroom and/or with support from additional staff	Family Contact made by faculty member who was present for the behavior and/or administration
	Collect data to identify trends	Family communication from a faculty member who was present for the behavior	Office referral form required to be completed by faculty member present for behavior
	Optional family communication by faculty member for behavior	Office referral form completed by faculty member present for behavior	
	Office referral form may be completed to document trends		
		Administration Responses	Administration Responses
		Support faculty with family communication	De-escalation techniques/CPI
		Loss of privileges	Processing of event
		Process office referral with student	Family Contact
			Loss of privilege(s)
			Possible investigation if warranted
			Possible suspension if the behavior meets the guidelines set by district policy and/or state statute

Potential support or clarification:

Our behavior specialist and administration are here to support students and staff with behavior across any tier. All staff are encouraged to reach out for assistance with tips, strategies, plans, consequences or where to go next/what to do with a student.

Responsive Classroom

“Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. The Responsive Classroom approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Developed by classroom teachers, the approach consists of practical strategies for helping students build academic and social social-emotional competencies day in and day out.”

Student Conduct, Discipline, and Due Process: Please see School Board Policy [JICD](#) for additional information.

Student Discipline-Out-of-School Actions: Please see School Board Policy [JICDD](#) for additional information.

SCHOOL POLICIES

2023-2024 School Year

The Dover School District has the responsibility to inform parents each year about a variety of programs and policies that are outlined below. If you have questions regarding special education, please contact Pupil Personnel Services Coordinator or any school office. Questions regarding any type of discrimination should be addressed to the Title IX Coordinator. All Dover School District School Board Policies are available on the School District Website:

www.dover.k12.nh.us. Choose “Dover School Board” and select “School Board Policies.”

All policies herein are subject to change, and changes may be subsequent to this publication and may not be reflected in this handbook. Every effort has been made to reflect current educational laws. Please view the appropriate link from our district site to a complete view of the policies of the Dover School District.

Annual Family Education and Privacy Rights Notification (including FERPA)

All Dover School District School Board Policies are available on the School District Website, or by clicking [HERE](#). If you do not have access to the internet, contact your school office or Superintendent’s office.

ASSISTANT SUPERINTENDENT: Christine Boston, 516-6722

DIRECTOR OF STUDENT SERVICES: Abigail Small, 516-1309

CURRICULUM, INSTRUCTION, AND ASSESSMENT (Co-Directors): Kiley Hemphill

516-1316, Jennifer Krans 516-6708, Siobhan Mehalek 516-6805

CAREER TECHNICAL DIRECTOR, & NJROTC:

Kori Kennedy, 516-6976

HOMELESS LIAISON:

Libby Simmons, 516-6806

NOTIFICATION OF RIGHTS UNDER FERPA

(FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974)

The Family Education Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records, as follows:

1. The right to inspect and review the student’s education records within 14 days of the day the district receives a request for access.

a. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

a. Parents or eligible students may ask the Dover School District to amend a record they believe is inaccurate or misleading. They should write the school principal to clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

b. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person

employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the School Board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

b. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

c. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA are as follows:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

5. The School Board has designated the following information as directory information which may be disclosed without prior written consent: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of member of athletic teams, dates of attendance, degrees and awards received, the most previous educational agency or institution attended by that student, pictures found in yearbooks and pictures of participants in school activities. If a parent does not wish such personally identifiable information with respect to the student to be designated as directory information, the school district must be so notified in writing by September 30. Please contact the building principal with any questions regarding these rights.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding the district's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one of more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices; affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.

- Receive notice an opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted under state law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute information to others.

- Inspect, upon request and before administration or use –
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under state law.

The Dover School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Dover School District will notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Dover School District will also directly notify, such as through U.S. Mail or email parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The Dover School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

Collection, disclosure, or use of personal information for marketing, sales, or other distributions.

- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

NONDISCRIMINATION

(See School Board Policy AC & ACE for additional information.)

The school district does not discriminate in relation to race, color, creed, gender, age, national origin, mental or physical disability, veteran status, marital status, sexual orientation, political affiliation or genetic information in its programs and activities. Inquiries or complaints regarding nondiscrimination should be directed to Christine Boston, 516-6922.

Equal Opportunity Policy Statement – See Policies [AC](#), [ACE](#), [ACAA-R](#)

It is the policy of Dover Schools not to discriminate in its education programs, activities or employment practices on the basis of race, color, national origin, language, religion, age, sex or handicap under the provisions of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Education for all Handicapped Children Act of 1975. **Sexual harassment** is a form of unlawful discrimination and is against school district policy. Sexual harassment is described as an unpleasant environment caused by an unwelcome verbal or physical conduct of a sexual nature that interferes with an individual's academic performance. **A concern or complaint concerning sexual discrimination should be made to the Dean of Students who can be reached at 516-6775.** Any person having inquiries concerning FGH Elementary School's compliance with the regulations implementing these laws may contact the Dover School System (**516-6804**). Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education or the Director, U.S. Department of Education, Office for Civil Rights, Region I, John W. McCormack Post Office and Court House Square Room 222 Boston, Massachusetts 02109.

SCHOOL PRAYER

The First Amendment requires public school officials to be neutral in their treatment of religion, showing neither favoritism toward nor hostility against a religious expression such as prayer. Accordingly, the First Amendment forbids religious activity that is sponsored by the government (or in this case, the school), but protects religious activity that is initiated by private individuals. In other words, staff at Dover Schools may neither promote religion nor inhibit it.

CHILDFIND ACTIVITIES

The school district is responsible for identifying students with educational disabilities ages 0 through 21 and for providing special education services for those students with educational disabilities, ages 3 through 20. The district is responsible for identifying children who are residents of Dover or who attend a private school within the Dover city limits. When there is a suspected disability, the student may be referred for evaluation by parents, staff members, or any

individual knowledgeable about the student. Referral forms are available at the special education office or from any school office. When the referral form is filled out and returned to the respective office, a team meeting will be convened within 15 business days of receipt of referral.

ENTERING SCHOOL

(See [School Board Policy JEB](#) for additional information.)

In order to enter first grade in the City of Dover, a child must be six years of age on or before September 30. Kindergarten students must be five years of age before September 30. Birth certificate, proof of immunizations and proof of residency are required to register all students.

CUSTODIAL/GUARDIANSHIP

If there are legal guardianship and/or custodial concerns of which the school should be made aware, please be sure a copy of the current legal document is on file with the school for the child's protection. Parent rights cannot be denied without legal documentation to support this action.

VISITOR/SCHOOL VOLUNTEER POLICY

The School Board encourages the use of qualified lay people to assist in the educational program. Volunteers shall be carefully chosen on the basis of their interest in children and the ability to devote the necessary time and energy to the school. Use of such persons will only be upon prior approval by the principal for the specific duty to be performed. Volunteers must fill out a background investigation form. Chaperones who participate in day excursions away from school must complete a Volunteer Criminal Record Release Authority Form (Policy IJOC). All volunteers must complete the Staff Conduct With Students form, policy [GBEBB](#).

CONFIDENTIALITY OF INFORMATION

Parents of a student have the right to inspect and review education records of the student and to file complaints concerning alleged failures by the school system to comply with the requirements of the Family Education Rights and Privacy Act of 1974 and IDEA 2004. The school board has designated the following information as directory information which may be disclosed without prior written consent: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most previous educational agency or institution attended by that student, pictures found in yearbooks and pictures of participants in school activities. If a parent does not wish such personally identifiable information with respect to the student to be designated as directory information, the school district must be notified in writing **by September 30**. A copy of the Dover School Board's record policy may be obtained from the office of the Superintendent.

REFUSAL OF PERMISSION TO PUBLISH

As a part of your son's/daughter's educational program, (s)he will have the opportunity to publish documents and participate in projects on the internet. We think this is an exciting and

enriching opportunity for our students. These documents might include:

- A story, article, or poem
- Artwork
- A science or research project
- A photograph from an activity, a sport, or a club
- A collaborative project
- Student's name

We will publish these documents unless you notify the school office, in writing, no later than September 30, that your student does not have permission to publish documents on the Dover School District website (www.dover.k12.nh.us)

SECTION 504

No student in Dover shall be denied access to any educational program or activity because of a disability.

If a parent believes that a child has a disability that substantially limits a major life activity, impacting his/her ability to access a school environment, a parent should contact the school counselor in the school that the child attends for a 504 referral form.

TYPES OF SPECIAL EDUCATION PROGRAMS AVAILABLE IN DOVER

- Integrated preschool program
- Continuum of special education in-district services, from in-class support to substantially separate programs
- Support services, such as speech, occupational and physical therapy
- Itinerant services for the hearing and visually impaired

SPECIAL EDUCATION PLAN AND FEDERAL PROJECT PLANS

Copies of the Dover special education plan and the federal project applications may be obtained from the office of the Director of Pupil Personnel Services. This year federal funds are being used to fund special education positions.

CHILD PROTECTION ACT (RSA 169C, 1979)

To comply with the Child Protection Act it is the policy of the Dover School District that any teacher or other school employee who suspects that a child's physical or mental welfare may be adversely affected by abuse or neglect must report to the New Hampshire Division for Children, Youth and Families (DCYF).

Under RSA 169c, school personnel, who in good faith make a report of suspected child abuse or neglect, have immunity from any liabilities, civil or criminal. The good faith of the reporter is presumed.

PUPIL SAFETY AND VIOLENCE PREVENTION

The Dover School Board is committed to providing all pupils a safe school environment in which all members of the school community are treated with respect. Dover School District Policies [JICK](#) & [ACAA-R](#) are intended to comply with RSA 193-F, which specifically

identifies “bullying” as a form of pupil harassment. Conduct constituting bullying will not be tolerated and is prohibited by policies [JICK](#) & [ACAA-R](#), in accordance with RSA 193-F.

HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS:

Harassment of students because of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

(See School Board Policies [ACAA](#) and [ACAA-R](#) for additional information.)

Under Title IX, federal statutes consider any kind of sexual harassment a form of sex discrimination, which is not only illegal but also unacceptable and impermissible conduct. Any concerns or complaints about discrimination or harassment should be brought to the attention of the building principal, or the district Career Technical Center Coordinator, at 516-6978.

HAZING

(See School Board Policy [JICFA](#) for additional information.)

Hazing will not be tolerated in our schools. Hazing is defined as any conduct, coercion or intimidation used as a method of initiation into a student organization or team which is likely to endanger the physical or mental health of any student.

Every member of the school community must report hazing to the school principal. Keep in mind that, under the law, the implied or even express consent of any person toward whom any act of hazing is directed is not a defense to hazing.

Offending students will suffer appropriate disciplinary action including the possibility of suspension or expulsion.

Legal References: RSA 631:7 Rule 306.04 (a) (7)

SCHOOLNET ACCEPTABLE USE POLICY

(See School Board Policy [EHAA](#) for additional information.)

FGH is pleased to offer its students access to the Dover School District’s network system. Successful operation of internet devices requires that all students conduct themselves in a responsible, decent, ethical, and polite manner while using school computers. Each student is ultimately responsible for his or her own actions in accessing SchoolNet. Students should read and understand the SchoolNet Acceptable Use Policy ([EHAA](#)), which can be found online at www.dover.k12.nh.us by clicking on School Board, then policies. In addition, students new to the district should sign and return a Student Acceptable Use Form ([EHAA-S](#)) available online at the same location. These documents outline what the school deems proper and improper use of our technology resources. Misuse of any aspect of the network, including school hardware, school software and peripherals will result in disciplinary actions. Students are responsible for the repair cost of any computer hardware damaged during their use.

CAREER TECHNICAL EDUCATION PLAN – P.L. 105-332

Information regarding opportunities, enrollment, specific courses, special services, employment opportunities, and placement are available at the Career Technical Education Center office, Dover High School and Regional Career Technical Center, 516-6978.

ELEMENTARY AND SECONDARY EDUCATION ACT, LEAVE NO CHILD BEHIND

Parent's Right to Know (Section 1111(h)(6) (A-C))

At the beginning of each school year, an LEA that receives Title 1 funds must notify parents of each student attending any Title 1 school that the parents may request, and that agency will provide the parents on request (and in a timely manner), information regarding the professional qualification of the student's classroom teachers. Additionally, a school that receives Title I funds must provide to each individual parent information on the level of achievement the child has made on all state assessments; and timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

HIGH SCHOOL

ELEMENTARY AND SECONDARY EDUCATION ACT, SECTION 9528(1), ACCESS TO STUDENT RECRUITING INFORMATION: Notwithstanding section 444(2)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings.

However, the parent of the student may request that the student's name, address, and telephone listing not be released. Such a request by the parent should be made in writing to the Dover High School Guidance Office no later than September 16th.

STUDENT DRESS CODE

(See School Board Policy [JICA](#) for additional information.)

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

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

- Clothes must be worn in such a way that genitals, buttocks, breasts, and undergarments are fully covered with opaque fabric (not see-through), at all times.
- All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

2. Students MUST WEAR* the following, while adhering to the principle of Section 1 above:

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

3. Students MAY WEAR the following, while adhering to the principle of Section 1 above:

- Religious headwear.
- Hooded sweatshirts (hood must not be worn).
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”.
- Ripped jeans (as long as this is done in a way that does not violate Section 1 above).
- Tank tops (as long as this is done in a way that does not violate Section 1 above).
- Athletic attire.

4. Students CANNOT WEAR:

- Clothing with violent language or images.
- Clothing with images or language depicting or suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity).
- Clothing with hate speech, profanity or pornography.
- Clothing with images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Clothing that reveals undergarments.
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance).
- Any shirt that does not cover the torso and/or meet the hemline of the pants, shorts, skirt, etc. being worn

ELECTRONICS

Electronic devices such as iPods, iPads, e-readers, cell phones, etc., are to be used in the classroom only with teacher permission and supervision. If cell phones are brought to school, they must be kept in backpacks and used only with teacher permission. Personal electronic devices are brought to school at your own risk. Smartwatches should not be used to communicate with anyone. Parents and guardians, please refrain from messaging your student on electronic devices. You are welcome to call the front office with a message for your student.

NO ANIMALS IN SCHOOL

(See School Board Policy [IMG](#) for additional information.)

Due to health, safety and air quality concerns, fur-bearing animals (dogs, cats, rodents, rabbits, etc.) are NOT ALLOWED in school. Building principals may approve an animal visit if it is part of an approved curriculum.

SMOKING

(See School Board Policy [ADB](#) for additional information.)

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

SAFE/DRUG FREE PROGRAMS

From time to time throughout the school year, children at Dover Schools will be exposed to various types of programming encouraging them to refrain from drugs, alcohol, and tobacco products, as well as refraining from other unsafe behaviors such as sexual activity and violence. As these programs are offered, parents will be notified of the time and content of the material. If a parent objects in writing to a program, their child(ren) will not participate.

DANGEROUS ITEMS: WEAPONS

(See School Board Policy [JICI](#) for additional information.)

Dangerous items, including weapons, have no place in school and are not permitted on school property. Students in possession of such items will have them confiscated. Parents will be notified, and the students will be subject to discipline up to suspension or expulsion.

PUPIL SAFETY AND VIOLENCE PREVENTION POLICY : BULLYING AND CYBERBULLYING

(See School Board Policy [JICK](#) for additional information.)

The School Board believes that students are entitled to learn in a school environment that is safe and secure. Students are expected to conduct themselves with respect for others and in accordance with this policy and other Board policies and school rules governing student conduct.

The Board will take reasonable steps to protect all students from the harmful effects of bullying and cyberbullying that occurs at school and/or that interferes with student learning and orderly school operations. Conduct constituting bullying and/or cyberbullying will not be tolerated, and is prohibited.

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

This policy is intended to comply with RSA 193-F. The Superintendent is responsible for implementing this policy, but may delegate specific responsibilities to administrators and others as deemed appropriate.

SUICIDE PREVENTION PLAN

FGH Suicide Prevention Liaisons:

Chelsey Dinwoodie	c.dinwoodie@dover.k12.nh.us	#516-6759
Ruth Rossi	r.rossi@dover.k12.nh.us	#516-6720

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in all health classes throughout the school year, not just in response to a suicide, and the encouragement of help-seeking behavior will be promoted at all levels of the school leadership and stakeholders.
- Each school or district will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at-risk, a preliminary risk assessment will be completed by a trained school staff member who will work with the student and help connect the student to appropriate local resources.
- Students will have access to national resources that they can contact for additional support, such as:

National Suicide Prevention Lifeline:

1-800-273-TALK (8255) suicidepreventionlifeline.org

The Trevor Lifeline:

1-866-488-7386 thetrevorproject.org/get-help-now

Trevor Lifeline Text/Chat Services: available 24/7

Text “TREVOR” to 678-678

Crisis Text Line:

Text TALK to 741-741 crisistextline.org

All school personnel and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal or are in need of help.

While confidentiality and privacy are important, students should know that when there is risk of suicide, safety comes first.

For a more detailed review of policy changes, please see the district’s full suicide prevention policy which can be found here [JLDBB](#).

ATTENDANCE, ABSENTEEISM AND TRUANCY

(See School Board Policy [JH](#) for additional information.)

The Board requires that school-aged children enrolled in the District attend school in accordance with all applicable state laws and Board policies. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in the District during the days and hours that school is in session, except that the Principal may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence.

STUDENT DISCIPLINE, AND DUE PROCESS

(See School Board Policy [JICD](#) for additional information.)

This policy establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsion. Pursuant to Board Policy JIC, response to misconduct, including disciplinary measures and consequences should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to Policy JIC and the applicable Code of Conduct.

STUDENT WELLNESS POLICY

(See School Board Policy [JLCF](#) for additional information.)

The Dover School District is committed to providing school environments that promote and protect children's health, wellbeing, and ability to learn by supporting healthy eating and physical activity.

The Dover School District has taken into consideration our unique circumstances, challenges, and opportunities. Among the factors considered in the policy are socioeconomic status of the student body, school size, location, and presence of dual-language or limited-English students. The District is fortunate to have a well-educated public that supports the healthy development of its children. The District has been proactive with physical education and health education components that have met or exceeded the state guidelines. The District continues with a conscious effort to support and maintain a healthy environment for our Students.

STAFF CONDUCT WITH STUDENTS (Complete Policy)

DOVER SCHOOL DISTRICT POLICY CODE: GBEBB

DATE OF ADOPTION: MAY 8, 2017 TOTAL 2 PAGES

The Dover School Board expects all staff members, including teachers, coaches, counselors, administrators and others, to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers (including, but not limited to; coaches, volunteers, chaperones, and other individuals who have been entrusted with the care and safety of students).

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between staff and

students in an educational setting; and consistent with the educational mission of the schools. The staff in our schools are the key to securing a safe, responsive school environment. Educators, as part of their Code of Ethics and their professional responsibilities, must not only respond effectively, quickly, and consistently to incidents of bullying students, they must model the types of interactions that are appropriate.

Prohibited Conduct

- Behavior that intentionally exposes a student to embarrassment, disparagement, intimidation or retaliation. Staff bullying violates the Code of Ethics of the Profession (NEA Code of Ethics; Statement 5, Principle 1);
- Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment and Sexual Harassment of Students;
- Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance.
- Sexual banter, allusions, jokes or innuendos with students;
- Asking a student to keep a secret;
- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- Addressing students with terms of endearment, pet names or otherwise in an overly familiar manner; and
- Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner.

Before engaging in the following activities, staff members will review the activity with their building principal or supervisor, as appropriate:

- Being alone with individual students out of public view;
- Driving students home or to other locations;
- Inviting or allowing students to visit the staff member's home;
- Visiting a student's home, unless on official school business;
- Maintaining personal contact with a student outside of school by telephone or text messaging, computer (such as e-mail, Instant Messenger, social networking sites), or letters (beyond homework or other legitimate school business);
- Exchanging personal gifts (beyond the customary student-teacher gifts); and/or
- Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events except as participants in organized community activities.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure about whether particular conduct may constitute a violation of this policy.

Student Safety

It is expected that any staff member who has a student in their charge will be responsible for that student from the time in which the student is released to the care of the staff member until such time as the student is returned to their next destination and designated supervision. It should not be expected that other staff members will accept that responsibility without the express approval of an administrator. In other words, staff members are “on-duty” from the time they accept responsibility for a student until that student is returned to their next destination and designated supervision.

Reporting Violations

Students and/or their parents/guardians are strongly encouraged to notify the principal [or other appropriate administrator] if they believe that a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the appropriate building administrator or superintendent if they become aware of a situation that may constitute a violation of this Policy.

Disciplinary Action

Staff violations of this policy shall result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in a referral to the Department of Health and Human Services and/or law enforcement in accordance with board’s policy. All employees, volunteers and coaches shall sign that they received and agree to comply with this policy.

Cross Reference: ACAA-Harassment and Sexual Harassment of Students
JLF – Report Child Abuse and Neglect

SCHOOL TRANSPORTATION

(See School Board Policies [EEAE-R](#) and for additional information.)

District-wide Transportation Tips and Tidbits

Telephone Contacts:

First Student Transportation: 692-4406

SLC (Special Education): 679-2021 ext. 10

- First Student Transportation offices generally close at 4:30 P.M. Telephone calls, faxes, or

emails sent by parents after this hour will not be processed until the following business day which begins at 7:00 A.M. Therefore, parents need to understand that requests for changes in their student's AM pick-up cannot be guaranteed without timely notification, preferably 24 hours.

- It would help limit the amount of time students ride the buses if parents who decide to provide private transportation for their student would advise their school secretary and First Student Transportation.
- For safety reasons, we encourage parents of kindergarten and first grade aged children to wait with their child at their morning bus stop.
- Parents of kindergarten and first grade aged children (or other person as designated below) are required to be waiting at the child's afternoon bus stop or the child will not be released from the bus. The bus driver will return the child to his or her school until a parent can be contacted to pick up the child.

A parent may submit a request to waive this policy to the school's principal. Other appropriate arrangements may be made for the child's safe travel to their home or afterschool care (e.g., walk with older siblings, babysitter, or other responsible adult). An approved waiver must be on file with the school, the bus company, and the bus driver or the child will not be released.

- Please be on time. The bus cannot wait or back up if you run after it. This impacts the timing of the entire route.
- Before and after school care transportation will be provided to licensed daycare facilities only. Generally, these facilities must also be located in your elementary school's district. Please contact First Student Transportation directly for information on approved daycare facilities.
- We are unable to transport students to friends' homes for after-school visiting. Bus routes are developed based upon student capacities. Please tell your child they must take the bus home and you will transport them to visit friends' homes after school.
- Bus Passes will be required to be displayed daily for all students riding the bus to and from Dover Middle and High Schools. Contact your school directly for the procedures to follow for bus passes.
- On a Delayed Opening, bus transportation will start approximately 2 hrs. later (i.e. if your child's pickup is at 6:15 am the delayed pickup time will be approximately 8:15 am).

The District will provide pupil transportation services consistent with applicable law. Pupils are expected to conduct themselves properly while riding the buses. Students who violate accepted standards for proper conduct will be reported for proper disciplinary action. Parents will be notified, by the transportation provider, of any violation in writing, including the first or warning violation. Any violation may subject the student to suspension from riding the bus. In the event of such action, notice of this action will be sent to the parent in writing, stating the reason and duration of the restriction. In no case will such action be taken without prior notification by the transportation provider to the child and parent.

PARENTS' RIGHT TO KNOW

Through federal education law, parents have the right to request information on the professional qualifications of the teachers and paraprofessionals at our school. If you are interested in learning this information, please contact the school administration office at (603) 516-6800. Upon this request, you will receive a detailed explanation of the licensing, education and experience of each of our teachers. You will also receive information regarding the names and qualifications of the paraprofessionals at our school. At any time during the school year, parents must be notified if a child is assigned, or taught by, a teacher who is not highly qualified for four or more consecutive weeks. The parents' right-to-know provision also requires that each Title I school furnish, to each individual parent, information on the level of achievement of the parent's child in each of the state academic assessments required under the law.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

If a family becomes homeless and is a family in transition any time during the school year, please notify your child(ren)'s guidance counselor in order to receive services to help you during this transition. All matters of this concern will always be confidential and will be dealt with sensitively.

According to the McKinney-Vento Homeless Assistance Act, a family or youth is homeless if:

The McKinney-Vento Definition of Homeless

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines *homeless* as follows:

The term "homeless children and youths"--

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes--

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

*Per Title IX, Part A of the Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016; the only exception to his removal is that "covered states" have until December 10, 2017 to remove "awaiting foster care placement" from their definition of homeless.

All matters of this concern will always be confidential and will be dealt with sensitively.

The District Website and Infinite Campus

The Dover School District believes in keeping everyone aware and involved so each student better achieves their potential. To that end, we maintain two valuable online tools: our District and School Websites and the Infinite CampusPortal.

The purpose of the Website (www.dover.k12.nh.us) is to provide a means to publish public information regarding the Dover School District and its schools, as well as a conduit for teachers to use to publish any online classroom content they wish to share. On our website you find, among other things:

- Classroom, school and District activities calendars.
- Teacher contact information.
- PTA Information
- Specialized and resource web pages

CLOSING STATEMENT

It is impossible to put in writing all possible situations, expectations, or guidelines that might occur in a given school year. This document represents the best overview of the school year and our expectations. The administration reserves the right to make amendments to this fluid document. It will be our intent to notify parents of any changes or updates throughout the year. The administration must have the ability to amend and/or interpret new and ever- changing issues that arise, especially around the area of discipline and safety.

We at Frances G. Hopkins Elementary School at Horne Street are excited about this school year and working with your child(ren) and your family!

Please do not hesitate to reach out with any questions.

Student - Family Handbook

Garrison Elementary School

2023-2024



School Motto:

Be Safe, Be Kind, Be Respectful, Always Persevere!

50 Garrison Road
Dover, New Hampshire 03820

~

Phone: 603-516-6752

Fax: 603-516-6742

www.dover.k12.nh.us/ges

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There are several policies referenced in this handbook. To access any Dover School Board Policy in full, click [HERE](#). If you do not have access to the internet, contact your school office or Superintendent's office

Central Office Personnel

Office of the Superintendent

Dr. William Harbron	Superintendent	603.516.6802
Tammy Badger	Administrative Assistant	603.516.6804

Business Office

Michael Limanni	Business Administrator	603.516.6482
Libby Simmons	Operations Manager	
Evonne Kill-Kish	Business Services Assistant	603.516.6810

Student Services

Abigail Small	Director of Student Services	603.516.1309
Travis Bickford	MTSS Director	
Erica Helm	Family Services Facilitator	603.516.1317
Darlene Shanahan	Administrative Assistant	603.516.6722

Curriculum Office

Kiley Hemphill	CIA Co-Director	
Jennifer Krans	CIA Co-Director	
Siobhan Mehalek	CIA Co-Director	
Greg Howard	Administrative Assistant	603.516.6706

Garrison Elementary School

DOVER SCHOOL DISTRICT SAU 11 - ACADEMIC CALENDAR 2023 – 2024

	M	T	W	TH	F		M	T	W	TH	F
AUG/SEPT S=19 & T=23	28 4	29 5	30 6	31 7	1 8		FEBRUARY S=16 & T=17			1 8	2 9
	11 18	12 19	13 20	14 21	15 22			6 13	7 14	15 22	16 23
	25	26	27	28	29		26 27	28	29		
OCTOBER S=21 & T=21	2 9	3 10	4 11	5 12	6 13		MARCH S=20 & T=20				1 8
	16 23	17 24	18 25	19 26	20 27			4 11	5 12	6 13	7 14
	30	31						18 25	19 26	20 27	21 28
NOVEMBER S=17 & T=18			1	2	3		APRIL S=17 & T=17	1 8	2 9	3 10	4 11
	6 13	7 14	8 15	9 16	10 17			15 22	16 23	17 24	18 25
	20 27	21 28	22 29	23 30	24			29 30			
DECEMBER S=15 & T=16					1		MAY S=22 & T=22			1	2
	4 11	5 12	6 13	7 14	8 15			6 13	7 14	8 15	9 16
	18 25	19 26	20 27	21 28	22 29			20 27	21 28	22 29	23 30
JANUARY S=21 & T=21	1 8	2 9	3 10	4 11	5 12		JUNE S=9 & T=9	3 10	4 11	5 12	6 13
	15 22	16 23	17 24	18 25	19 26			17 24	18 25	19 26	20 27
	29	30	31								

S = Students In-Session: 180 days of student attendance is required for instruction (or the equivalent number of hours) and an additional 10 days for time lost due to inclement weather. Dover School District's Academic Calendar reflects 177 Student Days which meets the hours required.

T = Teachers In-Session: 184 days.

SUMMARY OF DAYS NOT IN SESSION:

August 28, 2023	Teachers Return – Teacher Workshop
August 29, 2023	Teacher Workshop
August 30, 2023	Teacher Workshop
August 31, 2023	Teacher Workshop
September 1 - 4, 2023	Labor Day Recess
September 5, 2023	Students Return
October 9, 2023	Indigenous Peoples' Day
November 7, 2023	Teacher Workshop (Due to Municipal Elections)
November 10, 2023	Veterans' Day
November 22 – 24, 2023	Thanksgiving Recess
December 8, 2023	Teacher Workshop / K-8 Parent/Teacher Conferences / DHS Professional Development
December 25, 2023 – January 1, 2024	Holiday Recess
January 15, 2024	Martin Luther King Day
February 13, 2024	Tentative Teacher Workshop (Due to Presidential Primary - Date Announced February 2023)
February 26 - March 1, 2024	Winter Recess (To include February 19 th Presidents' Day)
April 22 – 26, 2024	Spring Recess
May 27, 2024	Memorial Day
*June 13, 2024	Tentative Last Day of School (half-day), or Upon Completion of 180 Days or Equivalent Hours

SCHOOL BOARD MEMBERS

City of Dover, NH

All board positions are at-large.

Carolyn Mebert, Chairperson, Ward 3

254 Dover Point Road, (603) 969-1530
c.mebert@dover.k12.nh.us

Jessica Rozzo, Vice Chair, Ward 5

55 Willow Street, (603) 781-3244
j.rozzo@dover.k12.nh.us

Kathleen Morrison, Secretary, At Large

22 Hill St, (603) 205-4237
k.morrison@dover.k12.nh.us

Maggie Fogarty, Ward 1

16 Florence Street, (603) 988-7115
m.fogarty@dover.k12.nh.us

Robin Trefethen, Ward 2

3 Nantucket Court (603) 312-6352
r.trefethen@dover.k12.nh.us

Micaela Demeter, Ward 4

33A Piscataqua Road (603) 801-4143
m.demeter@dover.k12.nh.us

Michelle Clancy, Ward 6

22 Parsons Lane (603) 540-1423
m.clancy@dover.k12.nh.us

Superintendent, Dr. William R. Harbron

61 Locust Street, Suite 409, (603) 516-6804
w.harbron@dover.k12.nh.us

Dear Families and Friends of Garrison Elementary School,

Welcome to the 2023-2024 school year! We're looking forward to greeting returning students and meeting students who are new to the Garrison community as well.

This handbook contains general information about our school and programs that will be useful to you. After familiarizing yourself with its contents, please save it for future reference.

Dover's school system has earned a reputation of excellence. This is a direct result of having a community and school board that recognizes the importance of education, and provides the necessary resources, including a dedicated staff who works tirelessly to offer the best possible programs and educational opportunities for your children.

The telephone numbers are listed for key staff members on page 8, and we hope you will not hesitate to use them. Close cooperation between the home and school is essential to promote the best interests of our students. A strong partnership between schools and parents fosters the best atmosphere for learning, and we encourage you to visit and volunteer in our school as there is a direct correlation between parent involvement and student achievement.

We look forward to meeting and working with all of you this year.

Sincerely,

Mrs. Beth Dunton
Principal

Mr. Aaron Ward
Dean of Students

DOVER SCHOOL DISTRICT'S **MISSION STATEMENT**

Working collaboratively to empower all learners
to become dynamic global citizens.

Who's Who at Garrison

Mrs. Beth Dunton	Principal	516-6752
Mr. Aaron Ward	Dean of Students	516-6734
Ms. Karen Lilakos	Main Office	516-6752
Mrs. Sarah Garman	Main Office	516-6753
Mrs. Kathy Lupi	Nurse	516-6737
Ms. Amy Costa	Behavior Specialist	516-6794
Ms. Ashley O'Keefe	Guidance	516-6738
Ms. Grace McDonough	Guidance	516-6749
Mrs. Laurel Curtis	Cafeteria	516-6736
Mrs. Rachel Hill	Library	516-6740
Superintendent's Office		516-6800

Bus Company: First Student

692-4406, ext 2



SCHOOL DAY 2023-2024

Grades K-4:

Student Drop Off: 8:05 a.m.

School Begins: 8:15 a.m.

Tardy After: 8:20 a.m.

Dismissal: 3:05 p.m.

Lunch & Recess:

Kindergarten:	Recess: 10:35-10:55	Lunch: 10:55-11:15
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Grade One:	Recess: 11:00-11:20	Lunch: 11:20-11:40
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Grade Two:	Recess: 11:25-11:45	Lunch: 11:45-12:05
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Grade Three:	Recess: 11:50-12:10	Lunch: 12:10-12:30
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Grade Four:	Recess: 12:15-12:35	Lunch: 12:35-12:55
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PLEASE NOTIFY THE OFFICE BEFORE 8:15 AM
IF YOUR CHILD WILL BE ABSENT FROM SCHOOL.

ALL ABSENCES ARE VERIFIED DAILY.

Students cannot be dropped off at GES before 8:05 a.m.
unless enrolled in the “Before School Program.”
Students must be picked up after school by 3:05 p.m.
unless enrolled in the “After School Program.”

GENERAL INFORMATION

N.H. State School Attendance Law

The state of New Hampshire RSA 193:1 requires *“that a parent (or guardian) of any child at least six years of age and under eighteen years of age shall cause such child to attend the public school to which the child is assigned in the child’s resident district. Such child shall attend full time when such school is in session.*

Attendance

In order to obtain quality education, it is important that students arrive on time and attend class on a daily basis. This policy statement has been developed to discourage tardiness and truancy, as well as to encourage good attendance so as to maximize every student’s opportunity to learn.

Regular school attendance is essential to the success of each student. School begins at 8:15 a.m. and any student arriving after 8:20 a.m. will be marked as being tardy. If there are extenuating circumstances related to frequent tardiness or absenteeism, please notify the school so this information can be taken into consideration. Student absences totaling more than 18 days for the year may result in retention in the current grade. For our records, parents should send a note to school following an absence.

Please Note: There is also a local city ordinance and a Dover School District policy regarding truancy and attendance.

(See [School Board Policy JH](#) for additional information)

In an effort to make parents aware of their child's current attendance history, absences and tardies (including early dismissals) will be tracked and reported. Excessive absences/tardies/dismissals per trimester could result in truancy involvement and will result in a letter being sent home and a copy placed in the student's cumulative file. The following guideline will be used for generating the letter.

	Absences	Tardies / Early Dismissals
Per Trimester	5	7

Reporting Absences

To report your child absent, please call the school office at 516-6752 prior to 8:15 a.m. Leave your child's name, grade, teacher, and reason for the absence. If you are going to be away on vacation, please notify both the teacher and the front office. Anytime there is a change in after school pick up plans, please send in a note for the teacher. At the start of each school day, the school will compare the list of absentees provided by the teachers to the messages and calls received. Parents of absentee children that are not accounted for on the message list will be notified by phone. **We need to know that YOU know where your child is.**

****Failure to notify the school of absences may lead to home visits and city involvement in order to confirm the whereabouts and safety of the child. ****

If your child is out due to a medical situation, please submit any/all doctor notes directly to our school secretary or give them to the teacher. Do not send them in your child's backpack.

****Students who are out of school due to illness are not able to attend after school activities on that day. Students should be fever and vomit free (non-medicated) for 24 hours to attend school and school activities. ****

School attendance is a significant indicator of a child's level of success in school. Please make every effort to see that your child is in school on time. If there is any way that we can be of assistance to you, please do not hesitate to call.

Parent/Guardian Responsibilities

- Complete emergency form and identify individuals to whom a student may be released.
- Notify the school immediately of any change of name, telephone numbers, email or address and provide a new Proof of Residence as soon as possible.
- Communicate absences.
- Dress your child for predicted changes in weather. This includes making sure they have boots, hats, gloves, and jackets for the winter months and be prepared for unseasonable weather.
- Label all removable clothing with your child's name, as well as lunch boxes and check the lost and found periodically for missing items.
- Write a note if:

- You know your child will be tardy or absent.
- Your child will not be going home in the usual manner.
- Your child will be dismissed early.
- Listen for radio/TV announcements for school delays, cancellations, or early closings.
- Provide an email address to ensure better communication.
- Always have a back-up plan that is shared with your child if he/she were to be sent home early/unexpectedly.

School Closings/Early Dismissal

The following procedures will be implemented to notify you in the event of a two (2) hour delayed opening, early dismissal, emergency evacuation, or cancellation of school. In all instances, please tune to the following radio stations for information: WTSN 1270AM, WOKQ 97.5FM and WHEB 100.3 FM. We also have closings announced on television stations WMUR Channel 9, WCVB Channel 5, WCSH Channel 6. Closings are posted on www.wmur.com and our school district's website, www.dover.k12.nh.us as well. ***Please do not call the radio or TV stations or the schools for this information.***

Two (2) Hour Delayed Opening

Delayed opening is an alternative to closing school all day. If the decision is to delay the opening of school, the following will occur:

1. An announcement will be made on the radio and TV stations listed above, beginning at approximately 6:00 a.m. as well as through Remind, our automated contact system.
2. If weather conditions do not improve by approximately 8:00 a.m., another announcement will be made on the radio and TV stations listed above, announcing the cancellation of school for the day.
3. For a delayed opening, school starting time is 10:05 a.m. for elementary schools.

Early Dismissal

In very rare instances, conditions may develop during the school day that warrants sending students home early. Whenever possible, this decision will be made by 11:00 a.m. This decision, and dismissal times, will be announced by the radio and TV stations listed above, and an email alert will be sent to all families on the school electronic contact list. Please indicate on your child's Emergency Form any special circumstances related to your child being dismissed early from school. It is important that any changes in those circumstances be communicated to your child's school. Whenever possible, school lunch will be served prior to dismissal.

Cancellation

The decision to cancel school for the day will typically be made by 6:00 a.m. If weather conditions worsen following a Delayed Opening, an announcement canceling school will be made by 8:00 a.m. School cancellation or “No School” announcements will be made by the radio and TV stations listed above.

The City of Dover’s Community Services Department is responsible to maintain sidewalks and makes every effort to clear snow from them as soon as possible. School will not be cancelled if sidewalks are not plowed in your area.

Emergency Evacuation

In the event of an emergency evacuation, an announcement will be made by the radio and TV stations listed above, and an email alert will be sent to all families on the school electronic contact list. If students have been evacuated to a safe location, you will be notified where and when to pick up your children. Children will only be released to parents/guardians or an authorized adult. If children are dismissed directly from school, you will be notified of the time of the dismissal. Children will travel home in their customary manner (walk, bus, or picked up by an authorized person). As with early dismissal, it is important to indicate on your child’s Emergency Form any special circumstances related to your child being dismissed early from school.

We ask that you do not call the school but tune into the radio and TV stations listed above.

It is very important that the telephone lines are available for emergency purposes.

Remote Learning Days

The Board understands the need for families and children to enjoy a traditional “snow day”, and the activities associated with a snow event. This type of day will be called upon if roads are deemed unsafe for travel, but the weather allows for outdoor play or clean-up.

There will also be opportunities to call a “remote learning day”. This type of day will be called upon if roads are deemed unsafe for travel, and the weather is not favorable for outside play. These days will be instructional days and will be a combination of synchronized and asynchronous learning. A remote learning day schedule will be provided by your child’s school. It is our hope to know in advance when a remote learning day may occur (extreme weather forecasts), so students can bring home their devices: tablets for kindergarten, Chromebooks for grades 1-8, and laptops for grades 9-12.

Telephones

The office may take messages for students when there is an emergency or when it is essential that a student receive information. We will do our best to communicate the message to the student by the end of the day. Students are not called to the phone. Since office telephones are constantly in use for school business, students may not use an office telephone unless there is an emergency. All after-school plans should be worked out at home before school starts. Parents are encouraged to contact teachers if they have questions. Teachers will respond at their earliest appropriate opportunity.

Textbooks

Students are responsible for the books issued to them, as well as for those they check out of the library. Textbooks are issued during the first week of school. Each book is recorded by number and condition. A fee will be charged for lost or damaged books. Efforts will be made to reclaim the lost money for such items.

Computers

The Dover School District has moved to 1:1 technology for all students. Children in kindergarten each have their own Lenovo tablet that is assigned to them at the beginning of the school year. Students in grades 1-4 will be assigned Lenovo Chromebooks. Students and families will be expected to sign an acceptable use policy stating that the device will be taken care of and used explicitly for school business. Please click this link for more information on the acceptable use policy.

Student Records

It is the responsibility of school personnel to maintain adequate records of each student. Student records can be disclosed to parents/guardians, and to persons having written permission from a legal guardian, except in cases where there is a court order to the contrary. If a parent or legal guardian wishes to review their child's records, a written request should be submitted to the school. A minimum of 48 hours' notice should be given. Special education records are maintained separately and arrangements to see them must be made through the Special Education Director at 516-6722.

Transfer/Withdrawal

To ensure a smooth transition for your child, it is imperative for a parent to notify the school prior to relocation. All the materials belonging to the school must be returned prior to departure. The new school will send the request for records once you register your child.

SAFETY AND SECURITY PROCEDURES

Visitors

All visitors are to enter the building through the designated front entry door. All doors to the building are to be locked at all times during the school day. To gain entry to the school, press the buzzer at the front entry door, and then proceed directly to the main office to sign in and get a visitor's pass. Please come prepared to show some form of picture identification to our office staff.

School Drop-Off and Pick-Up

A great way that we teach our children about rules within society is by following them ourselves. Please help us help your child have the best experience possible at Garrison. Thank you for your understanding and working with us each and every day.

Students who arrive at school *after 8:20 a.m.* must report to the office for a late pass **with a parent or guardian**. If a student is to be dismissed early, parent/guardian(s) must come to the main office to sign the child out (*before 2:45 p.m.*). At that time the child will be called to the office. We ask that all parents wait in the lobby for their child and not disrupt the classroom. Under no circumstances will a child be dismissed directly from the classroom.

If a student who normally takes a bus home is being picked up after school, they will need to bring a note to their teacher stating the change for that day. If we do not receive a note regarding the change, teachers are instructed to send the child home as usual.

Please Note: You must be 18 years or older to sign out a student.

There are three ways to enter Garrison in the morning:

1. Buses

Students ride the bus to Garrison and are greeted by staff on bus duty.

2. Drop off - car loop* or walk.

a. Car loop - Staff will be on duty at 8:05 to dismiss students from cars. Students are not to leave their car before staff are on duty to supervise them. If you are the first car of a new "wave", please pull forward in the loop up to where the pickle ball courts are so that we can unload 7-8 cars at a time. Students **MUST** exit the car on the passenger side so they are not walking between cars, and students must be as independent as possible to unbuckle and get

out of the car without assistance. To keep car loop flowing, students should be ready to “kiss and go” - i.e. hop out of the car with their back pack as soon as the car is safely stopped.

b. If you drive to school, and wish to park in the Shaw’s Lane parking lot and walk your student down, you will use the crosswalk and sidewalk to car loop. Parents must walk with their student down to where staff are on duty, but may go no further than the painted cross hatch lines.

c. If you live close enough to walk to school, please bring your student to the bus loop or car loop (whichever is closer to your house) and the staff on bus or car duty will supervise them into the building.

3. YMCA before care

The YMCA runs a before school program in our building starting at 7 AM. Students will leave the Y program when the bell rings at 8:05 to start their day. You can register for this program by calling 332-7334.

*Garrison strives to be a good neighbor to the folks that live near us, as well as to Portsmouth Christian Academy just down the road, who also is in session with students being dropped off and picked up. If you choose to drive your student to/from school, please read and use these directions:

As you approach the school, you will turn onto Shaw’s Lane to access the car loop. Please drive slowly and watch for staff directions.

If you cannot take a left onto Shaw’s lane immediately, without backing up traffic on Garrison Road, you will take a right onto Morningside Drive, turn onto Meridian, and approach the school from the other side so that car loop can “stack up” on Garrison to take a RIGHT onto Shaw’s Lane. (See updated photo below with yellow arrows)

When you are in car loop, you may **not** pass another car, even if you are finished with the car loop. This is for the safety of staff and students and to minimize the risk of fender benders.

There are **three ways** for your student to be picked up from Garrison:

1. Buses

Students ride the bus home from Garrison - buses typically depart the school between 3:15 and 3:20. **Expect delays the first weeks of school as students and drivers get used to new routes.**

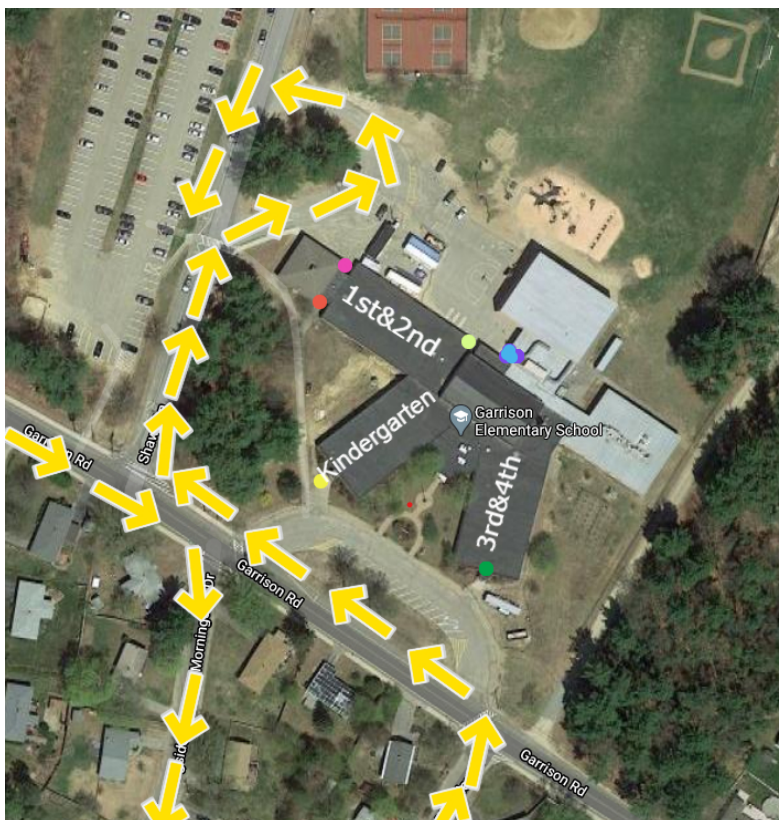
2. Pick Up - on foot only - car loop does not operate in the afternoon. Park on Shaw's Lane and walk to the hot top.

Staff will ask for ID for anyone they do not recognize, and students may only be picked up by a parent/guardian unless we have a note.

At 3:05 PM, students who are picked up will be dismissed to the black top out back all at once. Students will line up by grade. Staff will be on duty to ensure that students are dismissed to the correct adults, checking ID as needed.

3. YMCA After Care

The YMCA runs an after school program in our building starting at 3:05 and running until 6 PM. You can register for this program by calling 332-7334.



Emergency Drills

At Garrison School, we practice: **Fire Drills, Drop and Cover, Evacuations, Reverse Evacuations, Stay in Place, and Scan.** Each drill addresses situations that may arise in an emergency and helps to prepare staff and students in the event of a real emergency. We will continue to practice drills throughout the year.

HEALTH SERVICES

I am happy to have the opportunity to work with the children and families of Garrison School. As the school nurse, I support the wellbeing of all students. The State of New Hampshire requires that all children have a health record at school. This record includes current immunizations, a physical exam, health issues, and the results of screenings performed at school. Screenings may include height, weight, vision, and hearing. If your child needs medication or health treatments at school, I need your written permission as well as your provider's signed instructions. All medication forms and health care plans need to be updated annually. Medicine must be in an original labeled bottle. Pharmacies can provide you with an extra bottle to keep at school. An adult should transport medication to school for the safety of all the children. Please keep your emergency information updated. This is so important if your child is injured or becomes ill. Please call the school when your child is absent. The school will call you if we do not hear from you to make sure your child is safe. Reporting the reason for an absence helps me to track any illnesses or health concerns. Students should be fever and vomit free for 24 hours to attend school. Please feel free to call anytime. I enjoy working with your children and appreciate your input.

Kathy Lupi - Garrison School Nurse

FOOD SERVICES

Dover School District provides daily breakfast, lunch, and snack milk options through a company called Fresh Picks. Monthly menus are posted at <https://dover.linqnutrition.com/>, though daily options can change unexpectedly due to supply issues.

Breakfast is available each school day at 8:05a.m. The program is open to all students at a cost of **\$1.70** daily. Students who are eligible for free or reduced lunch are also eligible for free or reduced breakfast. Students may pay on a daily basis.

Lunch periods are scheduled for approximately 20 minutes devoted to lunch, with the remaining time for recess. (There will be indoor recess for inclement weather days). A daily hot lunch may be purchased for **\$2.85 daily or \$14.25 weekly.**

For convenience, lunch may be paid for by the week or month, by check or credit card (online or in the app). Please make checks payable to “The Dover Schools Lunch Program.” With computerized records, the cafeteria keeps track of the number of lunches available in each student’s account. You may also pay online via credit card by visiting www.mymealtime.com or download the app in your App store for convenience. Cash is accepted, but strongly discouraged at the elementary level.

Each morning, before school begins, a cafeteria staff member will be on duty to collect lunch money. One check can be used for breakfast, lunch, and milk. There will be no exchange of funds during the lunch period. We will not deny a student his/her lunch – they will, however, accrue charges on their account which must be paid.

Free and Reduced Lunch/Breakfast are available to families who qualify. We encourage all families to complete a "Free and Reduced Meal Price Application Form." Applications are accepted at any time during the school year. The forms can be completed and returned to any school office. You will be notified by mail of your child's status.

Families eligible for the National School Breakfast and Lunch Programs will be sent information in early September. Students who are eligible for Free & Reduced lunch will receive lunch and breakfast, but not snack milk.

If your child had free or reduced last school year, their eligibility will carry over for the first 30 days of the next school year. If you do not re-apply, your child will revert to full-paid status and you will be responsible for all of the charges incurred on their account until an application is submitted and approved.

*Applications are available in the main office as well as online using [THIS](#) link:
Snack Milk is 50 cents per day. Everyone pays for snack milk/juice, even students with Free & Reduced meals.

For more information, please visit the Dover Food Services [website](#).

ACADEMICS

Language Arts

Wilson Foundations, Heggerty, and Fountas & Pinnell Classroom enhance our elementary curriculum's growing scientific approach to reading. Wilson Foundations is a program that helps students learn letters, sounds, spelling, and writing in a fun and interactive way. It uses different activities and ways of learning to help students become better at figuring out words and reading them correctly. Foundations is used in all our elementary classrooms, K-4.

Heggerty is a program designed for Kindergarten and 1st-grade students to improve their listening and speaking skills. It helps students recognize and play with the different sounds in words. Every day, they do activities like rhyming, blending sounds together, breaking words apart, and changing sounds in words. This helps them understand how words work and become better readers and spellers.

Fountas and Pinnell Classroom materials provide rich text and meaningful experiences with those texts so that students build strong comprehension skills and develop a love of literacy. These materials are used to support and enhance small group instruction, whole group read aloud, and purposeful reading discussions.

Mathematics

The Dover School District has adopted the Bridges in Mathematics program for Kindergarten - 5th grade mathematics instruction, which is published by the non-profit organization, the Math Learning Center. Bridges in Mathematics focuses on helping students develop a deep understanding of math concepts, become skilled in important math skills, and be able to solve new and challenging problems. In our classrooms, we believe that every student has unique strengths and intelligence. That's why our learning activities bring math to life through language, pictures, and movement. Students have opportunities to talk about math, share their observations, explain their methods, engage in hands-on activities, and ask questions. We encourage them to explore different ways of solving problems and demonstrate different ways of thinking. This approach is important because it helps students become more flexible and efficient problem solvers as they tackle increasingly complex math problems.

Social Studies

The Dover Social Studies curriculum uses the C3 Framework to teach students about civics, economics, geography, and history. It helps them explore and ask questions about these subjects. The curriculum provides a foundation for children to understand how our society

operates and how different aspects are interconnected in a meaningful way, based on their personal experiences. Students engage with Social Studies content in increasing complexity throughout their experience in elementary school. They begin by exploring self and family, then their school community, then the Dover community, and lastly students in 4th grade engage in a study of the state of New Hampshire.

Art

All students participate in art classes once each week. The art teacher works closely with the elementary school art team to ensure students receive similar experiences across the district. Garrison School students are taught the principles of art and design based on the Dover School District and State of New Hampshire Art Teaching Standards. In art class, students learn about art tools, techniques, and materials. These materials include glue, paint and other materials that may get on student's clothes. Please note when your child's art day is and dress him/her accordingly.

Music

All students participate in general music instruction once each week. The music teacher works with classroom teachers to closely align the curriculum with the music program. Chorus is offered for those 4th graders who wish to participate. There is a winter and spring program put on each year. Instruments are available for rental, and individual lessons are taught at Garrison School. Information will be sent home in September.

Physical Education

Grades K-4 participate in Physical Education class once each week for a 45-minute period. The curriculum focuses on large muscle development and movement skills in the lower grades and progresses to more fine motor development and sport skills in the 3rd and 4th grades. Fitness elements are introduced, and students are encouraged to spend the necessary additional after-school time using these elements to make positive fitness strides. Cooperation, fair play and safety are key factors stressed in each class.

Science and STEM

The science and STEM curriculum use the Next Generation Science Standards (NGSS) as the base for instruction. Students will participate in science units in their classroom setting as well as in STEM (science, technology, engineering, and math) as a Related Arts class. The NGSS that both courses are built on encourages your child to ask questions, explore, and think critically. Rather than just memorizing facts, they will actively investigate scientific concepts and develop problem-solving skills. This approach helps ensure that your child develops a deeper understanding of science, discovers the relevance of science in their daily lives, and gains the skills needed for future success.

Library

Library visits are scheduled weekly for book selection and research. Students receive instruction in the use of print and non-print library resources, as well as literature enrichment. Students in Kindergarten and First grade may borrow one book per visit. Students in grades two through four may borrow more, typically matching the grade level they are in (ie. fourth graders may borrow up to four books). Library books are checked out for three weeks, but many students choose to exchange their books on a weekly basis. If a student finishes a book before the next class visit, (with the teacher's permission) he/she may return it and select another. Students are responsible for the proper care and timely return of items they borrow. In the case of a lost or damaged book, the student and the librarian will decide together upon a course of action to help make up for the lost or damaged book. Volunteers are always welcome.

Report Cards

We are on a trimester report card schedule with report cards being posted in Infinite Campus in December, March and June. This report discusses the student's progress in reading, language arts, math, social development, and work habits. **Please be sure to look for communication from the school as to when report cards will be available to view in Infinite Campus. If for any reason you are unable to log on or view you student's report card, please call the main office at 516-6752.**

School Website & Infinite Campus

The Dover School District believes in keeping everyone aware and involved so each student better achieves their potential. To that end, we maintain two valuable online tools: our [District and School Websites](#) and the Infinite Campus (IC) Parent Portal. Infinite Campus is the Student Information System used by all Dover Schools. For families of elementary students, this is where you can access student report cards and student attendance. To access the parent portal, click [HERE](#).

Conferences & Open House

Parents will have the opportunity to sign up for December conferences in the fall. Teachers and parents meet to discuss students' progress and expectations for the remainder of the year. Parents should feel free to request a conference appointment at any point in the year. Open house for parents is typically held in September. Parents will have the opportunity to find out what the expectations are for their child and discuss curriculum matters with the teacher. Open house is not a time for an individual conference. It is intended to be an overview of the curriculum for the school year as well as the daily schedule of your child's class. If you feel a need, at this time, for a parent/teacher conference, please schedule a time with the teacher at a later date. Details on the open house date and time will be communicated from the school.

Assessment

Starting in 1st grade, students will take the STAR assessment in reading and math three times each year. In 3rd and 4th grade, students will take the SAS (Statewide Assessment System) in ELA and Math. All students will take a brief Aimsweb fluency assessment three times per year to measure reading fluency. We use these assessments to help drive instruction and target areas of need for students, and are careful not to "over assess" young students.

Field Trips

Students typically attend several field trips during the school year. School Board policy mandates a parent/guardian signed permission slip for each student be turned in prior to the field trip on the date set by the teacher. For planning purposes, NO permission slips will be accepted after that date. NO verbal permission will be accepted. ALL volunteers attending field trips need to be fingerprinted prior to the trip. Your cooperation is greatly appreciated. Financial assistance may be available by contacting your child's teacher.

To ensure that all students are carefully supervised and safe at all times, the faculty at Garrison School has established the following guidelines for parents chaperoning field trips:

1. Be fingerprinted by the SAU to comply with School District policies regarding volunteers.
2. Parents who are chaperoning are asked to ride the bus, as space permits, with the children both going to and returning from field trips.
3. No siblings or other children are permitted to attend field trips.
4. Parents deciding to transport their own child for a field trip may not be considered a chaperone. We encourage all children to ride the bus even if a parent is chaperoning.

SCHOOL SUPPORT

Reading Specialist

A Reading Specialist along with reading support staff supplement the reading programs in individual classrooms. Additionally, the Reading Support Team may provide targeted support to students based on multiple data points such as teacher observation, STAR reading scores, and Benchmark Reading Assessments.

School Counselors

The school counselors are available for students, families, and staff. The school counselors work with students regarding social, emotional, and/or academic issues which may be impacting their success. This is done by meeting with students individually or in small groups, as well as by presenting classroom programs addressing areas like feelings, bullying, and conflict resolution, and many other topics. The school counselors also serve as a link between school, home, and community resources by helping families connect with financial and therapeutic assistance. Please feel free to reach out via email or phone to Ashley or Grace with questions!

Behavior Specialist

The Behavior Specialist's role is to support students who are experiencing challenges with social interactions, demonstrating behaviors that are impacting their ability to learn, or both. The Behavior Specialist may work with students on learning skills that will help them resolve conflicts, express feelings, and make good choices.

Students may be supported in identifying issues and using their strengths to develop a plan for solving conflicts in a positive manner. The Behavior Specialist works with the teachers, parents, counselors, and administrators to develop a positive discipline model that is based on teaching and reinforcing appropriate skills.

Special Education Services

Special Education instruction and related services are provided for eligible children whose unique needs require specially designed instruction in order to access the general curriculum. Special Education Services include occupational therapy, physical therapy, speech/language therapy, adaptive physical education, specialized instruction through the resource room, or specialized classroom support.

Parent/Guardian Involvement

With permission/invitation of a child's teacher, parents/guardians are welcome to visit and participate in classroom activities after routines are established. Any adult working alone or on a one on one basis with a student must be fingerprinted prior to the event. All visitors must first report to the office to sign in each time they come into the building. There are many opportunities to be involved with the school.

Garrison School Parent Teacher Association

The PTA is an active part of the Garrison community. They organize many student, family, and teacher events throughout the school year. Vital fund-raising activities help support these events and enable the school to purchase items that enhance each child's educational experience. The success of the PTA is dependent on the volunteers of the Garrison community. There are many volunteer opportunities to fit your life; no matter how much or little time you have to offer. PTA meetings are held on the third Wednesday of the month from 6:00p.m. to 7:00p.m.; everyone is welcome! Check the school website for details on meetings, events, and current board members.

Box Tops for Education

The Garrison PTA participates each year in the 'Box Tops for Education Program'. In the past, students have brought box tops to school. Recently, the box top program has changed, as

Box Tops have switched to a digital format. Your family can earn cash for Garrison by scanning your store receipt with the Box Tops mobile app. Please download the app and scan to earn!

The PTA Officers for the 2023-2024 school year are:

*Denotes PTA Executive Board Member

<u>Position</u>	<u>Name</u>	<u>Email</u>	<u>Phone</u>
*President	*Bridget Harton	gesnhpta@gmail.com	
*Vice President	*Lauren Rabiner	gesnhpta@gmail.com	
*Secretary	*Gretchen Knight	gesnhpta@gmail.com	
*Treasurer	*Meghan Vetter	gesnhpta@gmail.com	
*Principal	*Beth Dunton	b.dunton@dover.k12.nh.us	603-516-6752
Teacher Representative	*Jocelyn Gross	j.gross@dover.k12.nh.us	
Teacher Representative	*OPEN		

OTHER RESOURCES

Child Care

Before and after school childcare is provided at Garrison School by the Strafford County YMCA. To inquire, please call 332-7334. Space usually fills quickly.

Strafford Community Action Partnership

Strafford Community Action Partnership provides families with resources and support services which enhance their ability to raise healthy children in caring homes. For information, please visit straftordcap.org/home-2/.

ParentGuidance.org

ParentGuidance.org is a free website for parents to be able to get help and answers for their children's mental health needs. Anyone can visit the site for on-demand courses and professional support. There is even a portal where you can "Ask a Therapist" your toughest questions. This is offered to Dover, NH families at NO cost.

Garrison School Homework Recommendations

Parents can demonstrate the importance of homework by scheduling a regular homework time, setting up a properly equipped quiet place to work, checking for completion, and helping their child learn the responsibility of putting it in a proper place (backpack, folder etc.) for returning it to school. See School Board Policy [IKB](#) for additional information.

Reading and Homework:

Research has proven that reading plays an important role in the progress of successful students. Students will improve their vocabulary, comprehension, and rate of reading if they read nightly. Garrison School students are expected to read at home every day. Parents are encouraged to read with their children every evening. Fifteen minutes a night spent reading together virtually guarantees the development of students with a lifelong love of reading. A small investment with a big return!

Purpose/Rational:

The purpose of homework is to improve the learning process, to aid in the mastery of skills, and to create and stimulate interest on the part of the student to insure progression through the curricula. Homework also develops subject area knowledge and skills, promotes self-discipline, task commitment, time management, and responsibility.

Vacation Schoolwork Guidelines:

It is far more beneficial for students if families schedule vacations in conjunction with the school calendar. However, we are aware that due to adult schedules, the family vacation sometimes has to be taken when school is in session. We know that travel can be a wonderfully enriching experience for everyone. To help your child get the most from a vacation, and more importantly, to be true to our belief that class work should only be assigned after it has been taught, the following vacation guidelines have been developed:

- Schoolwork will not be provided prior to vacations but assigned upon return. The classroom teacher may modify the amount of work.
- Parents may have children do any of the following activities while on vacation: scrapbooks, picture diary, journal, maps marked with places/date. These may be shared with the student's classmates on return to school.
- Students are always encouraged to read while on vacation. This will greatly enhance both their trip and their academic skills and knowledge.

SCHOOL-WIDE EXPECTATIONS

Garrison School's School-wide Expectations

1. Be safe
2. Be kind
3. Be respectful
4. Always persevere.

Toys at School

We have found that when students bring toys to school, feelings often are hurt when these items are compared or traded. Additionally, toys that are lost or damaged understandably upset students and distract from academic and social learning in the classroom. Classrooms have toys and times of the day when they can be accessed. Please leave toys at home.

Translating Expectations into Procedures and Rules:

Our school-wide expectations can readily be translated into school-wide procedures and rules. The purpose of explicitly stating our rules and procedures is to create a strong sense of what is and what is not acceptable. For these to have a long-lasting effect, we will need to communicate clearly and frequently reinforce the procedures and rules with all of our students. Posting the rules will also visually enable our students to refer to our expectations.

Code of Conduct

The Dover School community believes in creating a school culture that is safe and inclusive. We aim to develop an environment that promotes a happy, friendly, safe, and well-disciplined atmosphere, which encourages a caring and respectful relationship between students and staff. We all have a right to a learning and teaching environment free from disruption.

It is expected that students and staff will:

- *Demonstrate respect for self and others
- *Demonstrate courtesy to others
- *Behave in a responsible manner and take responsibility for actions
- *Respect others property including personal and communal property
- *Work cooperatively with each other

Multi-Tiered Systems of Supports (MTSS)

The Dover School District is moving towards Multi-Tiered Systems of Support for Behavioral Health and Wellness (MTSS-B) and Responsive Classroom as research-based approaches to behavioral and social-emotional growth.

In an MTSS system, supports are delivered across three tiers: Tier 1 schoolwide/universal approaches for all students, Tier 2 targeted supports for at-risk students, and Tier 3 individualized services for the highest-need students.

Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

Behavioral issues are addressed on an individual basis designed for student accountability and positive changes in behavior. We work with families to provide a strong partnership for student success. Garrison is focused on a positive and preventative response to classroom and school-wide expectations.

Behavior Tiered Support Structure

Student behavior categorization criteria	Tier 1- Mild Behaviors <i>How do you know they are mild behaviors?</i> → Student needs support following classroom expectations → Student may have lagging skills in the area of behavior and may require additional teaching → Student behavior may not be impacting their own learning or the learning of others; could be an annoyance but can be managed → Student behavior is slightly outside the norm developmentally	Tier 2- Moderate Behaviors <i>How do you know they are moderate behaviors?</i> → You have used Tier 1 responses and behaviors persist → Student is not responding to redirections → Student behaviors have escalated and are causing disruption in class → Student behavior is not developmentally appropriate → You want someone else to be aware of the behavior and support a management plan	Tier 3- Severe Behaviors <i>How do you know they are severe behaviors?</i> → Tier 1 and 2 responses and supports are not sufficient to address behaviors → The behavior is a pattern, with each behavior escalating (not staying stagnant or managed by a plan) → The student is unable to be in class due to safety, extreme disruption or high emotions → Other students are scared/worried/feel uncomfortable with the student, and it is impeding social interaction
Potential responses to behavior needs	Teacher Responses → De-escalation strategies → Restorative responses → Modeling expected behavior → Proximity or alternative seating → Positive corrective feedback → Quiet discussion with student → Praise the appropriate behavior in others → Reiterate expectations → Provide choice → Collect data to identify trends → Optional family communication by faculty member for behavior → Office referral form may be completed to document trends	Teacher Responses → De-escalation strategies → Temporary relocation of student to de-escalate with dignity and support → Restorative Conversation or plan - opportunity to repair the harm → Conference with student (paired with clear expectations) → Consulting with Behavior Specialist, counselors, and/or administration → Behavior plan in classroom and/or with support from additional staff → Family communication from a faculty member who was present for the behavior → Office referral form completed by faculty member for behavior Administration Responses → Support faculty with family communication → Loss of privileges → Process office referral with student	Teacher Responses → De-escalation strategies/techniques → Get assistance from the behavior support team → CPI response by trained staff → Temporary relocation of student to de-escalate with dignity and support → Loss of privilege(s) → Restorative conversation and plan after office consequence → Family Contact made by faculty member who was present for the behavior and/or administration → Office referral form required to be completed by faculty member present for behavior Administration Responses → De-escalation techniques/CPI → Processing of event → Family Contact → Loss of privilege(s) → Possible investigation → Possible suspension if behavior meets policy guidelines
Potential support or clarification	Our behavior specialist and administration are here to support students and staff with behavior across any tier. All staff are encouraged to reach out for assistance with tips, strategies, plans, consequences or where to go next/what to do with a student.		

SCHOOL POLICIES
2023-2024 School Year

Annual Family Education and Privacy Rights Notification
(Including FERPA)

All Dover School District School Board Policies are available on the School District Website, or by clicking [HERE](#). If you do not have access to the internet, contact your school office or Superintendent's office.

The Dover School District has the responsibility to inform parents each year about a variety of programs and policies which are outlined below. If you have questions regarding special education, please contact Pupil Personnel Services Coordinator or any school office. Questions regarding any type of discrimination should be addressed to the Title IX Coordinator.

ASSISTANT SUPERINTENDENT: Christine Boston, 516-6722

DIRECTOR OF STUDENT SERVICES: Abigail Small, 516-1309

CURRICULUM, INSTRUCTION, AND ASSESSMENT (Co-Directors): Kiley Hemphill 516-1316, Jennifer Krans 516-6708, Siobhan Mehalek 516-6805

CAREER TECHNICAL DIRECTOR, & NJROTC:
Kori Kennedy, 516-6976

HOMELESS LIAISON: Libby Simmons, - 516-6806

NOTIFICATION OF RIGHTS UNDER FERPA
(FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974)

The Family Education Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records, as follows:

1. The right to inspect and review the student’s education records within 14 days of the day the district receives a request for access.
 - a. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
 - a. Parents or eligible students may ask the Dover School District to amend a record they believe is inaccurate or misleading. They should write the school principal to clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
 - b. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the School Board; a person or company with whom the

district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- b. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - c. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA are as follows:
- a. Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
5. The School Board has designated the following information as directory information which may be disclosed without prior written consent: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of member of athletic teams, dates of attendance, degrees and awards received, the most previous educational agency or institution attended by that student, pictures found in yearbooks and pictures of participants in school activities. If a parent does not wish such personally identifiable information with respect to the student to be designated as directory information, the school district must be so notified in writing by September 30. Please contact the building principal with any questions regarding these rights.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding the district's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one of more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices; affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.

- *Receive notice an opportunity to opt a student out of*–
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted under state law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute information to others.

- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under state law.

The Dover School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Dover School District will notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Dover School District will also directly notify, such as

through U.S. Mail or email parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The Dover School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distributions.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

NONDISCRIMINATION

(See School Board Policy [AC](#) & [ACE](#) for additional information.)

The school district does not discriminate in relation to race, color, creed, gender, age, national origin, mental or physical disability, veteran status, marital status, sexual orientation, political affiliation or genetic information in its programs and activities. Inquiries or complaints regarding nondiscrimination should be directed to Christine Boston, 516-6922.

CHILDFIND ACTIVITIES

The school district is responsible for identifying students with educational disabilities ages 0 through 21 and for providing special education services for those students with educational disabilities, ages 3 through 20. The district is responsible for identifying children who are residents of Dover or who attend a private school within the Dover city limits.

When there is a suspected disability, the student may be referred for evaluation by parents, staff members, or any individual knowledgeable about the student. Referral forms are available at the special education office or from any school office. When the referral form is

filled out and returned to the respective office, a team meeting will be convened within 15 business days of receipt of referral.

ENTERING SCHOOL

(See [School Board Policy JEB](#) for additional information.)

In order to enter first grade in the City of Dover, a child must be six years of age on or before September 30. Kindergarten students must be five years of age before September 30. Birth certificate, proof of immunizations and proof of residency are required to register all students.

CUSTODIAL/GUARDIANSHIP

If there are legal guardianship and/or custodial concerns of which the school should be made aware, please be sure a copy of the current legal document is on file with the school for the child's protection. Parent rights cannot be denied without legal documentation to support this action.

VISITOR/SCHOOL VOLUNTEER POLICY

The School Board encourages the use of qualified lay people to assist in the educational program. Volunteers shall be carefully chosen on the basis of their interest in children and the ability to devote the necessary time and energy to the school. Use of such persons will only be upon prior approval by the principal for the specific duty to be performed. Volunteers must fill out a background investigation form. Chaperones who participate in day excursions away from school must complete a Volunteer Criminal Record Release Authority Form (Policy [IJOC](#)). All volunteers must complete the Staff Conduct With Students form, policy [GBEBB](#).

CONFIDENTIALITY OF INFORMATION

Parents of a student have the right to inspect and review education records of the student and to file complaints concerning alleged failures by the school system to comply with the requirements of the Family Education Rights and Privacy Act of 1974 and IDEIA 2004. The school board has designated the following information as directory information which may be disclosed without prior written consent: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most previous educational agency or institution attended by that student, pictures found in yearbooks and pictures of participants in school activities. If a parent does not wish such personally identifiable information with respect to the student to be designated as directory information, the school district must be notified in writing by **September 30**. A

copy of the Dover School Board's record policy may be obtained from the office of the Superintendent.

REFUSAL OF PERMISSION TO PUBLISH

As a part of your son's/daughter's educational program, (s)he will have the opportunity to publish documents and participate in projects on the internet. We think this is an exciting and enriching opportunity for our students. These documents might include:

- A story, article, or poem
- Artwork
- A science or research project
- A photograph from an activity, a sport, or a club
- A collaborative project
- Student's name

We will publish these documents unless you notify the school office, in writing, **no later than September 30**, that your student **does not have permission** to publish documents on the Dover School District website (www.dover.k12.nh.us).

SECTION 504

No student in Dover shall be denied access to any educational program or activity because of a disability.

If a parent believes that a child has a disability that substantially limits a major life activity, impacting his/her ability to access a school environment, a parent should contact the school counselor in the school that the child attends for a 504 referral form.

TYPES OF SPECIAL EDUCATION PROGRAMS AVAILABLE IN DOVER

- Integrated preschool program
- Continuum of special education in-district services, from in-class support to substantially separate programs
- Support services, such as speech, occupational and physical therapy
- Itinerant services for the hearing and visually impaired

SPECIAL EDUCATION PLAN AND FEDERAL PROJECT PLANS

Copies of the Dover special education plan and the federal project applications may be obtained from the office of the Director of Pupil Personnel Services. This year federal funds are being used to fund special education positions.

CHILD PROTECTION ACT (RSA 169C, 1979)

To comply with the Child Protection Act it is the policy of the Dover School District that any teacher or other school employee who suspects that a child's physical or mental welfare may be adversely affected by abuse or neglect must report to the New Hampshire Division for Children, Youth and Families (DCYF).

Under RSA 169c, school personnel, who in good faith make a report of suspected child abuse or neglect, have immunity from any liabilities, civil or criminal. The good faith of the reporter is presumed.

PUPIL SAFETY AND VIOLENCE PREVENTION

The Dover School Board is committed to providing all pupils a safe school environment in which all members of the school community are treated with respect. Dover School District Policies [JICK](#) & [ACAA-R](#) are intended to comply with RSA 193-F, which specifically identifies "bullying" as a form of pupil harassment. Conduct constituting bullying will not be tolerated and is prohibited by policies [JICK](#) & [ACAA-R](#), in accordance with RSA 193-F.

SEXUAL HARASSMENT

(See School Board Policies [ACAA](#) and [ACAA-R](#) for additional information.)

Under Title IX, federal statutes consider any kind of sexual harassment a form of sex discrimination, which is not only illegal but also unacceptable and impermissible conduct. Any concerns or complaints about discrimination or harassment should be brought to the attention of the building principal, or the district Career Technical Center Coordinator, at 516-6978.

HAZING

(See School Board Policy [JICFA](#) for additional information.)

Hazing will not be tolerated in our schools. Hazing is defined as any conduct, coercion or intimidation used as a method of initiation into a student organization or team which is likely to endanger the physical or mental health of any student.

Every member of the school community must report hazing to the school principal. Keep in mind that, under the law, the implied or even express consent of any person toward whom any act of hazing is directed is not a defense to hazing.

Offending students will suffer appropriate disciplinary action including the possibility of suspension or expulsion.

Legal References: RSA 631:7 Rule 306.04 (a) (7)

TECHNOLOGY AND INTERNET ACCEPTABLE USE POLICY

(See School [Board Policy EHAA](#) for additional information.)

Garrison School is pleased to offer its students access to the Dover School District's network system. Successful operation of internet devices requires that all students conduct themselves in a responsible, decent, ethical, and polite manner while using school computers. Each student is ultimately responsible for his or her own actions in accessing SchoolNet. Students should read and understand the SchoolNet Acceptable Use Policy ([EHAA](#)), which can be found online at www.dover.k12.nh.us by clicking on School Board, then policies. In addition, students new to the district should sign and return a Student Acceptable Use Form ([EHAA-S](#)) available online at the same location. These documents outline what the school deems proper and improper use of our technology resources. Misuse of any aspect of the network, including school hardware, school software and peripherals will result in disciplinary actions. Students are responsible for the repair cost of any computer hardware damaged during their use.

CAREER TECHNICAL EDUCATION PLAN – P.L. 105-332

Information regarding opportunities, enrollment, specific courses, special services, employment opportunities, and placement are available at the Career Technical Education Center office, Dover High School and Regional Career Technical Center, 516-6978.

ELEMENTARY AND SECONDARY EDUCATION ACT, LEAVE NO CHILD BEHIND

Parent's Right to Know (Section 1111(h)(6) (A-C)

At the beginning of each school year, an LEA that receives Title 1 funds must notify parents of each student attending any Title 1 school that the parents may request, and that agency will provide the parents on request (and in a timely manner), information regarding the professional qualification of the student's classroom teachers. Additionally, a school that receives Title I funds must provide to each individual parent information on the level of achievement the child has made on all state assessments; and timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

HIGH SCHOOL

ELEMENTARY AND SECONDARY EDUCATION ACT, SECTION 9528(1), ACCESS TO STUDENT RECRUITING INFORMATION: Notwithstanding section 444(2)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings.

However, the parent of the student may request that the student's name, address, and telephone listing not be released. Such a request by the parent should be made in writing to the Dover High School Guidance Office **no later than September 16th.**

STUDENT DRESS CODE

(See School Board Policy [JICA](#) for additional information.)

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

1. Basic Principle: Certain body parts must be covered for all students, at all times:
 - Clothes must be worn in such a way that genitals, buttocks, breasts, and undergarments are fully covered with opaque fabric (not see-through), at all times.
 - All items listed in the "must wear" and "may wear" categories below must meet this basic principle.
2. Students **MUST WEAR*** the following, while adhering to the principle of Section 1 above:
 - A Shirt (with fabric in the front, back, and on the sides) AND;
 - Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts) AND;
 - Shoes.
3. Students **MAY WEAR** the following, while adhering to the principle of Section 1 above:
 - Religious headwear.
 - Hooded sweatshirts (hood must not be worn).
 - Fitted pants, including opaque leggings, yoga pants and "skinny jeans".
 - Ripped jeans (as long as this is done in a way that does not violate Section 1 above).
 - Tank tops (as long as this is done in a way that does not violate Section 1 above).
 - Athletic attire.
4. Students **CANNOT WEAR**:
 - Clothing with violent language or images.
 - Clothing with images or language depicting or suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity).
 - Clothing with hate speech, profanity or pornography.

- Clothing with images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Clothing that reveals undergarments.
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance).
- Any shirt that does not cover the torso and/or meet the hemline of the pants, shorts, skirt, etc. being worn

ELECTRONICS

Electronic devices such as iPods, iPads, e-readers, cell phones, etc., are to be used in the classroom only with teacher permission and supervision. If cell phones are brought to school, they must be kept in backpacks and used only with teacher permission. Personal electronic devices are brought to school at your own risk. Smartwatches should not be used to communicate home. Parents and guardians, please refrain from messaging your student on electronic devices. You are welcome to call the front office with a message for your student.

NO ANIMALS IN SCHOOL

(See School Board Policy [IMG](#) for additional information.)

Building principals may approve an animal visit if it is part of an approved curriculum.

SMOKING

(See School Board Policy [ADB](#) for additional information.)

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

DANGEROUS ITEMS: WEAPONS

(See School Board Policy [JICI](#) for additional information.)

Dangerous items, including weapons, have no place in school and are not permitted on school property. Students in possession of such items will have them confiscated. Parents will be notified, and the students will be subject to discipline up to suspension or expulsion.

PUPIL SAFETY AND VIOLENCE PREVENTION POLICY : BULLYING AND CYBERBULLYING

(See School Board Policy [JICK](#) for additional information.)

The School Board believes that students are entitled to learn in a school environment that is safe and secure. Students are expected to conduct themselves with respect for others and in accordance with this policy and other Board policies and school rules governing student

conduct. The Board will take reasonable steps to protect all students from the harmful effects of bullying and cyberbullying that occurs at school and/or that interferes with student learning and orderly school operations. Conduct constituting bullying and/or cyberbullying will not be tolerated, and is prohibited.

Suicide Prevention Plan

Garrison Elementary School

School Counselor: Ashley O’Keefe
a.okeefe@dover.k12.nh.us
603-516-6752

School Counselor: Grace McDonough
g.mcdonough@dover.k12.nh.us
603-516-6749

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in all health classes throughout the school year, not just in response to a suicide, and the encouragement of help-seeking behavior will be promoted at all levels of the school leadership and stakeholders
- Each school or district will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources
- When a student is identified as being at-risk, a preliminary risk assessment will be completed by a trained school staff member who will work with the student and help connect the student to appropriate local resources
- Students will have access to national resources that they can contact for additional support, such as:
 - National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
 - suicidepreventionlifeline.org
 - The Trevor Lifeline: 1-866-488-7386
 - thetrevorproject.org/get-help-now
 - [**Trevor Lifeline Text/Chat Services, available 24/7 Text “TREVOR” to 678-678**](#)
 - Crisis Text Line: Text TALK to 741-741
 - crisistextline.org

All school personnel and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal or are in need of help.

While confidentiality and privacy are important, students should know that when there is risk of suicide, safety comes first.

For a more detailed review of policy changes, please see the district's full suicide prevention policy which can be found here: [JLDBB](#).

ATTENDANCE, ABSENTEEISM AND TRUANCY

(See School Board Policy [JH](#) for additional information.)

The Board requires that school-aged children enrolled in the District attend school in accordance with all applicable state laws and Board policies. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in the District during the days and hours that school is in session, except that the Principal may excuse a student for temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence.

STUDENT DISCIPLINE, AND DUE PROCESS

(See School Board Policy [JICD](#) for additional information.)

This policy establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsion. Pursuant to Board Policy JIC, response to misconduct, including disciplinary measures and consequences should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to Policy JIC and the applicable Code of Conduct.

STUDENT WELLNESS POLICY
(See School Board Policy [JLCF](#) for additional information.)

The Dover School District is committed to providing school environments that promote and protect children’s health, wellbeing, and ability to learn by supporting healthy eating and physical activity.

The Dover School District has taken into consideration our unique circumstances, challenges, and opportunities. Among the factors considered in the policy are socioeconomic status of the student body, school size, location, and presence of dual-language or limited-English students. The District is fortunate to have a well-educated public that supports the healthy development of its children. The District has been proactive with physical education and health education components that have met or exceeded the state guidelines. The District continues with a conscious effort to support and maintain a healthy environment for our students.

STAFF CONDUCT WITH STUDENTS (Complete Policy)

DOVER SCHOOL DISTRICT	POLICY CODE: GBEBB
DATE OF ADOPTION: MAY 8, 2017	TOTAL 2 PAGES

The Dover School Board expects all staff members, including teachers, coaches, counselors, administrators and others, to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers (including, but not limited to; coaches, volunteers, chaperones, and other individuals who have been entrusted with the care and safety of students).

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between staff and students in an educational setting; and consistent with the educational mission of the schools. The staff in our schools are the key to securing a safe, responsive school environment. Educators, as part of their Code of Ethics and their professional responsibilities, must not only respond effectively, quickly, and consistently to incidents of bullying students, they must model the types of interactions that are appropriate.

Prohibited Conduct

Examples of unacceptable conduct by staff members that are expressly prohibited include but are not limited to the following:

- Behavior that intentionally exposes a student to embarrassment, disparagement, intimidation or retaliation. Staff bullying violates the Code of Ethics of the Profession (NEA Code of Ethics; Statement 5, Principle 1);
- Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment and Sexual Harassment of Students;
- Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance.
- Sexual banter, allusions, jokes or innuendos with students;
- Asking a student to keep a secret;
- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- Addressing students with terms of endearment, pet names or otherwise in an overly familiar manner; and
- Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner.

Before engaging in the following activities, staff members will review the activity with their building principal or supervisor, as appropriate:

- Being alone with individual students out of public view;
- Driving students home or to other locations;
- Inviting or allowing students to visit the staff member's home;
- Visiting a student's home, unless on official school business;
- Maintaining personal contact with a student outside of school by telephone or text messaging, computer (such as e-mail, Instant Messenger, social networking sites), or letters (beyond homework or other legitimate school business);
- Exchanging personal gifts (beyond the customary student-teacher gifts); and/or
- Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities)

outside of school-sponsored events except as participants in organized community activities.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure about whether particular conduct may constitute a violation of this policy.

Student Safety

It is expected that any staff member who has a student in their charge will be responsible for that student from the time in which the student is released to the care of the staff member until such time as the student is returned to their next destination and designated supervision. It should not be expected that other staff members will accept that responsibility without the express approval of an administrator. In other words, staff members are “on-duty” from the time they accept responsibility for a student until that student is returned to their next destination and designated supervision.

Reporting Violations

Students and/or their parents/guardians are strongly encouraged to notify the principal [or other appropriate administrator] if they believe that a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the appropriate building administrator or superintendent if they become aware of a situation that may constitute a violation of this policy.

Disciplinary Action

Staff violations of this policy shall result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in a referral to the Department of Health and Human Services and/or law enforcement in accordance with board’s policy.

All employees, volunteers and coaches shall sign that they received and agree to comply with this policy.

Cross Reference: ACAA-Harassment and Sexual Harassment of Students
JLF – Report Child Abuse and Neglect

SCHOOL TRANSPORTATION

(See School Board Policy [EEAE](#) for additional information.)

District-wide Transportation Tips and Tidbits

Telephone Contacts:

First Student Transportation: 692-4406

SLC (Special Education): 679-2021 ext. 10

- First Student Transportation offices generally close at 4:30 P.M. Telephone calls, faxes, or emails sent by parents after this hour will not be processed until the following business day which begins at 7:00 A.M. Therefore, parents need to understand that requests for changes in their student's AM pick-up cannot be guaranteed without timely notification, preferably 24 hours.
- It would help limit the amount of time students ride the buses if parents who decide to provide private transportation for their student would advise their school secretary and First Student Transportation.
- For safety reasons, we encourage parents of kindergarten and first grade aged children to wait with their child at their morning bus stop.
- Parents of kindergarten and first grade aged children (or other person as designated below) are **required** to be waiting at the child's afternoon bus stop or the child will not be released from the bus. The bus driver will return the child to his or her school until a parent can be contacted to pick up the child.

A parent may submit a request to waive this policy to the school's principal. Other appropriate arrangements may be made for the child's safe travel to their home or afterschool care (e.g., walk with older siblings, babysitter, or other responsible adult). An approved waiver must be on file with the school, the bus company, and the bus driver or the child will not be released.

- Please be on time. The bus cannot wait or back up if you run after it. This impacts the timing of the entire route.
- Before and after school care transportation will be provided to licensed daycare facilities only. Generally, these facilities must also be located in your elementary school's district. Please contact First Student Transportation directly for information on approved daycare facilities.

- We are unable to transport students to friends' homes for after-school visiting. Bus routes are developed based upon student capacities. Please tell your child they must take the bus home and you will transport them to visit friends' homes after school.
- Bus Passes will be required to be displayed daily for all students riding the bus to and from Dover Middle and High Schools. Contact your school directly for the procedures to follow for bus passes.
- On a Delayed Opening, bus transportation will start approximately 2 hrs. later (i.e. if your child's pickup is at 6:15 am the delayed pickup time will be approximately 8:15 am).

The District will provide pupil transportation services consistent with applicable law. Pupils are expected to conduct themselves properly while riding the buses. Students who violate accepted standards for proper conduct will be reported for proper disciplinary action. Parents will be notified, by the transportation provider, of any violation in writing, including the first or warning violation. Any violation may subject the student to suspension from riding the bus. In the event of such action, notice of this action will be sent to the parent in writing, stating the reason and duration of the restriction. In no case will such action be taken without prior notification by the transportation provider to the child and parent.

DOVER SCHOOL DISTRICT POLICY CODE: JICC-R

DATE OF ADOPTION: DECEMBER 13, 2021

SCHOOL BUS CONDUCT RULES

In order to ensure the safety of all students riding District provided school buses, appropriate behavior is required for all students. Transportation to and from school is an extension of the classroom and should be considered part of the school day. The issue of safety requires students to be on their best behavior while on school buses or vehicles.

The Student Code of Conduct applies to students at all times when being transported on school buses or other District provided transportation to and from school or school activities. Thus, while students may lose the privilege to ride the bus or other District transportation due to students' failure to maintain behavioral expectations, students may also be subject to interventions and/or disciplinary consequences for the same behaviors according to the Student Code of Conduct.

A. Behavioral Expectations & Rules for School Buses and Other District Provided Transportation

1. Students should arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive. The bus cannot wait for those who are not on time. If a student misses the bus, it is the parent/guardian's responsibility to transport the student to school.
2. Students shall wait in a safe place, clear of traffic until the bus stops, door is open, red flashing lights are on, and the driver has directed students to get on the bus.
3. Students shall wait in an orderly line and avoid horseplay.
4. Students may cross the road or street only in front of the bus only after the bus has come to a complete stop and upon direction of the driver (10-foot minimum crossing distance).
5. Students shall go directly to an available or assigned seat when entering the bus and move in toward the window.
6. Students shall remain seated until they have reached their designated stop and the bus has come to a complete stop. Aisles and exits must be kept clear at all times and the emergency door will be used for emergencies only.
7. Students shall observe normal classroom conduct and obey the driver promptly and respectfully. The driver is in complete charge of the bus and their decisions and requests must be followed.
8. Students shall not engage in verbal abuse and/or use abusive language to others.
9. Students may carry only objects that can be held safely on their own lap. Musical instruments, athletic equipment bags and the like must be placed in the area designated by the driver.
10. Students shall refrain from throwing or passing objects on, from or into buses.
11. Students shall refrain from eating and drinking on the bus.
12. Students shall respect the rights and safety of others.
13. Students may ride only the bus that they have been assigned, and students may only

board or exit at their assigned stops. (Exceptions will only be made with a note from a Principal or Principal's designee.)

14. Students are prohibited from extending head, arms or objects out of the bus windows, and are not allowed to open windows without permission of the driver.

15. Only authorized riders are permitted on the bus.

16. When necessary, students will be expected to sit three passengers to a seat.

17. Students are strictly prohibited from possessing or using tobacco, alcohol, drugs, or any controlled substance. In addition to any interventions or consequences pursuant to these rules or the Student Code of Conduct, the police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substances.

18. Students shall not use profane language or obscene gestures and shall not make any excessive noises while on the bus.

19. Fighting, wrestling or acts of physical aggression are strictly prohibited.

20. Students shall not deface or otherwise damage the bus, the driver's or any other students' belongings while on the bus. Students/Parents/Guardians will be held responsible for any and all damages to the bus caused by the student by way of vandalism or other intentional or reckless conduct.

21. Students shall not carry hazardous material, nuisance items or animals onto the bus.

22. Students are prohibited from hitching rides via bumper or other parts of the bus.

B. Response and Consequences for Misconduct on School Buses

Students not adhering to the above expectations may receive consequences as described below. However, when a student engages in any conduct that threatens or impacts the health or safety of students, staff or others, the Principal, Transportation Coordinator or Superintendent may impose more significant and immediate consequences including lengthier transportation suspensions.

The following will generally apply to violations of expectations 2 through 16:

First Referral: will result in a letter of warning with a copy sent to the student's parents/guardians, and a copy kept on file in the School Administrator's Office and the Transportation Coordinator.

Second Referral: will result in one (1) hour after school detention. Parents/guardians must be notified prior to the implementation of the detention. It becomes the parents/guardians' responsibility to transport or arrange for other transportation home for their children after a detention.

Third Referral: will result in an immediate five (5) day suspension from District transportation to and from school.

The following will generally apply to violations (that threatens or impacts the health or safety of students, staff or others) of expectations 2 through 16:

First Referral: will be an immediate five (5) day from all District transportation.

Second Referral: will be an immediate ten (10) day from all District transportation.

Third Referral: will result in the immediate suspension from all District transportation.
"RSA 189:9 – Pupils prohibited for Disciplinary Reasons.

C. General Provisions Relating to Transportation/Bus Suspensions

All transportation suspensions are measured by school days, not calendar days. Repeat transportation suspensions or suspensions over five (5) days will apply to all District transportation, including to and from school, as well as any school sponsored activity or program (e.g., field trips, athletic competitions, etc.).

Transportation suspensions shall not begin until the next school day following the day written notification of suspension is sent to the pupil's parent/guardian.

Any suspension beyond twenty (20) school days must be approved by the school board.

If a student's transportation privileges have been suspended for violations of the behavior rules or other disciplinary reasons, the parent or guardian of that pupil has right of appeal within ten (10) days of suspension to the authority who issued the suspension.

The Board should consult with counsel regarding the procedures to apply at any Board review or appeal regarding suspension of an individual's transportation privileges.

Until any appeal is heard, or if the suspension of pupil's privileges to ride the school bus is upheld, it shall be the parents' or guardians' responsibility to provide transportation to and from school for that pupil for the period of the suspension.

D. Audio and Video Surveillance on School Buses

Video cameras may be used on school buses to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured on school buses, in accordance with the provisions of RSA 570-A:2. See Board policy ECAF – Audio & Video Surveillance on School Buses.

E. Students with Disabilities

Students with disabilities will be disciplined in accordance with federal state law including the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as set forth in the procedures developed by the administration.

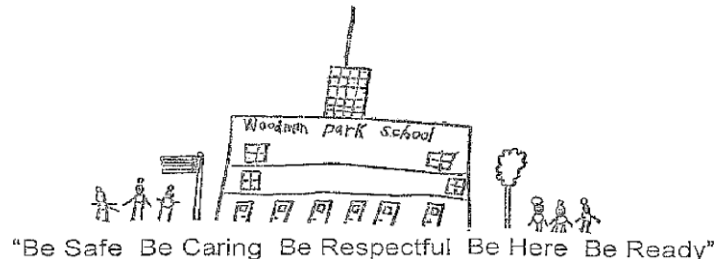
Policy History:

Adopted: December 13, 2021

CLOSING STATEMENT

It is impossible to put in writing all possible situations, expectations, or guidelines that might occur in a given school year. This document represents an overview of the school year and our expectations. The administration reserves the right to make amendments to this fluid document. It will be our intent to notify parents of any changes or updates throughout the year. The administration must have the ability to amend and/or interpret new and ever-changing issues that arise, especially around the area of discipline and safety.

We at Garrison are excited about the school year and working with your child(ren) and your family.



Woodman Park Elementary
11 Towle Ave
Dover, New Hampshire
03820

603-516-6700 Phone
603-516-6703 Fax

<http://wps.dover.k12.nh.us/>

Student - Family Handbook
for school year 2023-2024

School Motto
Be Safe, Be Caring, Be Respectful, Be Here and Ready!

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DOVER SCHOOL DISTRICT SAU 11 - ACADEMIC CALENDAR 2023 – 2024

	M	T	W	TH	F		M	T	W	TH	F
AUG/SEPT S = 19 & T = 23	28	29	30	31	1					1	2
	4	5	6	7	8		5	6	7	8	9
	11	12	13	14	15		12	13	14	15	16
	18	19	20	21	22		19	20	21	22	23
	25	26	27	28	29		26	27	28	29	
OCTOBER S = 21 & T = 21	2	3	4	5	6						
	9	10	11	12	13		4	5	6	7	8
	16	17	18	19	20		11	12	13	14	15
	23	24	25	26	27		18	19	20	21	22
	30	31					25	26	27	28	29
NOVEMBER S = 17 & T = 18			1	2	3						
	6	7	8	9	10		1	2	3	4	5
	13	14	15	16	17		8	9	10	11	12
	20	21	22	23	24		15	16	17	18	19
	27	28	29	30			22	23	24	25	26
DECEMBER S = 15 & T = 16					1				1	2	3
	4	5	6	7	8		6	7	8	9	10
	11	12	13	14	15		13	14	15	16	17
	18	19	20	21	22		20	21	22	23	24
	25	26	27	28	29		27	28	29	30	31
JANUARY S = 21 & T = 21	1	2	3	4	5						
	8	9	10	11	12		3	4	5	6	7
	15	16	17	18	19		10	11	12	*13	14
	22	23	24	25	26		17	18	19	20	21
	29	30	31				24	25	26	27	28
FEBRUARY S = 16 & T = 17				1	2						
	5	6	7	8	9						
	12	13	14	15	16						
	19	20	21	22	23						
	26	27	28	29							
MARCH S = 20 & T = 20					1						
	4	5	6	7	8						
	11	12	13	14	15						
	18	19	20	21	22						
	25	26	27	28	29						
APRIL S = 17 & T = 17											
	1	2	3	4	5						
	8	9	10	11	12						
	15	16	17	18	19						
	22	23	24	25	26						
	29	30									
MAY S = 22 & T = 22			1	2	3						
	6	7	8	9	10						
	13	14	15	16	17						
	20	21	22	23	24						
	27	28	29	30	31						
JUNE S = 9 & T = 9											
	3	4	5	6	7						
	10	11	12	*13	14						
	17	18	19	20	21						
	24	25	26	27	28						

S = Students In-Session: 180 days of student attendance is required for instruction (or the equivalent number of hours) and an additional 10 days for time lost due to inclement weather. Dover School District's Academic Calendar reflects 177 Student Days which meets the hours required.

T = Teachers In-Session: 184 days.

SUMMARY OF DAYS NOT IN SESSION:

August 28, 2023	Teachers Return – Teacher Workshop
August 29, 2023	Teacher Workshop
August 30, 2023	Teacher Workshop
August 31, 2023	Teacher Workshop
September 1 - 4, 2023	Labor Day Recess
September 5, 2023	Students Return
October 9, 2023	Indigenous Peoples' Day
November 7, 2023	Teacher Workshop (Due to Municipal Elections)
November 10, 2023	Veterans' Day
November 22 – 24, 2023	Thanksgiving Recess
December 8, 2023	Teacher Workshop / K-8 Parent/Teacher Conferences / DHS Professional Development
December 25, 2023 – January 1, 2024	Holiday Recess
January 15, 2024	Martin Luther King Day
February 13, 2024	Tentative Teacher Workshop (Due to Presidential Primary - Date Announced February 2023)
February 26 - March 1, 2024	Winter Recess (To include February 19 th Presidents' Day)
April 22 – 26, 2024	Spring Recess
May 27, 2024	Memorial Day
*June 13, 2024	Tentative Last Day of School (half-day), or Upon Completion of 180 Days or Equivalent Hours

SCHOOL BOARD MEMBERS

City of Dover,

All board positions are at-large.

Carolyn Mebert, Chaiperson Ward 3 c.mebert@dover.k12.nh.us	254 Dover Point Road	969-1530
Jessica Rozzo, Ward 5 j.rozzo@dover.k12.nh.us	55 Willow Street	781-3244
Kathleen Morrison, Secretary, At Large k.morrison@dover.k12.nh.us	2 Florence Street	205-4137
Maggie Fogarty, Ward 1 m.fogarty@dover.k12.nh.us	16 Florence Street	988-7115
Robin Trefethen, Ward 2 r.trefethen@dover.k12.nh.us	3 Nantucket Court	312-6352
Micaela Demeter, Ward 4 m.demeter@dover.k12.nh.us	33A Piscataqua Road	801-4143
Michelle Clancy, Ward 6 m.clancy@dover.k12.nh.us	22 Parsons Lane	540-1423
Superintendent Dr. William Harbron w.harbron@dover.k12.nh.us	61 Locust Street Suite 409	516-6800
Assistant Superintendent Dr. Christine Boston c.boston@dover.k12.nh.us	61 Locust Street Suite 409	516-6800

Dear Families,

Welcome to Woodman Park Elementary School! We are proud of our school and look forward to a great association with you and your children.

This handbook contains some general information about our school and programs that will be useful to you. After familiarizing yourself with its contents, please save it for future reference.

Dover's school system has earned a reputation of excellence. This is a direct result of having a community and school board that recognizes the importance of education, and provides the necessary resources, including dedicated people on staff who work tirelessly to offer the best possible programs and educational opportunities for your children.

A strong partnership between schools and families fosters the best atmosphere for learning, and we encourage you to visit and volunteer in the school. There is a direct correlation between family involvement and student achievement.

I look forward to working with all of you this year.

Sincerely,

Mr. Patrick Boodey

Principal

WOODMAN PARK ELEMENTARY SCHOOL

MISSION STATEMENT

Mission: The Woodman Park School Community is invested in increasing student achievement by creating and embracing a culture that expects all students and educators to maximize individual learning.

Vision: Woodman Park School is a student-focused community invested in developing a rigorous curriculum that fosters critical and creative thinking. Provided with a safe learning environment, students will demonstrate understanding and transfer of concepts in reading, writing, math, science and social studies. Through the development of a system that links curriculum, teaching practice and assessment results, families will become informed supporters of their child's learning. Each child will leave Woodman Park School with a lifelong commitment to learning.

Who's Who at Woodman Park

Mr. Patrick Boodey	Principal	516-6700
Mrs. Roseanna Drysdale	Dean of Students	516-6207
Mrs. Andrea Gaunya	Main Office	516-6781
Mrs. Rebecca McCormack	Main Office	516-6782
Mrs. Jen Morrison	Nurse	516-6712
Mrs. Liz Norris	Counselor	516-6711
Mrs. Alexis Corbin	Counselor	516-6729
Ms. Greer Larsen	Cafeteria	516-6704
Mrs. Katie Widerstrom	Library	516-6705
Superintendent's Office		516-6800

First Student
692-4406

Bus Company

SLC
679-2021 Ext. 10



SCHOOL DAY 2023-2024

Grades K-4:

Student Drop Off: 8:05 a.m. (Do not drop off before 8:05).

School Begins: 8:15 a.m.

Tardy After: 8:20 a.m.

Dismissal: 3:05 p.m.

Lunch & Recess: (Lunch, then recess)

Kindergarten: 11:11; 11:56

Grade One: 11:34; 12:19

Grade Two: 11:57; 12:42

Grade Three: 12:20; 1:05

Grade Four: 12:43; 1:28

**PLEASE NOTIFY THE OFFICE BEFORE 8:15 AM IF YOUR CHILD
WILL BE ABSENT FROM SCHOOL. ALL ABSENCES ARE VERIFIED
DAILY.**

Due to staffing, students cannot be dropped off at WPS before 8:05 a.m. unless enrolled in the “YMCA Before School Program”. Students must be picked up after school by 3:05 p.m.

*****It is of utmost importance that the school have access to at least one working phone number from families at all times. Having working numbers as well as emergency contact information is a matter of student and school safety and cannot be taken lightly. Please notify the school as soon as possible if contact information changes throughout the year.*****

GENERAL INFORMATION

N.H. State School Attendance Law

The state of New Hampshire RSA 193:1 requires *“that a parent (or guardian) of any child at least six years of age and under eighteen years of age shall cause such child to attend the public school to which the child is assigned in the child’s resident district. Such child shall attend full time when such school is in session.*

Entering School

In order to enter first grade in the City of Dover, a child must be six years of age on or before September 30. Kindergarten students must be five years of age before September 30. Birth certificate, proof of immunizations and proof of residency are required to register all students.

Custodial/Guardianship

If there are legal guardianship and/or custodial concerns of which the school should be made aware, please be sure a copy of the current legal document is on file with the school for the child’s protection. Parent rights cannot be denied without legal documentation to support this action.

Attendance

In order to obtain quality education, it is important that students arrive on time and attend class on a daily basis. This policy statement has been developed to discourage tardiness and truancy, as well as to encourage good attendance to maximize every student’s opportunity to learn. Regular school attendance is essential to the success of each student. School begins at 8:15 a.m. and any student arriving after 8:20a.m. will be marked as being tardy. If there are extenuating circumstances related to frequent tardiness or absenteeism, please notify the school so this information can be taken into consideration. Student absences totaling more than 18 days for the year may result in retention in the current grade. For our records, parents should send a note to school following an absence.

Please Note: There is also a local city ordinance and a Dover School District policy regarding truancy and attendance

To make parents aware of their child's current attendance history, absences and tardies (including early dismissals) will be tracked and reported. Excessive absences/tardies/dismissals per trimester could result in truancy involvement and will result in a letter being sent home and a copy placed in the student's cumulative file. The following guideline will be used for generating the letter.

Absences
5

Tardies / Early Dismissals Per Trimester
7

Reporting Absences

To report your child absent, please call the school office at 516-6700 prior to 8:15 am. Leave your child's name, grade, teacher, and reason for the absence. If you are going to be away on vacation, please notify both the teacher and the front office. Anytime there is a change in after school pick up plans, please send in a note for the teacher. At the start of each school day, the school will compare the list of absentees provided by the teachers to the messages and calls received. Parents of absentee children that are not accounted for on the message list will be notified by phone. **If we cannot reach you, we will attempt to reach those listed on the emergency contact card. We need to know that YOU know where your child is.**

Please note: If you are planning a family vacation at the end of the school year, please do not schedule your vacation until after June 30. Our calendar contains a ten-day window that extends the school year schedule each day lost due to school cancellation.

**Failure to notify the school may lead to home visits and city involvement to confirm the whereabouts and safety of the child*

If your child is out due to a medical situation, please submit any/all doctor notes directly to our school secretary or give them to the teacher. **Do not send them in your child's backpack.**

School attendance is a significant indicator of a child's level of success in school. Please make every effort to see that your child is in school on time. If there is any way that we can be of assistance to you, please do not hesitate to call. Thank you for your cooperation in this matter.

Parent/Guardian Responsibilities

- Fill out emergency form and identify individuals to whom a student may be released.
- Notify the school immediately of any change of name, telephone numbers email or address and provide a new proof of residence as soon as possible.
- Communicate absences.
- Dress your child for predicted changes in weather. This includes making sure they have boots, hats, gloves, and jackets for the winter months and be prepared for unseasonable weather.
- Label all removable clothing with your child's name, as well as lunchboxes and check the lost and found periodically for missing items.
- Write a note if:
 - You know your child will be tardy or absent.
 - Your child will not be going home in the usual manner.
 - Your child will be dismissed early.
- Listen for radio/TV announcements for school delays, cancellations, or early closings.
- Provide an e-mail address to ensure better communication.
- Always have a back-up plan that is shared with your child if he/she were to be sent home early/unexpectedly.

School Closings/Early Dismissal

The following procedures will be implemented to notify you in the event of a two (2) hour delayed opening, early dismissal, emergency evacuation, or cancellation of school. In all instances, please tune to the following radio stations for information: WTSN 1270AM, WOKQ 97.5FM and WHEB 100.3 FM. We also have closings announced on television stations WMUR Channel 9, WCVB Channel 5, WCSH Channel 6. Families will receive phone calls through our Infinite Campus system, closings are posted on www.wmur.com and our school district's website, www.dover.k12.nh.us as well.

Please do not call the radio or TV stations or the schools for this information.

Two (2) Hour Delayed Opening

Delayed opening is an alternative to closing school all day. If the decision is to delay the opening of school, the following will occur:

1. An announcement will be made on the radio and TV stations listed above, as well as using the Remind system beginning at approximately 5:30 a.m.
2. If weather conditions do not improve by approximately 8:00 a.m., another announcement will be made on the radio and TV stations listed above, announcing the cancellation of school for the day.
3. For a delayed opening, school starting times are 10:15 a.m. for elementary schools with student drop off beginning at 10:05.

Early Dismissal

In very rare instances, conditions may develop during the school day that warrants sending students home early. Whenever possible, this decision will be made by 11:00 a.m. This decision, and dismissal times, will be announced by the radio and TV stations listed above, and an email alert will be sent to all families on the school electronic contact list. Please indicate on your child's Emergency Form any special circumstances related to your child being dismissed early from school. It is important that any changes in those circumstances be communicated to your child's school. Whenever possible, school lunch will be served prior to dismissal.

Emergency Evacuation

In the event of an emergency evacuation, an announcement will be made by the radio and TV stations listed above, and an email alert will be sent to all families on the school electronic contact list. If students have been evacuated to a safe location, you will be notified where and when to pick up your children. Children will only be released to parents/guardians or an authorized adult. If children are dismissed directly from school, you will be notified of the time of the dismissal. Children will travel home in their customary manner (walk, bus, or picked up by an authorized person). As with early dismissal, it is important to indicate on your child's Emergency Form any special circumstances related to your child being dismissed early from school.

We ask that you do not call the school but tune into the radio and TV stations listed above. ***It is very important that the telephone lines are available for emergency purposes.***

Cancellation

The decision to cancel school for the day will typically be made by 5:30 am. If weather conditions worsen following a Delayed Opening, an announcement canceling school will be made by 8:00 a.m. School cancellation or “No School” announcements will be made by the radio and TV stations listed above as well as using the Infinite Campus Messenger system.

The City of Dover’s Community Services Department is responsible to maintain sidewalks and makes every effort to clear snow from them as soon as possible.

School will not be canceled if sidewalks are not plowed in your area.

Remote Learning Days

The Dover School District understands the need for families and children to enjoy a traditional "snow day." This type of day will be called if roads are deemed unsafe for travel, but the weather allows for outdoor play.

There will also be opportunities to call a “remote learning day”. This type of day will be called upon if roads are deemed unsafe for travel, and the weather is not favorable for outside play. These days will be instructional days and will be a combination of synchronized and asynchronized learning. A remote learning day schedule will be provided by your child’s school. It is our hope to know in advance when a remote learning day may occur (extreme weather forecasts), so students can bring home their devices: tablets for kindergarten, Chromebooks for grades 1-8, and laptops for grades 9-12.

Telephones

The office may take messages for students when there is an emergency or when it is essential that a student receive information. **Because the end of the school day can be very busy, please get all messages to the school before 2:15.** We will do our best to communicate the message to the student by the end of the day. Students are not called to the phone. Since office telephones are constantly in use for school business, students may not use an office telephone unless there is an emergency. All after-school plans should be worked out at home before school starts. Parents are encouraged to telephone teachers if they have questions. Teachers will return calls during their planning periods. Staff can also be accessed through e-mail.

Textbooks

Students are responsible for the books issued to them, as well as for those they check out of the library. Textbooks are issued during the first week of school. Each book is recorded by number and condition. A fee will be charged for lost or damaged books. Efforts will be made to reclaim the lost money for such items.

School Records

It is the responsibility of school personnel to maintain adequate records of each student. Student records may be disclosed to parents, or persons having written permission from a legal guardian, except in cases where there is a court order to the contrary. If a parent or legal guardian wishes to review their child's records, a written request should be submitted to the school. Records will be gathered a meeting will be scheduled to review their contents. A minimum of 48 hours' notice should be given. Special education records are maintained separately and arrangements to see them must be made through the Special Education Director at 516-6722.

Transfer/Withdrawal

To ensure a smooth transition for your child, it is imperative for a parent to notify the school prior to relocation. All the materials belonging to the school must be returned prior to departure. The new school will send the request for records once your child arrives.

SAFETY AND SECURITY PROCEDURES

Visitors

All visitors are to enter the building through the designated front entry door. All doors to the building are to be locked at all times during the school day. Please come prepared to show some form of picture identification to our office staff.

Deliveries

We ask that families limit deliveries to your child. While water bottles, extra clothes, snacks, and lunches are permitted; birthday balloons/flowers, special gifts, etc. will not be delivered to the student. Please save those items for home.

School Drop-Off and Pick-Up

A great way that we teach our children about rules within society is by following them ourselves. Please help us help your child have the best experience possible at Woodman. Thank you for your understanding and working with us each and every day.

Students who arrive at school after 8:20a.m. must report to the office for a late pass. If a student is to be dismissed early parent(s) must come to the main office to sign the child out. At that time the child will be called to the office. We ask that all parents wait in the lobby for their child and not to disrupt the classroom. Under no circumstances will a child be dismissed directly from the classroom.

If a student who normally takes a bus home is being picked up after school, they will need to bring a note to their teacher stating the change for that day. If we do not receive a note regarding the change, teachers are instructed to send the child home as usual.

Students will **not** be called to the office ahead of time for an appointment or other dismissal reason. When the designated pick-up person arrives, we will then call for dismissal.

Please Note: You must be 18 years or older to sign out a student.

If busses have pulled in and their stop signs are out prohibiting you to pass, then you must wait until they have pulled in the signs before you pass. They are under direction to report the license plate of any infractions directly to the Dover Police Department.

Here is a list of all procedures for morning and afternoon arrival/dismissal. There are five ways your child can enter or leaves the school. You should set a routine pattern with your child and communicate it with your child's teacher. **Only a note from a parent to your child's teacher will allow for a change in transportation.**

- Refer to the student handbook section for all rules and contact information. Be aware that there are certain issues each day related to bus schedules that can cause a bus to be early or late.
- **Busing is the best way for your child to get to and from school if this service is provided. It reduces traffic congestion, thus making it safer for all children.**

2) By walking/biking to school

- If students bike to school, there is a bike rack available on the blacktop. Bike locks are not required, but it is a good practice.

3) By being driven to school and through use of the car loop

- When using the car loop, parents should **not** get out of their car. Children should be prepared to enter and exit through the driver's side. Students should be prepared with all of their belongings. Last-minute reminders should be done while in line. **At no time** should a car jump out of line or drop off a student early. Adhering to these rules will keep our children safe.

- 4) By being driven to school and parking in the Woodman Park parking lot
- At no time should parents park on the roadway or sides of Clifford Street and walk over to the blacktop. The traffic congestion can be very high, and we have specific areas marked off stating, “no parking between school hours.” When parking in Woodman Park parking lot, you should use the designated sidewalk. That way we are ensuring only one point of pedestrian traffic on Clifford Street which increases visibility thus keeping our children safe.
 - The black top area is the designated area for parents walking over to wait. Parents should not be walking their child into their classrooms. This is done to keep the main building entrances free of congestion and provides adequate visual supervision of the children. Staying in this area and not approaching the doorways closer is greatly appreciated and it will keep our children safe.
- 5) By using the YMCA before school program in the cafeteria
- *Families may use the Woodman Park parking lot and enter through the doors closest to the cafeteria.
- Parents who are interested in signing up for YMCA may call 994-4130.
- 6) By using the SOCC afterschool program
- *Families may use the roadway in between the blacktop and tennis courts and enter through the main doors to the office.
- Families who are interested in signing up for the SOCC may call 749-6692.

Emergency Drills

At Woodman Park School, we practice: **Drop and Cover, Evacuations, Reverse Evacuations, Stay in Place, Avoid-Deny-Defend and Scan drills.** Each drill addresses situations that may arise in an emergency and helps to prepare staff and students in the event of a real emergency. We will continue to practice drills throughout the year.

SUICIDE PREVENTION

Woodman Park suicide prevention liaison Liz Norris can be reached at 516-6711 and e.norris@dover.k12.nh.us

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in all health classes throughout the school year, not just in response to a suicide, and the encouragement of help-seeking behavior will be promoted at all levels of the school leadership and stakeholders.
- Each school or district will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources
- When a student is identified as being at-risk, a preliminary risk assessment will be completed by a trained school staff member who will work with the student and help connect the student to appropriate local resources.
- Students will have access to national resources that they can contact for additional support, such as:
 - National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
suicidepreventionlifeline.org
 - The Trevor Lifeline: 1-866-488-7386
thetrevorproject.org/get-help-now
 - [Trevor Lifeline Text/Chat Services, available 24/7](#)
[Text “TREVOR” to 678-678](#)
 - Crisis Text Line: Text TALK to 741-741
crisistextline.org

All school personnel and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal or are in need of help.

While confidentiality and privacy are important, students should know that when there is risk of suicide, safety comes first.

For a more detailed review of policy changes, please see the district's full suicide prevention policy which can be found here [JLDBB](#).

FOOD SERVICES

Students wishing to order school lunch or breakfast may do so by placing money in an account through <https://www.mymealtime.com/> or bringing in money in a clearly marked envelope with the student's name and classroom teacher. Monthly menus are posted at <https://dover.linqnutrition.com/>, though can change unexpectedly due to supply issues. For the 2023-2024 school year, lunch prices are \$2.85 or \$.40 if eligible for reduced cost. Breakfast will be \$1.70. Students eligible through the free and reduced meals program will receive free breakfast.

The application for free and reduced meals can be found [here](#).

HEALTH SERVICES

For the 2023-2024 school year please note any changes in health policies due to the Covid-19 pandemic on the Dover School District website

Woodman Park School has a full-time nurse, Jen Morrison, RN BSN, to promote the health and well-being of all of our students. She can be reached during the school day at 516-6712. Each school year hearing and vision screenings are completed. All immunization records are kept current, and we appreciate your cooperation.

Your role as a parent or guardian includes keeping your child home when experiencing any of the following:

- Fever
- Vomiting
- Diarrhea
- Per CDC guidelines, students should not return to school for 24 hours of being symptom free from fever (100 degrees or greater), vomiting, or diarrhea without medication.
- Severe cold or flu
 - Croupy, hacking, or persistent cough
 - Colored nasal discharge (yellow or green)
 - Noisy breathing when sitting, standing or at rest
- Head Lice
 - Sight of live lice
 - If lice are found, a treatment is mandated before returning to school.

Your role as a parent or guardian also includes reporting the following contagious diseases to the nurse:

- Chicken Pox
- Mumps, Measles, Rubella
- Strep throat
- Scarlet fever
- Scabies
- Ringworm of scalp or skin
- Head lice

- Impetigo – inflammatory skin disease marked by isolated pustules, which become crusted and rupture; occurs around mouth and nose.
- Fifth's Disease – has an incubation period of 1-2 weeks. It may begin with a low-grade fever for 5-7 days, resolving with no other symptoms. A red, lacy rash may appear on the face and/or body. It is referred to in appearance as looking like "slapped cheeks". The disease is more contagious just prior to the onset of fever and gradually declines over the next week or so. Transmission of the disease is through respiratory droplets or on hands. By the time the rash appears, children are NOT contagious so exclusion from school is not necessary.

Make sure your child has a well day before they are sent back to school following a significant illness. They will be expected to resume a full school day.

General Health Procedures

- A current physicians note is required if activity participation is restricted or prohibited.
- Medication will only be accepted in its original container and with a doctor's note and parent/guardian signature.
- All over-the-counter medication must include a permission form signed by a parent or guardian.
- No internal medication will be given to any child by school personnel except by school nurse, or under her supervision, upon a written order of the examining physician who has prescribed for a particular student. Your cooperation in this matter is greatly appreciated.
- Please include a change of clothing in your student's backpack each day for accidents, spills, weather mishaps, etc. This should include socks, underwear, shirt, and pants.

Academics

Language Arts

Wilson's Foundations, Heggerty, and Fountas & Pinnell Classroom enhance our elementary curriculum's growing scientific approach to reading. Foundations is a program, that helps students learn letters, sounds, spelling, and writing in a fun and interactive way. It uses different activities and ways of learning to help students become better at figuring out words and reading them correctly. Foundations is used for all classrooms K-4.

Heggerty is a program designed for kindergarten and first grade students to improve their listening and speaking skills. It helps students recognize and play with the different sounds in words. Everyday, they do activities like rhyming, blending sounds together breaking words apart, and changing sounds in words. This helps them understand how words work and become better readers and spellers.

Fountas and Pinnell Classroom materials provide rich text and meaningful experiences with those texts so that students build strong comprehension skills and develop a love for literacy. These materials are used to support and enhance small group instruction, whole group read aloud, and purposeful reading discussions.

Math

The Dover School District has adopted the Bridges in Mathematics program for Kindergarten - 5th grade mathematics instruction, which is published by the non-profit organization, the Math Learning Center. Bridges in Mathematics focuses on helping students develop a deep understanding of math concepts, become skilled in important math skills, and be able to solve new and challenging problems. We believe that every student has unique strengths and intelligence. That's why our learning activities bring math to life through language, pictures, and movement. Students have opportunities to talk about math, share their observations, explain their methods, engage in hands-on activities, and ask questions. We encourage them to explore different ways of solving problems and demonstrate different ways of thinking. This approach is important because it helps students become more flexible and efficient problem solvers as they tackle increasingly complex math problems.

Social Studies

Dover Social Studies curriculum follows the NH Social Studies frameworks and provides a foundation for inquiry grounded in civics, economics, geography, United States History and World History. Students will learn about various communities and cultures while developing their critical thinking skills. Students will focus on Dover and New Hampshire history during the upper elementary years. The purpose of the curriculum is to work to achieve the Dover School District's mission statement and commitment to working collaboratively to empower all learners to become dynamic global citizens.

Science/Stem

The science and STEM curriculums use the Next Generation Science Standards (NGSS) as the base for instruction. Students will participate in science units in their classroom settings as well as in STEM (science, technology, engineering, and math) as a Related Arts class. The NGSS that both courses are built on encourages your child to ask questions, explore, and think critically. Rather than just memorizing facts, they will actively investigate scientific topics and develop problem solving skills. This approach helps ensure that your child develops a deeper understanding of science in their daily lives, and gains the skills needed for future success.

Art

All students participate in art classes once each week. The art teacher works closely with classroom teachers to tie in the art lesson with curriculum study in the classroom. Woodman Park students are taught the principles of art and design based on the Dover School District and State of New Hampshire art teaching standards. In art class, students learn about art tools, materials, and techniques. These materials include glue, paint and other materials that may get on student's clothes. Please note when your child's art day is and dress him/her accordingly.

Music

All students participate in general music instruction once each week. Chorus is offered for those 4th graders who wish to participate. There is a winter and spring program put on each year. The music teacher works with classroom teachers to closely align the curriculum with the music program.

Physical Education

Grades K-4 participate in Physical Education class once each week for a 45-minute period. The curriculum focuses on large muscle development and movement skills in the lower grades and progresses to more fine motor development and sport skills in the 3rd and 4th grades. Fitness elements are introduced, and students are encouraged to spend the necessary additional after-school time using these elements to make positive fitness strides. Cooperation, fair play, and safety are key factors stressed in each class.

Library

Library visits are scheduled weekly for book selection and a library focused lesson. These lessons will help students become familiar with the resources that the library has along with how to use and access the district databases. Students receive instruction in the use of print and non-print resources, as well as literature enrichment.

Students in Kindergarten will have the opportunity to pick out one book which will remain in the classroom. First graders may borrow one book per visit and start bringing them home after a few visits. Students in grades 2-4 may borrow up to two books at one time and bring them home. Library books are due back in one week. If a student finishes a book before the next class visit, (with the teacher's permission) books may be returned and another book selected.

Students are responsible for the proper care and timely return of items they borrow. Families of students are expected to pay for lost or damaged books before the final report card is given out. Volunteers are always welcome, to assist our librarian with various tasks.

Computers

The Dover School District has moved to 1:1 technology for all students. Children in kindergarten each have their own Lenovo tablet that is assigned to them at the beginning of the school year. Students in grades 1-4 will be assigned Lenovo Chromebooks. Students and families will be expected to sign an acceptable use policy stating that the device will be taken care of and used explicitly for school business.

Schoolnet Acceptable Use Policy (See School Board Policy [EHAA](#) for additional information.)

Woodman Park is pleased to offer its students access to the Dover School District's network system, SchoolNet. SchoolNet allows students to access the Internet and significantly expand their available information base. Successful operation of the network requires that all students conduct themselves in a responsible, decent, ethical, and polite manner while using school computers. Each student is ultimately responsible for his or her own actions in accessing SchoolNet. Students should read and understand the SchoolNet Acceptable Use Policy. In addition, students new to the district should sign and return a Student Acceptable Use Form ([EHAA-S](#)) available online at the same location. These documents outline what the school deems proper and improper use of our technology resources. Misuse of any aspect of the network, including school hardware, school software and peripherals will result in disciplinary actions. Students are responsible for the repair cost of any computer hardware damaged during their use.

Report Cards

We are on a trimester report card schedule with report cards being made available through the district's family/student online portal in November, March and June. This report discusses the student's progress in reading, language arts, math, social development, and work habits.

Open House

Open House for parents is on an evening in September. Families will have the opportunity to find out what the expectations are for their child and discuss curriculum matters with the teacher. This is an evening for parents, guardians, and teachers; it is requested that children not attend. Open house is not a time for an individual conference. It is intended to be an overview of the curriculum for the school year as well as the daily schedule of your child's class. If you feel a need for a parent/teacher conference, please schedule a time with the teacher at a later date.

Conferences

Parents will have the opportunity to sign up for December conferences during Open House. Teachers and parents meet to discuss students' progress and expectations for the remaining part of the year. Parents should feel free to request a conference appointment at any point in the year.

Field Trips

Students attend several field trips during the school year. School Board policy mandates a parent/guardian signed permission slip for each student be turned in prior to the field trip on the date set by the teacher. For planning purposes, NO permission slips will be accepted after that date. No verbal permission will be accepted. Your cooperation is greatly appreciated. Financial assistance may be available by contacting your child's teacher. To ensure that all students are carefully supervised and safe at all times, the faculty at Woodman Park School has established the following guidelines for parents chaperoning field trips:

1. Parents who are chaperoning are asked to ride the bus, as space permits, with the children both going to and returning from field trips.
2. No siblings or other children are permitted to attend field trips.
Parents deciding to transport their own child for a field trip may not be considered a chaperone. We encourage all children to ride the bus even if a parent is chaperoning.
3. All volunteers must be fingerprinted and complete a Criminal Background Check/Volunteer Service Statement & Agreement form prior to the event per district policy.

SCHOOL SUPPORT

Title I

Title I is a federally funded academic program designed to provide supplemental reading or math instruction to children who are working below grade level. Woodman Park School is considered a school-wide Title I school. This means that every student at Woodman is eligible to receive Title I services.

School Counselor

A counselor is available as a resource for all students, parents, guardians, and teachers. Guidance services focus mainly on academic support (in and out of the classroom), social skills training, and friendship skills often using cooperative games. The school counselors may also assist with topics such as bullying, anger management, homelessness, and divorce.

School Family Outreach Coordinator

The School Family Outreach Coordinator helps to improve students' success not only in school, but also in life. She is available to give students the opportunity to talk and work on educational and personal-social concerns. She works with individuals and/or groups to promote positive attitudes and choices while encouraging students to recognize and make the best use of their abilities. Always feel free to call to set up an appointment 516-1188.

Behavior Specialist

The Behavior Specialist's role is to support students who are experiencing ongoing difficulties with social interactions and demonstrating behaviors that are impacting their ability to learn. The Behavior Specialist may work with students in learning skills that will help them resolve conflicts, express feelings and demonstrate more appropriate behaviors.

Students may be supported in identifying issues and using their strengths to develop a plan for solving conflicts in a positive manner. The Behavior Specialist works with the teachers, parents, guardians, counselors, and administrators to develop a positive discipline model that is based on teaching and reinforcing appropriate skills.

Special Education Services

Special Education instruction and related services are provided for those eligible children whose unique needs require specially designed instruction in order to access the general curriculum. Special Education services include occupational therapy, physical therapy, and speech/language therapy, direct individualized instruction through the Learning Center, or specialized classroom support.

Dover District Preschool

The Dover District Preschool Program is located at Woodman Park School. The program is designed to meet the special education needs of preschool students. A limited number of typical students are enrolled, with referrals coming from Head Start. For more information on this program, contact Moira Taylor, Dean of Student Services at 516-5853.

Parent/Guardian Involvement & Volunteer Opportunities

With permission/invitation of a child's teacher, parents and guardians are welcome to visit and participate in classroom activities after routines are established. All parents or guardians wishing to volunteer in the school will be required to be fingerprinted and have a criminal background check performed prior to participating in regular classroom activities. All visitors must first report to the office to sign in each time they come into the building. There are many opportunities to be involved with the school. Please fill out the volunteer form so that we might start that important connection. Volunteering is an excellent way to be part of your child's life at Woodman Park School. It is rewarding for all involved.

Woodman Park School Parent-Teacher Organization

Woodman Park School PTO is an active and vital part of the Woodman Park community. They organize many events such as Ice Cream Socials, Fun Day Activities, Craft Fairs, and Staff Appreciation Day, just to name a few. They are also vital in fundraising that enables the school to purchase items that enhance each child's education. Meetings are held once a month. Please check out our PTO link through our school's website.

The PTO Officers for the 2023-2024 school year are:

Name	Role	Email	Phone
Nabia Fortier	President	Nabia4ta@gmail.com	603-554-7577
Erin Brimmer	Vice President	ecbrimmer@gmail.com	720-979-4580
Lauren Baker	Secretary	laurenbaker917@gmail.com	
Kaitlyn LaChance	Treasurer	woodman.park.pto@gmail.com	
Ashley Chamber	Volunteer Coordinator	ashleyrchambers89@gmail.com	603-973-1684
Nicole Miller	Fundraising Coordinator	NicoleMiller1018@gmail.com	

HOMEWORK

Dover School District Homework Policy

Purpose/Rational: For more information, please see Dover School Board Policy [IKB](#). Homework can be a constructive tool in the teaching/learning process when geared to the needs, abilities, and age of students. Purposeful assignments not only enhance student achievement but may also develop self-discipline and associated good working habits. Teachers may give purposeful and meaningful homework to students to aid in the student's educational development. If homework is to be assigned by teachers as part of a student's grade, the teacher will explain to students how such homework assignments relate to the teacher's grading system. Homework should be an extension of a classroom experience and will not be assigned for disciplinary purposes.

Vacation Homework Guideline

It is far more beneficial for students if families schedule vacations in conjunction with the school calendar. However, we are aware that due to adult schedules, the family vacation sometimes must be taken when school is in session. We know that travel can be a wonderfully enriching experience for everyone. To help your child get the most from a vacation, and more importantly, to be true to our belief that class work should only be assigned after it has been taught, the following vacation guidelines have been developed:

- Schoolwork will not be provided prior to vacations, but assigned upon return. The classroom teacher may modify the amount of work.
- Parents may have children do any of the following activities while on vacation. These may be shared with the student's classmates on return to school: scrapbooks, picture diary, journal, maps marked with places/date.
- Students are always encouraged to read while on vacation. This will greatly enhance both their trip and their academic skills and knowledge.

SCHOOL-WIDE EXPECTATIONS/CODE OF CONDUCT

Woodman Park School's School-wide Expectations:

1. Be safe
2. Be caring
3. Be respectful
4. Be Here and Ready

Code of Conduct

Woodman Park School believes in creating a school culture that is safe and inclusive. We aim to develop an environment that promotes a happy, friendly, safe, and well-disciplined atmosphere, which encourages a caring and respectful relationship between students and staff. We all have a right to a learning and teaching environment free from disruption.

It is expected that students and staff will:

- *Demonstrate respect for self and others
- *Demonstrate courtesy to others
- *Behave in a responsible manner and take responsibility for actions
- *Respect other's property including personal and communal property
- *Work cooperatively with each other

Multi-Tiered Systems of Support for Behavior (MTSS B)

The Dover School District is moving towards Multi-Tiered Systems of Support for Behavioral Health and Wellness (MTSS-B). and Responsive Classroom as research-based approaches to behavioral and social emotional growth.

In an MTSS system, supports are delivered across three tiers: Tier 1 schoolwide/universal approaches for all students, Tier 2 targeted supports for at-risk students, and Tier 3 individualized services for the highest need students.

Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

Behavioral issues are addressed on an individual basis designed for student accountability and positive changes in behavior. We work with families to provide a strong partnership for student success. WPS is focused on a positive and preventative response to classroom and school wide expectations.

Behavior Tiered Support Structure

Student behavior categorization criteria:	Tier 1- Mild Behaviors <i>How do you know they are mild behaviors?</i> • Student needs support following classroom expectations • Student may have lagging skills in the area of behavior and may require additional teaching • Student behavior may not be impacting their own learning or the learning of others; could be an annoyance but can be managed • Student behavior is slightly outside the norm developmentally	Tier 2- Moderate Behaviors <i>How do you know they are moderate behaviors?</i> • You have used Tier 1 responses and behaviors persist • Student is not responding to redirections • Student behaviors have escalated and are causing disruption in class • Student behavior is not developmentally appropriate • You want someone else to be aware of the behavior and support a management plan	Tier 3- Severe Behaviors <i>How do you know they are severe behaviors?</i> • Tier 1 and 2 responses and supports are not sufficient to address behaviors • The behavior is a pattern, with each behavior escalating (not staying stagnant or managed by a plan) • The student is unable to be in class due to safety, extreme disruption or high emotionality • Other students are scared/worried/feel uncomfortable with the student, and it is impeding social interaction
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Potential responses to behavior needs:	Teacher Responses • De-escalation strategies • Restorative responses • Modeling expected behavior • Proximity or alternative seating • Positive corrective feedback • Quiet discussion with student • Praise the appropriate behavior in others • Reiterate expectations • Provide choice • Collect data to identify trends • Optional family communication by faculty member for behavior • Office referral form may be completed to document trends	Teacher Responses • De-escalation strategies • Temporary relocation of student to de-escalate with dignity and support • Restorative Conversation or plan - opportunity to repair the harm • Conference with student (paired with clear expectations) • Consulting with Behavior Specialist, counselors, and/or administration • Behavior plan in classroom and/or with support from additional staff • Family communication from a faculty member who was present for the behavior • Office referral form completed by faculty member present for behavior Administration Responses • Support faculty with family communication • Loss of privileges • Process office referral with student	Teacher Responses • De-escalation strategies/techniques • Get assistance from the behavior support team • CPI response by trained staff • Temporary relocation of student to de-escalate with dignity and support • Loss of privilege(s) • Restorative conversation and plan after office consequence • Family Contact made by faculty member who was present for the behavior and/or administration • Office referral form required to be completed by faculty member present for behavior Administration Responses • De-escalation techniques/CPI • Processing of event • Family Contact • Loss of privilege(s) • Possible investigation if warranted • Possible suspension if the behavior meets the guidelines set by district policy and/or state statute
Potential support or clarification:	Our behavior specialist and administration are here to support students and staff with behavior across any tier. All staff are encouraged to reach out for assistance with tips, strategies, plans, consequences or where to go next/what to do with a student.		

Student Discipline-Out-of-School Actions

Please see School Board Policy [JICDD](#) for additional information.

SCHOOL POLICIES

The Dover School District has the responsibility to inform parents each year about a variety of programs and policies that are outlined below. All Dover School District School Board Policies are available on the School District Website: www.dover.k12.nh.us. Choose “Dover School Board” and select “School Board Policies.”

All policies herein are subject to change, and changes may be subsequent to this publication and may not be reflected in this handbook. Every effort has been made to reflect current educational laws. Please view the appropriate link from our district site to a complete view of the policies of the Dover School District.

Special Education & 504 Coordinator:	516-6722
Curriculum & Instruction Assessment:	516-6706
Homeless Liaison:	516-6708
Title IX Coordinator	516-7208

Equal Opportunity Policy Statement – See Policies [AC](#), [AR](#), [ACAA](#)

It is the policy of Dover Schools not to discriminate in its education programs, activities or employment practices on the basis of race, color, national origin, language, religion, age, sex or handicap under the provisions of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Education for all Handicapped Children Act of 1975. **Sexual harassment** is a form of unlawful discrimination and is against school district policy. Sexual harassment is described as an unpleasant environment caused by an unwelcome verbal or physical conduct of a sexual nature that interferes with an individual’s academic performance. **A concern or complaint concerning sexual discrimination should be made to the Dean of Students who can be reached at 516-6700.** Any person having inquiries concerning Woodman Park School’s compliance with the regulations implementing these laws may contact the Dover School System (**516-6804**). Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education or the Director, U.S. Department of Education, Office for Civil Rights, Region I, John W. McCormack Post Office and Court House Square Room 222 Boston, Massachusetts 02109.

PUPIL SAFETY AND VIOLENCE PREVENTION POLICY BULLYING AND CYBERBULLYING

GENERAL STATEMENT OF POLICY

The School Board believes that students are entitled to learn in a school environment that is safe and secure. Students are expected to conduct themselves with respect for others and in accordance with this policy and other Board policies and school rules governing student conduct. The Board will take reasonable steps to protect all students from the harmful effects of bullying and cyberbullying that occurs at school and/or that interferes with student learning and orderly school operations. Conduct constituting bullying and/or cyberbullying will not be tolerated, and is prohibited.

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

This policy is intended to comply with RSA 193-F. The Superintendent is responsible for implementing this policy, but may delegate specific responsibilities to administrators and others as deemed appropriate.

[Bullying Policy](#)

[Bullying Forms](#)

Visitor/School Volunteer Policy

The School Board encourages the use of qualified lay people to assist in the educational program. Volunteers shall be carefully chosen on the basis of their interest in children and the ability to devote the necessary time and energy to the school. Use of such persons will only be upon prior approval by the principal for the specific duty to be performed. Volunteers must fill out a background investigation form. Chaperones who participate in day excursions away from school must complete a Volunteer Criminal Record Release Authority Form. Chaperones who supervise children in overnight trips must be fingerprinted.

TOBACCO, ALCOHOL, AND DRUG FREE ZONES

The school property has been designated a drug free zone. This means that it is unlawful for any person to manufacture, sell, prescribe, administer, dispense, or compound any controlled drug or its analog, within 1000 feet of the school, at any time of the year. Consumption of alcohol, in any form, is prohibited on school property as is the use of any tobacco or vaping products.

Dangerous Items: Weapons

(See School Board Policy [JICI](#) for additional information.)

Dangerous items, including weapons, have no place in school and are not permitted on school property. Students in possession of such items will have them confiscated. Parents will be notified, and the students will be subject to discipline up to suspension or expulsion.

Electronics:

Electronic devices such as, but not limited to: iPods, iPads, e-readers, cell phones, etc., are to be used in the classroom with teacher permission and supervision. If cell phones or smart watches are brought to school, they must be kept in backpacks.

No Animals In School (See School Board Policy [IMG](#))

Due to health, safety and air quality concerns, fur-bearing animals (dogs, cats, rodents, rabbits, etc.) are NOT ALLOWED in school. Building principals may approve an animal visit if it is part of an approved curriculum.

Hazing

(See School Board Policy [JICFA](#) for additional information.)

Hazing will not be tolerated in our schools. Hazing is defined as any conduct, coercion or intimidation used as a method of initiation into a student organization or team which is likely to endanger the physical or mental health of any student.

Every member of school community must report hazing to the school principal. Keep in mind that, under the law, the implied or even express consent of any person toward whom any act of hazing is directed is not a defense to hazing.

Offending students will suffer appropriate disciplinary action including the possibility of suspension or expulsion.

Legal References

RSA 631:7

Rule 306.04 (a) (7)

Student Dress Code

Please see School Board Policy [JICA](#) for the most up to date dress code.

Asbestos Management

Please contact facilities director Mr. Michael Brooks at 603-516-6980 if you are interested in learning about the Dover School District's asbestos management plan.

Annual Family Education and Privacy Rights Notification (Including FERPA) DOVER SCHOOL DISTRICT 2021-2022 School Year

All Dover School District School Board Policies are available on the School District Website: www.dover.k12.nh.us. Choose "Dover School Board" and select "School Board Policies." If you do not have access to the internet, contact your school office or Superintendent's office.

The Dover School District has the responsibility to inform parents each year about a variety of programs and policies which are outlined below. If you have questions regarding special education, please contact Pupil Personnel Services Coordinator or any school office. Questions regarding any type of discrimination should be addressed to the Title IX Coordinator.

PUPIL PERSONNEL SERVICES, TITLE IX, & 504 COORDINATOR:

516-7208

CURRICULUM, ASSESSMENT, & INSTRUCTION, TITLE I: 516-6707

CAREER TECHNICAL DIRECTOR, & NJROTC:

516-6976

HOMELESS LIAISON:

516-6708

SECTION 504: No student in Dover shall be denied access to any educational program or activity, because of a disability. If a parent believes that a child has a disability that substantially limits a major life activity, impacting his/her ability to access a school environment, a parent should contact the school counselor, in the school that the child attends, for a 504 referral form.

CHILDFIND ACTIVITIES: The school district is responsible for identifying students with educational disabilities, ages 0 through 21, and for providing special education services for those students with educational disabilities, ages 3 through 20. The district is responsible for identifying children who are residents of Dover, or who attend a private school within the Dover city limits.

When there is a suspected disability, the student may be referred for evaluation by parents, staff members, or any individual knowledgeable about the student. Referral forms are available at the special education office or from any school office. When the referral form is filled out and returned to the respective office, a team meeting will be convened within 15 days of receipt of referral.

SPECIAL EDUCATION PLAN AND FEDERAL PROJECT PLANS:

Copies of the Dover special education plan and the federal project applications may be obtained from the office of the Director of Pupil Personnel Services. This year federal funds are being used to fund special education teachers, family services facilitator, school psychologists, occupational therapists, speech pathology assistant, contracted audiologist, contracted behavior consultant and contracted assistant technology evaluator.

PARENTAL NOTIFICATION REQUIREMENTS

PARENTS' RIGHT TO KNOW

Through federal education law, parents have the right to request information on the professional qualifications of the teachers and paraprofessionals at our school. If you are interested in learning this information, please contact the school administration office at (603) 516-6800. Upon this request, you will receive a detailed explanation of the licensing, education and experience of each of our teachers. You will also receive information regarding the names and qualifications of the paraprofessionals at our school. At any time during the school year, parents must be notified if a child is assigned, or taught by, a teacher who is not highly qualified for four or more consecutive weeks. The parents' right-to-know provision also requires that each Title I school furnish, to each individual parent, information on the level of achievement of the parent's child in each of the state academic assessments required under the law.

Standardized Testing

The Dover School District uses Aimsweb PLUS as a literacy screener in grades K-4. Grades 1-4 complete STAR testing for reading and math in the fall, winter, and spring (1st grade winter and spring only). Grades 3 and 4 complete the NH SAS (New Hampshire State Assessment) given in the spring.

SAFE/DRUG FREE PROGRAMS

From time to time throughout the school year, children at Dover Schools will be exposed to various types of programming encouraging them to refrain from drugs, alcohol, and tobacco products, as well as refraining from other unsafe behaviors such as sexual activity and violence. As these programs are offered, parents will be notified of the time and content of the material. If a parent objects in writing to a program, their child(ren) will not participate.

SCHOOL PRAYER

The First Amendment requires public school officials to be neutral in their treatment of religion, showing neither favoritism toward nor hostility against a religious expression such as prayer. Accordingly, the First Amendment forbids religious activity that is sponsored by the government (or in this case, the school), but protects religious activity that is initiated by private individuals. In other words, staff at Dover Schools may neither promote religion nor inhibit it.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

If a family becomes homeless and is a family in transition any time during the school year, please notify your child(ren)'s guidance counselor in order to receive services to help you during this transition. All matters of this concern will always be confidential and will be dealt with sensitively.

According to the McKinney-Vento Homeless Assistance Act, a family or youth is homeless if:

The McKinney-Vento Definition of Homeless

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines *homeless* as follows:

The term "homeless children and youths"--

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes--

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

*Per Title IX, Part A of the Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016; the only exception to his removal is that "covered states" have until December 10, 2017 to remove "awaiting foster care placement" from their definition of homeless.

All matters of this concern will always be confidential and will be dealt with sensitively.

CONFIDENTIALITY OF INFORMATION: Parents of a student have the right to inspect and review education records of the student and to file complaints concerning alleged failures by the school system to comply with the requirements of the Family Education Rights and Privacy Act of 1974 and IDEA 2004. The school board has designated the following information as directory information which may be disclosed without prior written consent: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most previous educational agency or institution attended by that student, pictures found in yearbooks and pictures of participants in school activities. If a parent does not wish such personally identifiable information with respect to the student to be designated as directory information, the school district must be so notified in writing by **September 30**. A copy of the Dover School Board's record policy may be obtained from the office of the Superintendent.

NOTIFICATION OF RIGHTS UNDER FERPA (FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974)

The Family Education Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records, as follows:

1. The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students may ask the Dover School District amend a record they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the School Board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA are as follows:

Family Policy Compliance Office
U. S. Department of Education 400
Maryland Avenue, SW Washington,
DC 20202-5920

5. The School Board has designated the following information as directory information which may be disclosed without prior written consent: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of member of athletic teams, dates of attendance, degrees and awards received, the most previous educational agency or institution attended by that student, pictures found in yearbooks and pictures of participants in school activities. If a parent does not wish such personally identifiable information with respect to the student to be designated as directory information, the school district must be so notified in writing by **September 30**. Please contact the building principal with any questions regarding these rights.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding the district's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one of more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices; affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice an opportunity to opt a student out of –*
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted under state law.
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute information to others.
- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under state law.

The Dover School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Dover School District will notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Dover School District will also directly notify, such as through U.S. Mail or email.

Parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The Dover School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distributions.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening described above.

Parents who believe their rights have been violated may file a complaint with: Family Policy

Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW Washington,
DC 20202-5920

School Transportation Policy

(See School Board Policy [EEAEC](#) for additional information.)

This policy outlines who is eligible to ride on a school bus, appropriate student behavior, school bus driver responsibilities, procedures for handling school bus discipline, and the appeal process for revocation of bus privileges. If you do not have access to the internet, see your school secretary for a copy of this policy which is in compliance with New Hampshire RSA's 189:6 and 189:9. The following information is also provided to answer some of the more frequently asked questions regarding transportation in the Dover School District.

District-wide Transportation Tips and Tidbits

Telephone Contacts:

First Student Transportation: 692-4406

Seacoast Learning Collaborative: 679-2021

- First Student Transportation offices generally close at 4:30 P.M. Telephone calls, faxes, or emails sent by parents after this hour will not be processed until the following business day which begins at 7:00 A.M. Therefore, parents need to understand that requests for changes in their student's AM pick-up cannot be guaranteed without timely notification, preferably 24 hours.
- It would help limit the amount of time students ride the buses if parents who decide to provide private transportation for their student would advise their school secretary and First Student Transportation.
- For safety reasons, we encourage parents of kindergarten aged children to wait with their child at their morning bus stop.
- Parents of kindergarten and 1st grade aged children (or other person as designated below) are **required** to be waiting at the child's afternoon bus stop or the child will not be released from the bus. The bus driver will return the child to his or her school until a parent can be contacted to pick up the child.
A parent may submit a request to waive this policy to the school's principal. Other appropriate arrangements may be made for the child's safe travel to their home or afterschool care (e.g., walk with older siblings, babysitter, or other responsible adult). An approved waiver must be on file with the school, the bus company, and the bus driver or the child will not be released.
- Please be on time. The bus cannot wait or back up if you run after it. This impacts

timing of the entire route.

- Before- and after-school care transportation will be provided to licensed daycare facilities only. Generally, these facilities must also be located in your elementary school's district. Please contact First Student Transportation directly for information on approved daycare facilities.
- We are unable to transport students to friends' homes for after-school visiting. Bus routes are developed based upon student capacities. Please tell your child they must take the bus home and you will transport them to visit friends' homes after school.
- Bus Passes will be required to be displayed daily for all students riding the bus to and from Dover Middle and High Schools. Contact your school directly for the procedures to follow for bus passes.
- On a Delayed Opening, bus transportation will start approximately 2 hrs. later (i.e. if your child's pickup is at 6:15 am the delayed pickup time will be approximately 8:15 am).

It is important that all parents/guardians understand that the school's main concern is for the safety and welfare of all students and to ensure that students are transported in an efficient, timely, and safe manner to and from school. Since this should be the concern of parents also, we need parent support and cooperation. Should any parent/guardian feel the need to discuss any situation, concern, or problem relative to his/her child, the parent should feel free to contact the transportation provider at 692-4406 or the Business Administrator at 516-6800.

STUDENT WELLNESS POLICY

The Board recognizes that wellness comprises physical, social, emotional, and academic health. Proper nutrition and developmentally appropriate physical activity are important ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet related chronic diseases. Furthermore, health and student success are inter-related. The Board therefore maintains the goal that the District will foster a learning environment that helps students attain knowledge and habits that promote wellness. As part of the program, students will be given opportunities to gain the knowledge, skills, behavior, and motivation needed to be physically active for life through daily activity offerings such as recess periods, physical education classes, walking programs, the integration of physical activity into the academic curriculum, and after-school programs including intramurals, interscholastic athletics, and physical activity clubs. See Dover School District Policy [JLFC](#) for more information.

The District Website and the Infinite Campus Parent Portal

The Dover School District believes in keeping everyone aware and involved so each student better achieves their potential. To that end, we maintain two valuable online tools: our District and School Websites and the Infinite Campus Parent Portal.

The purpose of the Website (www.dover.k12.nh.us) is to provide a means to publish public information regarding the Dover School District and its schools, as well as a conduit for teachers to use to publish any online classroom content they wish to share. On our website you find, among other things:

- Classroom, school and District activities calendars.
- Teacher contact information.
- PTA Information
- Team and Club web pages

CLOSING STATEMENT

It is impossible to put in writing all possible situations, expectations, or guidelines that might occur in a given school year. This document represents the best overview of the school year and our expectations. The administration reserves the right to make amendments to this fluid document. It will be our intent to notify parents of any changes or updates throughout the year. The administration must have the ability to amend and/or interpret new and ever-changing issues that arise, especially around the area of discipline and safety.

We at Woodman Park are excited about the school year and working with your child(ren) and your family.

DOVER MIDDLE SCHOOL

Committed to Excellence

Student & Family Handbook

2023-2024

16 Daley Drive, Dover, NH 03820
(603) 516-7200 / Fax (603) 516-5747
Attendance Line (603) 516-7019
www.dover.k12.nh.us

Administration:

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Principal
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Lindsay Dube
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Charles Angwin
Dean of Student Services
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School Counselors:

Mary Calhoun, Gr. 5
m.calhoun@dover.k12.nh.us

Cal Marsden, Gr. 6
c.marsden@dover.k12.nh.us

OPEN, Gr. 7
@dover.k12.nh.us

Joan Breault, Gr. 8
j.breault@dover.k12.nh.us



Dover Middle School Policies and Guidelines

Dover Middle School

16 Daley Drive

Dover, NH 03820

Tel: (603) 516-7200

Fax: (603) 516-5747

www.dover.k12.nh.us

School Colors: Green & White

School Mascot: The Green Wave

Dear Students and Parents/Guardians,

Welcome to Dover Middle School!

This handbook provides important information and links to district policies and procedures. Parents/Guardians are encouraged to review this handbook for general school information.

The handbook takes notice of the fact that the school is obligated to treat every student as an individual according to their educational development. This handbook has been approved by the Dover School Board; therefore, it is a policy document.

We have 3 school values:

- Be **safe**
- Be respectful
- Be a learner

We urge all students to honor these values by making good choices.

Have a great year!

Principal Lyndes, Dean Dube, **Dean Mowatt**, Dean Vail, and Dean Angwin

Note: All policies herein are subject to change. Changes may be made subsequent to this publication and may not be reflected in this handbook. Every effort is made to reflect current educational laws and school district policies.

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Note: The following rules, standards and policies are located on the district website:

1. Bus Transportation Rules
2. Acceptable Internet Guidelines
3. District Internet Code
4. Standards Promotion to DMS, within DMS, and to DHS.
5. Policies governing retention.

S = Students In-Session: 180 days of student attendance is required for instruction (or the equivalent number of hours) and an additional 10 days for time lost due to inclement weather. Dover School District's Academic Calendar reflects 177 Student Days which meets the hours required.

T = Teachers In-Session: 184 days.

August 28, 2023	Teachers Return – Teacher Workshop
August 29, 2023	Teacher Workshop
August 30, 2023	Teacher Workshop
August 31, 2023	Teacher Workshop
September 1 - 4, 2023	Labor Day Recess
September 5, 2023	Students Return
October 9, 2023	Indigenous Peoples' Day
November 7, 2023	Teacher Workshop (Due to Municipal Elections)
November 10, 2023	Veterans' Day
November 22 – 24, 2023	Thanksgiving Recess
December 8, 2023	Teacher Workshop / K-8 Parent/Teacher Conferences / DHS Professional Development
December 25, 2023 – January 1, 2024	Holiday Recess
January 15, 2024	Martin Luther King Day
<u>February 13, 2024</u>	<u>Tentative Teacher Workshop</u> (Due to Presidential Primary - Date Announced February 2023)
February 26 - March 1, 2024	Winter Recess (To include February 19 th Presidents' Day)
April 22 – 26, 2024	Spring Recess
May 27, 2024	Memorial Day
*June 13, 2024	Tentative Last Day of School (half-day), or Upon Completion of 180 Days or Equivalent Hours

DOVER MIDDLE SCHOOL MISSION, SLOGAN AND CORE VALUES

MISSION: Working collaboratively to empower all learners to become dynamic citizens.

SLOGAN: Empowering all learners.

CORE VALUES: Diversity, Opportunity, Vice, Engagement and Rigor

SCHOOL HOURS

The school doors are open at 7:10 A.M. Students arriving before this time must enter the building through the cafeteria doors and wait in the cafeteria. Homeroom begins at 7:30 A.M. and the day ends at 2:20 P.M. Students who remain after school for help, disciplinary action, or any other reason are expected to report directly to their supervising teacher at the close of the regular school day. Students who remain in the building after regular school hours are to be here only with permission and a clear and articulate purpose. All other students must leave campus with dismissal. Once students leave campus at the end of the day, they may not return unless they are participating in a school-sanctioned activity.

NO SCHOOL NOTIFICATION

Inclement weather announcements regarding the opening of schools will be communicated through the automated phone call system to the parent/guardian phone number on record, as well as through the district website and local tv and radio stations. It is important to keep phone numbers up to date with the school.

MORNING ENTRY PROCEDURES

Buses unload students at 7:10 A.M. All students, including those who are dropped off by parents/guardians, enter the building through the cafeteria door. Students arriving after 7:30 A.M. or who are tardy must enter through the front doors and register at the main office. All other doors will be locked. Students will not be allowed to congregate outside the school during morning arrival time.

ITEMS DROPPED OFF BY PARENTS/GUARDIANS

Quite often parents/guardians drop off homework, special projects, lunches, money, permission slips, or other items needed by our students. Calling classes over the intercom disturbs instruction and uses valuable office staff time. Students should make an effort to check the main office during non- instructional time to see if items needed have arrived. It is difficult to get messages or items to students; therefore, we cannot guarantee students will receive them.

LOST AND FOUND

Small articles found by students can be taken to the grade level lost and found where they can be claimed after identification. All items not claimed within a reasonable amount of time will be donated to a local charity. The school will not be responsible for lost, stolen, or broken personal property of a student. Valuable possessions should not be brought to school.

SCHOOL TRANSPORTATION POLICY

The bus company policy requires all students who ride the bus carry a bus pass with them. Pupils are expected to conduct themselves properly while riding the buses. Students who violate accepted standards for proper conduct will be reported for proper disciplinary action. Parents/guardians will be notified of any bus violations. Any violation may subject the student to suspension from riding the bus. In the event of such action, notice of this action will be sent to the parent/guardian in writing, stating the reason and duration of the restriction. In no case will such action be taken without prior notification to the child and parent/guardian.

It is important that all parents/guardians understand that the school's main concern is for the safety and welfare of all students and to ensure that students are transported in an efficient, timely, and safe manner to and from school. Since this should be the concern of parents/guardians also, we need parent/guardian support and cooperation. Should any parent/guardian feel the need to discuss any situation, concern, or problem relative to their child, the parent/guardian should feel free to contact the transportation coordinator of First Student at 603-692-4406 or 603-964-2322 or the Superintendent's office at 603-516-6800.

Note: All buses are equipped with audio/visual recording devices.

In the event that a student needs to ride a different bus to or from school other than the bus listed on their bus pass, a parent/guardian must call First Student at 603-692-4406 beforehand to obtain permission. Once permission has been granted, the parent/guardian should call the main office at 603-516-7200 to request a temporary bus pass for the student. Permission may not be given by school personnel for a student to ride a different bus than normal. The bus company has the right to refuse requests based on capacity.

AUTOMOTIVE ARRIVAL/DEPARTURE

Students arriving by car can be dropped off in the drop off zone only. **Cars are not allowed into the bus drop off zones which includes the loop immediately in front of the school.** After dropping off youngsters, parents/guardians must exit the campus on Daley Drive, leaving via the same route that they entered. Students designated as bus riders should take the bus. This will help reduce vehicular traffic in front of the school and on Route 108. Cars parked in the fire lane in front of the school may be ticketed and/or towed.

There is a student drop-off lane which allows five cars at a time to unload passengers. Parents/guardians are urged to comply with this procedure. There is a person on duty at the intersection of Daley Drive and Rte. 108 whose sole responsibility is to let buses out of Dover Middle School. This person does not direct traffic. Due to the high volume of traffic, we encourage students to take the bus or walk to school. Traffic is not an excuse for tardies. Please plan the commute accordingly.

WALKERS, BIKES, BOARDS, AND BLADES

Walkers, bikers, and others not arriving by school bus, will proceed down the sidewalk to the access walkway leading into the building next to the café. Students who ride bicycles to school must use safety equipment and park and store them in the designated bike rack area. The school is not responsible for any damage incurred to bicycles on school property. Bicycles are to be parked immediately upon entering the school grounds and not be moved until school is out. **Bicycles are not to be ridden on school sidewalks or at bus loading zones. Skateboards and scooters should be walked on school property, whether school is in or out of session.** Dover Middle School does not accept any liability for any person operating or using these devices. Riding and using such equipment on campus will result in appropriate disciplinary consequences.

VISITORS

Students are not permitted to bring visitors to school or to school activities such as dances. Parents/guardians and other visitors must register in the main office upon arrival and wear a visitor's badge.

SCHOOL CAMPUS AND BUILDING

The Dover Middle School Campus includes the immediate campus, parking lots, and athletic fields as well as the area bound by markers next to the Bellamy River Estuary, Bellamy River Outlet, and all shorelines that lead to the water.

During school hours, only people who are conducting official school business or have an appointment with school personnel may be on campus. Anyone interfering with school business or causing a disturbance on campus will be asked to leave.

Additionally, students who have earned an out-of-school suspension are not allowed on campus for the entire time period of the suspension. Being on school grounds during a period of out-of-school suspension may be grounds for criminal trespass citation.

ATTENDANCE

The staff of Dover Middle School is committed to offering quality education to students. Regular attendance is an absolute necessity if this goal is to be achieved. Therefore, it is imperative that students attend school daily. Students who are absent on the day of a school function will not be able to participate in the activity. It is our hope that students understand the importance of regular attendance, punctuality, and consistency in academic endeavors. We realize that occasionally during a school year a student may be absent.

If absences should occur, the parent/guardian is requested to call the school at 603-516-7019 on the day of the absence as early as possible. The attendance line is available 24 hours a day. After dialing the school phone number, listen to the message and press 1 to report an absence.

When a parent or guardian reports an illness or provides documentation of a professional appointment the absence will be excused. Religious holidays, a death in the family or other family emergencies will be excused absences.

All absences are reported in half days. A half day absence includes time greater than 3 hours. All students are required to be in school for the complete school day. (RSA 189:1 and 193:1) It is expected that students will be in attendance all scheduled school days per year. Please refrain from vacationing on non-vacation days as these may negatively impact academic endeavors.

Letters will be sent to parents/guardians of students with high absenteeism reminding them that they are responsible for getting students to school, and the truant officer will receive a copy of these letters. In cases of excessive absenteeism, a meeting may be scheduled with the parents/guardians and guidance to discuss attendance concerns. The student may be referred to the court, mandated to summer school or possibly face retention. All absences without parent or guardian confirmation will be listed as truant (See page 8, Truancy).

TRUANCY

An absence from school/class will be considered truancy if there is no confirmation or if the parent/guardian labels the absence truancy. Multiple absences that are assessed by administration to negatively impact academic or social progress may be considered truanies.

Tardy times will be accumulated and applied toward the half-day truancy count.

The following steps will be taken to address truancy, with the acknowledgement that steps may be combined, and time frames may be dictated by the severity of the truant behavior. Steps include letter and telephone contact with parent/guardian, meetings with administration, home visits, truancy summons, or reporting education neglect to authorities.

TARDINESS TO SCHOOL

The first period bell is sounded at 7:30. Any student not present in their first period class by 7:30 A.M. is tardy. After 7:30 A.M. all students tardy to school must report to the main office before going to class. A student failing to report to the main office to sign in will be referred to the dean's office. A student who arrives at school after 10:30 A.M. may be considered absent and the truant officer will be notified if proper documentation is not provided.

A student may be excused for being tardy only if they have a note with a justifiable reason signed by the office of a professional such as a doctor, dentist, therapist, lawyer, etc. Traffic problems, oversleeping, or car problems are not acceptable excuses. An after-school detention is given after five tardies. Each tardy after the first five will earn the student an additional after school detention. Failure to serve a detention for unexcused tardies will result in an in-school suspension. At the beginning of each new trimester, all tardies will be erased allowing students to start each trimester with a clean slate. Students who are chronically tardy may be referred to the truant officer.

LEAVING SCHOOL

The student will bring a note signed by a parent/guardian stating the destination, duration, and reason for the request. This note is shown to the classroom teacher, who initials it. The student will be called to the main office when the parent/guardian arrives. The note will be presented to the receptionist at the main office who will record the student's name, reason for request and the time of departure. Upon returning to school, the student must report to the receptionist in the main office to have the time recorded and will be issued a pass to return to class. Note: Any student leaving school early may not attend school functions that day unless accompanied by a medical, dental or other therapeutic documentation from the health-care provider.

AFTERNOON DISMISSAL

All students will be dismissed at 2:20 P.M. If students are not taking the bus, parents/guardians should pick their child up by 2:30 P.M.

Note: Only students who participate in supervised activities such as tutoring, athletics, music, theater, or intramurals may be in the building at the end of the school day. All others must leave campus. Students may return to campus to spectate games or attend certain events at the time of the event.

GRADING SYSTEM

Students are graded in each subject according to the following:

SAU 11 School District		
Grading Scale, Grades 5-8		
Level	Code	Performance Descriptor
Exemplary	E	The student independently and consistently demonstrates the ability to accurately analyze, synthesize, and apply essential content, knowledge, and skills in a new content.
Competent	C	The student independently and consistently demonstrates the ability to accurately apply and transfer essential content, knowledge, and skills in a new context.
Partially Competent	PC	With support, the student demonstrates the ability to comprehend and apply essential content, knowledge, and skills.
Not Yet Competent	NYC	The student demonstrates limited ability to recall, reproduce, and apply essential content, knowledge, and skills.
Insufficient Evidence Shown	IES	The student has not yet demonstrated evidence of understanding and application of knowledge and skills.

Report cards are issued each trimester.

Students may participate in school clubs, sports, and/or activities if the student is in good standing academically and behaviorally. A student in good standing exhibits evidence of work completion, engaging academically, and being a respectful member of the DMS community.

COLLECTING EVIDENCE OF COMPETENCY

Formative Assessment: A formative assessment is an assessment for learning and can be broadly described as a “snapshot” measure that captures a student’s progress through the learning process. It explains to what extent a student is learning a concept, skill, or knowledge set. Formative assessments are not used for compliance. They are low or no stakes in terms of grading but significantly inform next instructional steps for teachers and learning goals for students. Examples of formative assignments include observations, independent work, and exit slips.

Summative Assessment: A summative assessment is a comprehensive measure of a student’s ability to demonstrate the concepts, skills, and knowledge embedded within a course competency. It requires evidence of application or explanation of the skills being assessed. It is an assessment of learning that is heavily weighted in our grading system. Each summative assignment is linked to at least one (or more) of the course-based competencies through the standards attached to the assessment. Thorough assessment of each competency likely requires multiple summative assessments and may involve reassessment. Examples of quality performance-based summative assignments include research projects, performance tasks, presentations, labs, writings, tests, and other similar performance tasks. Summative Assessments provide teachers with evidence that is necessary for determining grades. Students, educators, parents/guardians, counselors, and administrators will tenaciously work together to make sure students complete all major summative assignments. The grade for that assignment or the overall course may be recorded as Insufficient Evidence Shown (IES) until the student completes the work. Summative assessments should be completed in school.

Reassessment: Students are encouraged to practice continuous improvement in their learning through reassessment. Students who demonstrate continued effort in their learning are eligible to reassess to demonstrate competency after meeting with the teacher and developing a reassessment plan. A reassessment focuses on an assignment which will demonstrate the student’s competency and will be focused on the lagging skills identified in the competency assessment. The teacher records the new grade in the grade book because the new assessment score is a better indicator of their competency knowledge.

- All students must be allowed opportunities for relearning and reassessment.
- Parents/guardians must be informed of any reassessment plan. An email is sufficient.
- Reassessment should focus on collecting evidence of competency and therefore may not require retaking the entire assessment. Relearning required prior to reassessment should target the essential skills missed by the student in the original assessment.
- Reassessment plans may be individualized as needed regarding relearning expectations and timeframe.

- Reassessment plans should be documented in a reassessment contract that includes start and end dates, time and place of reassessment, and evidence of relearning required prior to reassessment. End dates should be within the same grading period.
- The level of support a student needs to complete and fulfill a reassessment plan will vary depending on the student's level of competency and developmental needs.

THE DISTRICT WEBSITE AND THE PARENT PORTAL

The Dover School District believes in keeping everyone aware and involved so each student better achieves his or her potential. To that end, we maintain two valuable online tools: our district and school websites and the Parent Portal.

The purpose of the website (www.dover.k12.nh.us) is to provide a means to publish public information regarding the Dover School District and its schools, as well as a conduit for teachers to use to publish any online classroom content they wish to share. On our website you find, among other things:

- Classroom, school, and district activities calendars
- Teacher contact information
- PTA Information
- Team and club web pages

The Parent Portal provides secure, self-service access to parents/guardians, so they are informed about their child's daily progress in school. Parents/guardians and students will benefit from real-time access to grade averages, progress reports, homework, missing assignments, announcements, attendance, and discipline information. Parents/guardians can easily access the system from any location with internet access. The Parent Portal enables everyone to easily stay informed throughout the year. Our hope is that by keeping parents/guardians and students involved, there will be no surprises when a progress report or report card arrives.

HOMEWORK: POLICY IKB

Homework can be a constructive tool in the teaching/learning process when geared to the needs, abilities, and age of students. Purposeful assignments not only enhance student achievement but may also develop self-discipline and associated good working habits.

Teachers may give purposeful and meaningful homework to students to aid in the student's educational development. If homework is to be assigned by teachers as part of a student's grade, the teacher will explain to students how such homework assignments relate to the teacher's grading system. Homework should be an extension of a classroom experience and will not be assigned for disciplinary purposes.

MAKE-UP POLICY FOR CLASSWORK

If parents/guardians anticipate an absence in excess of two (2) days, please call the school counseling administrative assistant at 603-516-7207. Parents/guardians who request homework should allow 24 hours' notice for teachers to assemble the work. Students are required to meet with each teacher on the first day back from an absence in order to find out what work was missed and what assignments need to be made up.

Students are allowed one day for each day of absence to make up their work. This time period may only be extended by permission of the teacher. If the work is not made up, the student will receive zero credit, and the teacher will compute the grade for the term as required. In cases of truancy, a zero will be issued for missed work **and unable to make up.**

If parents/guardians know of an upcoming vacation that will cause their student to miss school, they are encouraged to contact their child's teachers in advance to see if any assignments can be given.

LOST OR MISSING BOOKS OR MATERIALS

If materials or books belonging to the school have not been returned in reasonable condition or paid for by the end of the term, a student may lose the privilege of attending any school sponsored activities such as dances, field trips not related to class work, or the end of the year trip, etc. until the material is returned, or payment is made. Textbooks are expensive, and the average cost is \$75.00 per book.

OBLIGATIONS

All student obligations must be paid by the end of each school year. This includes return of textbooks and library books or payment for textbooks and library books. Outstanding obligations will be carried forward and may result in loss of privileges.

RETENTION

Students may be retained at Dover Middle School. Students are considered for non-promotion on a case-by-case basis. (See Student Performance Standards Policy IKE-R)

Referrals are made through the school counseling department and are considered by the retention committee in consultation with the parent and principal. Factors such as academic standing and absenteeism are considered by the retention committee.

SCHOOL PRAYER

The First Amendment requires public school officials to be neutral in their treatment of religion, showing neither favoritism toward nor hostility against a religious expression such as prayer. Accordingly, the First Amendment forbids religious activity that is sponsored by the government (or in this case, the school), but protects religious activity that is initiated by private individuals. In other words, staff at Dover Middle School may neither promote religion nor inhibit it.

PASSES

Students will be allowed to leave class as long as they have a pass signed by a teacher. Students are to report only to the destination on the pass.

LOCKERS/BACKPACKS

Lockers are the property of Dover Middle School. Every student is assigned a locker to store their personal belongings in. Lockers with combination locks are assigned by each grade level team. Padlocks are not allowed on lockers. We encourage lockers and combinations not to be shared for privacy purposes. The schedule for the use of lockers is established by each team. Students may not share lockers. Lockers are the property of the school district and lockers may be searched at any time for any reason. If an illegal substance/object or evidence of activity which violates the law or the disciplinary code is found during any inspection or search, it will be confiscated, and appropriate action will be taken against the student. The Superintendent or their designee may authorize the Dover Police Department to utilize a Police Canine Team to conduct searches of the campus. The search may include, but is not limited to lockers, common areas, classrooms, bathrooms, bicycles, and all vehicles on school property. Students shall have no expectation of privacy.

CAMPUS SEARCH

The Administration may conduct searches of students and property on the Dover Middle School campus, including but not limited to: lockers, digital school accounts, backpacks, and clothing. Parents/guardians will be informed of these searches. Searches are conducted to ensure the safety of staff and students. The Superintendent or their designee may authorize the Dover Police Department to utilize a Police Canine Team to conduct searches of the campus. The search may include, but is not limited to: lockers, common areas, classrooms, bathrooms, bicycles and all vehicles on school property.

DISCIPLINARY PRACTICES/CODE OF CONDUCT

Dover Middle School values a safe and positive school environment and therefore sets high expectations for student behavior. Rules and regulations provide structure and limits, so students may achieve their maximum potential. A safe and positive school environment is the goal of everyone here at DMS. Teachers will handle minor disciplinary offenses within their classrooms/teams through their classroom management strategies. Students who display poor behavior or commit repeat offenses may be referred to the dean for disciplinary action. Disciplinary actions will be administered in a variety of ways. Persistent or repeated violations of the rules of conduct will result in increasingly serious consequences for the offending student. Disciplinary actions may include, but are not limited to, warnings, detentions, parent conferences, restorative circles, restorative conferences, peer mediation, in-school or out-of-school suspensions, or other creative disciplinary measures designed to improve the behavior of the student. Disciplinary infractions, accumulation of infractions, and/or suspensions may result in loss of eligibility to participate in

Dover Middle School clubs, **after school events/activities** or athletic teams. All students will be treated fairly, equitably and provided with an appropriate amount of due process. Discipline decisions are based on a careful assessment of the circumstances surrounding each incident.

Teachers are expected to handle situations in which students are:

1. Talking or fooling around in class
2. Wasting time in class
3. Arriving for class unprepared
4. Causing minor disruptions which impede the learning process
5. Chewing gum or eating candy
6. ~~Consistently not getting textbooks covered~~
7. Littering in the classroom or corridor
8. Arriving late for class
9. Rude or discourteous behavior
10. Dressed in inappropriate attire
11. Inappropriate hallway behavior
12. Showing public display of affection
13. Plagiarism or Cheating (1st offense)

Interventions concerning student conduct in the classroom will include conversations with teacher, redirection, parent/guardian contact, detentions, and making amends for choices.

Students will be referred to the Dean's office and may be suspended 1 to 10 days depending on the offense or the circumstances surrounding the offense.

1. Profane, obscene, or other improper language or gesture directed toward faculty or staff
2. Smoking in school or on school grounds
3. Serious incidents of fighting or provoking a fight
4. Any act which imperils or threatens the safety of others
5. Possession of any dangerous weapon or implement
6. Theft or damage to property **DMS and or** others
7. Possession **or use** of any illegal substance or apparatus
8. Acts of vandalism
9. Starting a fire or pulling a false alarm
10. Cutting class, walking out of class, or failing to report to an assigned area
11. Misuse of technology
12. **Gambling, selling, or exchanging of goods**
13. **Making false accusations, false reporting, or starting rumors**

In some cases, a student may not return to class until a parent/guardian conference has taken place. While on field trips, students are expected to abide by all school rules. All policies are in effect.

BEHAVIORAL CONTRACTS

In an effort to support students who are experiencing chronic behavioral issues, the dean or designee may decide to create a behavioral contract with the student. Any student who has been suspended more than 10 days will require a behavioral contract.

DETENTION/SUSPENSION

Along with other interventions, detentions and suspensions may be assigned. Students serving detentions may not wander the building. While a student is suspended, they may not participate in activities during this time. Students serving in- or out- of -school suspension are entitled to make-up any class work missed during the time of the suspension. Students will also receive full credit for correctly completed work while suspended. Parents/guardians who have concerns about suspension have the right to appeal.

IN-SCHOOL SUSPENSION PROGRAM

Students may be placed in the In-School Suspension Program only by a member of the administration, and parents/guardians will be notified. Some examples that warrant ISS are:

- Failure to serve an administrative detention
- Directing profanity **and/or discriminatory comments** toward another student
- Cutting or walking out of class without permission or failure to report to an assigned area
- Using food or other objects as a projectile in the cafeteria
- Threats toward other students
- Earning multiple referrals in one day
- Plagiarism or cheating **(second offence or more)**
- Insubordination, defiance, or disrespect of staff
- Destruction of school property
- Misuse of technology
- Bullying

In-school suspensions are considered time in learning and therefore students are expected to participate in academic or counseling related activities.

During in-school-suspension the student:

1. Will be provided with assignments in their regular classes. The student must complete their regular classroom assignments on a daily basis.
2. Will be expected to be compliant and respectful while serving the in-school suspension. All school rules still apply.
3. Will have access to counseling staff and special education/intervention staff if applicable.

OUT OF-SCHOOL SUSPENSION

Certain offenses may result in immediate out-of-school suspension for a period of up to ten school days. Some examples of these offenses are:

- A student-caused injury to others
- Harassment that can be judged to be physically, sexually, or emotionally abusive
- Possession or use of dangerous objects (blades, lighters, etc.) or controlled substances such as drugs, inhalants, aerosols, alcohol, tobacco, vaping materials, etc.
- Possession of look-alike weapons
- Student conduct that is characterized by frequent offenses
- Any threatening act, whether in words or by actions, contempt, profanity
- Failure to comply with a reasonable request from a staff member
- Assaulting a staff member
- Gross or continued misuse of technology
- Bullying

The administration reserves the right to require a parent/guardian conference before a student returns to school. When your child is suspended out-of-school they are not allowed on school grounds or in the building for the entire time of the suspension. Being on school grounds during a period of out-of-school suspension or expulsion may be grounds for a criminal trespass citation.

LOSS OF PRIVILEGES

A student who is suspended in or out of school loses the privilege of attending special events (dances, special functions, extra-curricular trips, non-academic team activities, etc.) for up to 30 days. Any student who abuses normal school privileges or repeatedly uses poor judgment may also lose privileges for a period of time to be determined by the administration.

VANDALISM OR THEFT

Any student involved in vandalism or theft will be responsible for restitution (returning, paying for, or repairing the object). In addition, the student may be assigned detention, restorative project, supervised work program, or suspension. Police charges may also be made.

Tampering with any security equipment such as the sprinkler system, **fire alarm**, or smoke detectors is considered criminal mischief and the Dover Police Department will be notified.

FALSE ALARM/BOMB SCARE/RUMORS/ARSON

If a student deliberately causes a false alarm or bomb scare, tampers with the sprinkler system, commits arson, or creates a malicious rumor concerning the safety of students or the school, the student may be suspended pending an expulsion hearing. A referral to the Dover Police Department will be made, and an expulsion hearing with the Dover School Board may be scheduled.

TOBACCO, ALCOHOL, AND DRUG FREE ZONES

We value students leading a healthy lifestyle which would include being drug free. Therefore, the school property has been designated a drug free zone. This means that it is unlawful for any person to manufacture, sell, prescribe, administer, dispense, or compound any controlled drug or its analog, within 1000 feet of the school, at any time of the year. Consumption of alcohol, in any form, is prohibited on school property as is the use of any tobacco products.

SMOKING/ VAPING

A state law and school board policy states that smoking in school buildings and on school grounds is prohibited at all times by all persons. Dover Middle School policy also prohibits the possession of any tobacco or vaping products. Students who act as lookouts for smokers, or are knowingly present, may be subject to suspension. Any student in violation of the laws concerning tobacco products and/or smoking will be referred to the Dover Police Department for further action.

DRUG AND ALCOHOL POLICY

USER:

A user is defined as one who is on campus and/or at a school function under the influence of alcohol and/or a controlled substance. It is further defined as one who is on campus and/or at a school function having consumed alcohol or a controlled substance. It is up to the appropriate school personnel to determine if the user is under the influence based on the information available, including but not limited to physical characteristics and odors.

POSSESSION AND ATTEMPTED POSSESSION

Being in possession is defined as being on campus and/or at a school function in possession of any amount of alcohol and/or controlled drug, drug paraphernalia, and/or look-alikes (as defined below). Attempted possession is defined as making efforts to be on campus and/or at a school function in possession of any amount of alcohol and/or controlled drug, drug paraphernalia, and/or look-alikes.

A student who is a user or in possession will be subject to administrative actions. Students with offenses in this area may be referred for other services such as counseling, substance abuse, Licensed Alcohol Drug Counseling services, etc. Students and parents/guardians should realize that a first offense of the drug and alcohol policy may be just cause for expulsion from school.

Look Alikes: "Look Alikes" are defined as substances which one represents or attempts to represent as alcohol, or a controlled or narcotic drug, whether in using, possessing, or selling said substance.

Records: Drug and alcohol referral records will be kept on file during a student's entire career at Dover Middle School. All cases will be referred to the proper authorities.

POSSESSION OR SALE OF DESIGNATED ITEMS

Dover Middle School is committed to providing a safe learning environment for all students. Possession of unsafe or dangerous items by students is prohibited at Dover Middle School. The administration may designate any item as unsafe or dangerous depending upon the nature of the item or how the item is being used by a student. Examples of such items are knives, guns, fireworks, slingshots, or items that could be used to strike another person. Such objects will be confiscated. The student involved with such an object will face Administrative suspension and a possible expulsion hearing. A referral will be made to the Dover Police Department. Any student who brings a firearm to school will be immediately suspended and an expulsion hearing with the School Board will be scheduled. Students expelled for a firearm violation face a mandatory 12-month expulsion from school in accordance with State Law (RSA 193:13, III). Sale of any items on campus, except for approved, school-sanctioned items, is prohibited.

BULLYING POLICY

Dover Middle School takes pride in being a safe place for all students and therefore takes a strong stand on bullying. Incidents are dealt with immediately and consequences may include a range of interventions. Ongoing incidents will be dealt with according to the district policy, JICK. The Dover School Board is committed to providing all pupils a safe school environment in which all members of the school community are treated with respect. Conduct constituting bullying will not be tolerated and is prohibited by this policy, in accordance with RSA 193-F.

Bullying is conduct which subjects a pupil to insults, taunts, or challenges, whether verbal, emotional, sexual, or physical by nature, which is likely to intimidate or provoke a violent or disorderly response from the students being treated in this manner. Bullying includes behaviors which can be observed by others, such as hitting, pushing, threatening, name calling, or electronic communication. It also includes behaviors that are not easily observed, such as excluding from a group, starting rumors, or giving dirty looks. Any student who feels threatened or hurt by the behavior of their peers should talk to an adult.

Any school employee, or employee of a company under contract with a school in the district, or the district itself, who has witnessed or has information that a pupil has been subjected to “bullying”, as defined in Paragraph above, shall report the incident to Administration who shall in turn report the incident to the Superintendent. The superintendent shall direct an investigation to be made of reports of bullying in accordance with the procedures specified in policy, JICK.

If it is determined, after investigation, that a pupil has engaged in bullying conduct prohibited by this policy and implementing administrative regulations, that pupil shall be subject to appropriate disciplinary action, which may include, but not be limited to, suspension and expulsion. Any such disciplinary action shall be taken in accord with applicable school board policy and legal requirements. A follow-up report will be made to the victim but will not include confidential interventions or consequences.

HARASSMENT, SEXUAL HARASSMENT AND DISCRIMINATION

All Dover Middle School members should be treated respectfully, and no one should be subjected to harassment at school for any reason. Therefore, it is the policy, ACAAA, of the Dover School Board that all employees, volunteers, parents/guardians, and students will deal with all persons in ways which convey respect and consideration for individuals regardless of race, color, marital status, sexual orientation, national origin, creed, religion, gender, age, or disability. Acts of harassment, hostility, or defamation, whether verbal, written, sexual, emotional, or physical, will not be tolerated and constitute grounds for disciplinary action including suspension and/or expulsion from school. Legal agencies may be contacted.

Harassment includes but is not limited to verbal abuse based on sex, sexual orientation, gender identity, religion, race, color, creed, ancestry, national origin, age, marital status, familial status, economic status, physical or mental disability.

Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written, graphic, electronic, or verbal conduct that is gender-based and that interferes with a student’s education.

For counsel and assistance in resolving matters of this nature contact your guidance counselor or Administration.

All students, parents/guardians, and staff members are informed that the Dover School District enforces a policy of equal educational and equal employment opportunities; the district does not discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social, or economic status.

The School District also strives to guarantee an environment free of any harassment that interferes with an individual’s work or school performance. If a person has a concern about discrimination or harassment, that person should contact the Assistant Superintendent at 603-516-6722.

ATHLETIC POLICIES

The Dover School District believes individual students will benefit from participation in interscholastic sports activities. The experience of self-discipline required in individual or team sports and the opportunity to learn additional skills increase the value of the school experience and contributes to the emotional, social, and physical growth of all. The information that follows is meant to inform you of the policies and rules which govern athletics at Dover Middle School. Please understand that individual coaches may have rules that exceed those that are outlined here.

A student /athlete maintains their eligibility when:

1. An athlete has, at least, one physician performed physical examination prior to participation on their first athletic team while at DMS (e.g., 1 physical prior to participation during 5th and 7th grade year).
2. Students may participate in school sports if the student is in good standing academically and behaviorally. A student in good standing exhibits evidence of work completion, engaging academically, and being a respectful member of the DMS community.
3. The athlete returns all school material on time.
4. The athlete exhibits behavior that is pro-sportsmanship in the judgment of the coach, administration, official or athletic director.
5. The athlete refrains from consuming **and/or processing** alcohol, using drugs/tobacco products, and does not engage in delinquent behavior.
6. The athlete attends school regularly unless there is a valid excuse by parent which qualifies as an excused absence.
7. The athlete uses district approved transportation to all athletic contests unless there is written consent by parent/guardian and is approved by the athletic director.
8. The athlete obeys rules and regulations set forth by the individual coach.
9. The student-athlete treats other individuals respectfully and does not engage in hazing, bullying, harassment, or abusive behavior.
10. The student-athlete should avoid disciplinary infractions; accumulation of infractions may result in loss of eligibility.
11. The student athlete should use social media appropriately at all times.

*If there is a need for an appeal of any disciplinary actions the student/athlete and/or parents/guardians should follow the chain of command listed.

1- Coach, 2- Athletic Director, 3- Principal, 4- Superintendent 5- School Board

APPROPRIATE ATTIRE

Dover School Board adopted Policy Code JICA, (10/10/2005) that outlines the dress code policy for the Dover School District. It is to be strictly adhered to by the students at Dover Middle School. The following is a complete list of acceptable and unacceptable items outlined in the dress code policy. In general, grooming or clothing not conducive to acceptable behavior or which interferes with instruction or is a distraction factor in a class or learning situation will not be permitted. Clothing considered immodest or revealing is not allowed. Common decency and good judgment are the expectations for student attire. Students not in compliance with this policy will be required to change. This will include a call home when necessary.

Dover Middle School recognizes the individuality and uniqueness of all our students and recognizes their rights to express themselves by choosing what they wear to school. The atmosphere in the building must be conducive to learning, so there are guidelines we adhere to when evaluating student dress. Attire will reflect the core values of our school as well as ensuring the health, safety, and dignity of all students. Dover Middle School does not discriminate regarding race, color, creed, religion, socio-economic status and/or sexual orientation.

· Clothing and jewelry considered obscene, disruptive, and dangerous will not be allowed. This includes attire depicting/insinuating drugs, alcohol, tobacco, sex, profanity, **hate speech**, or weapons.

· ~~Tops for all students should cover the torso without showing the belly. Shorts must entirely cover the buttocks. Undergarments should not be showing. Transparent material is not permitted.~~ **Clothes must be worn in such a way that genitals, buttocks, breasts, and undergarments are fully covered with opaque fabric (not see-through), at all times.**

· Heavy jackets must be stored in lockers at the beginning of the day; trench coats are not allowed.

· Head coverings (unless for religious or medical purposes) will not be worn in school. This includes hats, scarves, hoods, wigs, and masks (costume).

· Safe and appropriate footwear must be worn at all times.

· Students attending school functions after school hours should adhere to the dress code policy. Exceptions may be made for certain events.

· **Physical Education:** only students in grades 7 and 8 are required to change for class. Acceptable clothing includes: sneakers, appropriate length shorts or sweatpants, and a crew neck t-shirt with a sleeve. Students in grades 5 and 6 should wear comfortable non-revealing clothing and sneakers.

If a student violates the dress code, they will have the opportunity to change into acceptable clothing; in some cases, turning the garment inside out (to cover offensive symbols) will suffice.

The student will have the opportunity to call their parents/guardians for a change of clothes. Students unable to reach a parent may be asked to wait in the office until a parent can be reached. Discipline may be applied if a student refuses to comply with these options. School administration has final judgment over the appropriateness of attire.

SNACK POLICIES

Healthy snacks are encouraged. Water is encouraged. Candy, gum, soft drinks, coffee, or high energy drinks are not permitted.

DANCES AND SOCIAL EVENTS

Dover Middle School holds dances and social events for the enjoyment of our students. There are parameters established for sponsored activities.

1. All school rules, including school appropriate attire, are in effect at all school-sponsored activities.
2. Dover Middle School does not allow guests to attend dances and social events.
3. Dances are for grade seven and eight students only.
4. Students are expected to attend a full day of school on the day of a dance or social events. Any student missing part of a day will be required to produce legal or medical documentation for the time missed.
5. Students must purchase their own admission ticket.
6. Students who are on loss of privileges or academic probation may not attend these functions.

ELECTRONIC DEVICES

Dover Middle School does not allow personal electronic devices while school is in session. All devices must be turned off during the school day. Teachers may allow permission and supervise the use of electronic devices only in classrooms for instructional purposes. Photography, and video/audio recordings are not allowed without teacher consent.

Text messaging and cell phone calls are not allowed during school hours. Students are responsible for any loss, theft, or damage of personal electronic devices. Bringing and using technology is a personal decision and privilege. It is not a requirement and Dover Middle School is not responsible.

If misused, electronic devices will be confiscated, and returned at the end of the day. Subsequent offenses will require parent pick up. Abuse in any way will result in loss of privilege and discipline based on individual circumstances.

SCHOOL OWNED TECHNOLOGY

Students are expected to be respectful of district owned technology. The use of technology is valued and should be used appropriately. Students may not download any unauthorized computer applications including games for any reason. District workstations may not be altered without direct teacher permission. Each school may establish additional guidelines, which will be posted in classrooms. Please refer to the AUP (Acceptable Use Policy) form on pages 18-19. Any vandalism (renaming, trashing, or moving files, illegal copying, etc.) intentional copyright violations or attempted access to unauthorized data will result in disciplinary action, which may include restitution.

Students and parents/guardians should be aware that as with any school property or activity, the inappropriate use of the Internet connection would subject the student to disciplinary action. Computers are Dover Middle School property. Students shall have no expectation of privacy in their use. Computers may not be used to convey messages that contain harassment or confidential information. Examples of inappropriate behavior include the accessing, downloading, and distributing of inappropriate materials, vandalism, or any other use incompatible with district of individual school policies. Any violation as related to the Internet will result in disciplinary action, including detention, suspension and/or the withholding of Internet access.

Misuse of any aspect of the network, including school hardware, school software and peripherals will result in disciplinary actions. Students are responsible for the repair cost of any computer hardware damaged during their use. Internet violations will be kept on file during the student's entire career at Dover Middle School. All cases will be referred to the proper authorities.

ACCEPTABLE INTERNET USE PROCEDURES

PURPOSE: The purpose of the Acceptable Use Procedures is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology and the Internet.

DEFINITION: The definition of “information services” is any configuration of hardware and software which connects users. The network includes all of the computer hardware, operating system software, stored text, and data files. This includes electronic mail, local databases, externally accessed databases, recorded magnetic or optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available use procedure.

THE SCHOOL DISTRICT SERVICES: The school district provides resources for teaching and learning, communication services, and business data services by maintaining access to local, regional, national, and international, sources of information. The school district information resources will be used by members of the school community, with respect for the public trust through which they have been provided and in accordance with policy and regulations established by the school district. These procedures do not attempt to articulate all required for proscribed behavior by its users. **Guidelines for acceptable internet use and code of conduct may be found on the district Website.**

DISTRICT RIGHTS: The district reserves the right to:

1. Monitor all activity.
2. Make determinations on whether specific uses of a network are consistent with these acceptable use procedures.
3. Log network use and monitor storage disk space utilization by users.
4. Determine what is appropriate use.
5. Remove a user’s access to the network at any time it is determined that the user engaged in unauthorized activity or violated these acceptable use procedures.
6. Cooperate fully with any investigation concerning or relating to the district’s network activity.

STUDENT ACCEPTABLE USE FORM

The Dover School District is pleased to offer its students and personnel access to Dover School District's Network system, SchoolNET. SchoolNET allows students, faculty and staff to access the Internet, communicate and collaborate with other individuals and groups around the world, and significantly expand their available information base.

Successful operation of the network requires that all users conduct themselves in a responsible, decent, ethical, and polite manner while using the network. Each student is ultimately responsible for his or her own actions in accessing SchoolNET. Misuse of any aspect of the network, including school hardware, school software and peripherals will result in disciplinary actions.

Therefore, I hereby understand and agree to the following:

1. I have read the Dover School District Acceptable Use Policy.
2. The use of technology within the district is limited to district-owned devices and software. I may not connect a laptop or any other network-ready device to the School network. This includes wireless devices such as Wireless Access Points (WAP’s,) iPhones and wireless mp3 players.)
3. I understand the installation, or attempted installation, of software of any kind onto school systems is expressly forbidden and will result in disciplinary actions.
4. I will not attempt to alter the configuration of any school-owned device. This includes all hardware (such as PC’s, network devices, printers, keyboards, mice, etc....) and software (such as operating system settings, desktop settings, software settings, etc....)
5. I will treat all district technology (Chromebooks, PC’s, mice, keyboards, monitors, etc....) with care. Vandalism will result in disciplinary actions.
6. I will use the technology equipment for educational purposes ONLY. Games, YouTube, adult-oriented sites, and social networking sites such as TikTok, Instagram, Snapchat, and Facebook.com are considered filters.
7. The Dover School District uses content filters (SonicWall devices) to filter internet access by minors to visual depictions that are obscene, child pornography, or harmful to minors as defined in Sections 1460 and 2256 of Title 18, United States Code, and Miller v. California, 413 U.S. 15(1973). I will not attempt to circumvent district-wide content filters, through the use of external proxy servers, or by any other means.
8. When using school computer, I will:
 1. Be polite
 2. Use appropriate language
 3. Not look at or use anyone else’s work without permission
9. I will not use the network in such a way as to disrupt the network, or any other users.
10. I will not attempt to gain access to any information I have not been authorized to view, nor will I attempt to modify/damage/destroy any information, hardware device, or application.
11. I will not install any software of any kind onto school computers.
12. I will not view/download/listen to music or video files that are not approved by a staff or faculty member.

13. I will not plagiarize; I will cite my sources.
14. The unauthorized copying of software is illegal and will not be tolerated.
15. I will not bully, harass, or otherwise threaten another student through the use of school computers.

Behaviors that can result in restriction/revocation of access privileges include, but are not limited to:

1. Involvement in any activity prohibited by law.
2. Using profanity, vulgarities, or other language which tends to be inappropriate, offensive, or tends to degrade others.
3. Intentional use of invasive software such as “viruses” or “worms.”
4. Viewing, storing, or transferring inappropriate or sexually explicit materials.
5. Transferring, utilizing, or storing materials in violation of copyright laws or license agreements.
6. Intentionally infringing upon the intellectual property rights of others in computer programs or electronic information, including plagiarism and/or unauthorized use or reproduction.
7. Trespassing in another’s folders, work, or files.

Students: Additionally, I understand that the Dover School District monitors use of the SchoolNET, and access to it is a privilege, not a right. I understand the rules stated above and agree to abide by them. I understand that failure to follow the rules stated above will result in disciplinary actions and the possible suspension of my technology privileges.

Parents: I have discussed these rules with my children, and they agree to follow them.

Adopted: 12/8/08 Dover School District Policy Code: EHAA-S

PARENTS’ RIGHT TO KNOW

Through federal education law, parents have the right to request information on the professional qualifications of the teachers and paraprofessionals at our school. If you are interested in learning this information, please contact the school administration office at (603) 516-6800. Upon this request, you will receive a detailed explanation of the licensing, education, and experience of each of our teachers. You will also receive information regarding the names and qualifications of the paraprofessionals at our school. At any time during the school year, parents must be notified if a child is assigned, or taught by, a teacher who is not highly qualified for four or more consecutive weeks. The parents’ right-to-know provision also requires that each Title I school furnish, to each individual parent, information on the level of achievement of the parent’s child in each of the state academic assessments required under the law.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Dover Middle School, with certain exceptions, will obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, Dover Middle School may disclose appropriately designated “directory information” without written consent, unless you have advised the district to the contrary in accordance with district procedures. Information on how to notify the school of this desire as well as the desire to prevent your student’s information from being shared with military recruiters will be provided at the beginning of the school year. The primary purpose of directory information is to allow Dover Middle School to include this type of information from your child’s education records in certain school publications.

Examples include:

- Playbills, showing a child’s role in a drama production
- The yearbook
- Awards received or other lists of recognition
- Assembly programs
- Sports activity sheets/membership in clubs

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that publish yearbooks or manufacture class items.

If you do not want Dover Middle School to disclose directory information from your child's education records without your prior written consent, including to military recruiters, you must notify the school in writing by September 30th. Dover Middle School has designated the following information as directory information:

- Name
- Address
- Telephone listing
- Electronic mail address
- Dates of attendance
- Grade level
- Participation in sports activities and clubs
- Height and weight for sports rosters
- Awards received

PUPIL PRIVACY

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 4-1232h, requires Dover Middle School to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (protected information surveys):

1. political affiliations or beliefs of the student or student's parent;
2. mental or psychological problems of the student or student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of others with whom respondents have close family relationships;
6. legally recognized privileged relationships, such as with doctors, lawyers, or ministers;
7. religious practices, affiliations, or beliefs of the student or parents; or
8. income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (marketing surveys), and certain physical exams and screenings. A consent form is necessary for any protected information survey that is funded by the United States Department of Education. In these cases, a parent or guardian must sign and return the form to allow their child to participate in the survey. An opt-out notification is necessary for any protected information survey not funded by the United States Department of Education. In these cases, parents will be informed of the surveys, and if they do not wish to have their child take part, they must contact the Guidance Office at 516- 7207.

MEDIA PERMISSION

Students in Dover may appear in any newspaper, television show (news or any type of educational program), or through the Internet (video, blog, podcast, article) originating from the Dover School District. The appearance could include name, photo, video, and/or resemblance. I also grant permission for the Dover School District to publish educational content created by my child (blogs, pictures, videos, etc.) It is understood that the Dover School District is not responsible for inappropriate content posted by my child or another person on any social media site that may be used in school (social media sites include but are not limited to: Flickr, podcasting sites, YouTube, Blogs, etc.).

The district will assume your consent to your child's participation in District publishing activities unless you indicate otherwise on the signature page (p. 26).

EVACUATION AND SAFETY DRILLS

Student safety is paramount. Fire drills are held at various times during the school year. All teachers have emergency directions. Everyone must comply in an orderly way during a safety drill. Any person posing a danger to others during an emergency will face severe penalties.

HEALTH SERVICES

Services are provided by a Registered Nurse licensed in the state of New Hampshire. The School Nurse will assist students in the appraisal, protection, and promotion of their health.

- **Physical Examinations:** NH state law requires all students entering the Dover School District to have a current physical on file in the nurse's office. A current physical is one done within one year of the student entering the school. Only documented medical examinations by a medical professional will excuse a student from participation in the Physical Education Program.

- **Immunizations:** According to the State Board of Education ED 311.01(a) School Immunization Program, all students attending Dover Middle School shall be immunized against certain diseases as determined in rule He-P 301.14 adopted by the Department of Health and Human Services. If a student is not immunized according to Ed 311.01(a) and does not have a religious or medical exemption or is unable to provide evidence of acceptable immunization for conditional enrollment, he/she will not be admitted to school.
- **Emergency Information:** All students should have a current Emergency Information Card on file in the Health Office. In order to maintain updated records, a new emergency card needs to be completed at the beginning of each new school year. If, during the school year, there is a change in any information on the emergency card, please notify the Health Office or the Main Office as soon as possible.
- **Illness:** It is not okay to send a sick child to school because they will likely spread the illness they have to many more children. As established by the Center For Disease Control and the Department of Health and Human Services, students with flu-like illnesses should remain at home for at least 24 hours after they no longer have a fever (100°F[37.8°C] or greater when measured orally), or signs of a fever, without the use of fever-reducing medicines.

MEDICATION POLICY

Medication during school hours carries explicit rules and regulations. Students are not permitted to carry any medication on their person without written permission from the nurse. All medications, prescription or non-prescription, must be given to the nurse before homeroom. No medication will be administered without a written signature from a parent or guardian. Medication sheets may be obtained in the health office or printed from the DMS website.

- **Prescription Medicine:** Parents/Guardians, please be aware that prescription medicine must be brought in by a parent or guardian in the original prescription labeled bottle. A physician's note is required in addition to written permission from a parent or guardian.
- **Over the Counter Medicine:** All over the counter medication must be brought to school in the original bottle with a note from a parent or guardian before homeroom time. Over the counter medication may be brought to school by a student at the parents' discretion.
- Parents and guardians must pick up any extra medications at the end of the school year or call the nurse to request proper disposal.
- By law, no exchange of drugs, in any form, for any reason, will be permitted. Any person found violating the rules in any way shall be subject to disciplinary action by the school and/or law enforcement authorities.
- **Asthma inhalers and epinephrine auto injectors:** Asthma Inhalers and Epinephrine auto injectors may be possessed by a student and self-administered in accordance with RSA 200.42 through RSA 200:47. These medications do require a physician's written order in addition to written parental permission.

NUTRITION

Dover Middle School encourages good nutrition by serving well balanced breakfasts and lunches. Achievement at school, especially during the morning hours has been shown to be directly associated with a well-balanced breakfast. It is important to ensure that every child has the opportunity to have breakfast. All parents/guardians are encouraged to feed their children before bringing them to school. For those students arriving at school without breakfast, the cafeteria offers breakfast at a reasonable cost each morning. The School Meals Program will work to offer at least four balanced meal choices to students on a daily basis in accordance with State Guidelines.

- Free and Reduced lunch forms are sent out the first day of school. Anyone can apply for the free and reduced programs during the course of the school year. Forms may be picked up in the Main Office and in the School Counseling Office.
- The Dover School District encourages non-food items and/or healthy food for school parties and celebrations.

SCHOOL COUNSELING DEPARTMENT

The mission of the Dover Middle School counseling program is to ensure all students will acquire the academic, career and personal/social competencies necessary to become confident participants and contributors in a complex and changing world.

The program encompasses four components:

School Counseling Curriculum: Classroom lessons delivered to all students, grades 5-8. Some examples of topics are bullying prevention/awareness, conflict resolution, healthy relationships, time management, and suicide awareness.

Individual Student Planning: Consulting with students regarding academic progress, goal setting, and transition to high school.

Support Services: Consultation with students, parents/guardians, staff and community agencies and organizations to enhance the school counseling program.

Responsive Services: Includes individual and group counseling, student mediations, crisis counseling, and referrals to outside agencies and private mental health professionals.

The middle school years offer many physical and emotional challenges to emerging adolescents. DMS school counselors are available to support all students and their families as they experience these changes. Parents and guardians are encouraged to contact the grade level school counselor with any questions or concerns that may impact their child's development and school experience. Contact information can be found on the district website.

STUDENT WELLNESS

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in all health classes throughout the school year, not just in response to a suicide, and the encouragement of help seeking behavior will be promoted at all levels of the school leadership and stakeholders
- Each school or district will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources
- When a student is identified as being at-risk, a preliminary risk assessment will be completed by a trained school staff member who will work with the student and help connect the student to appropriate local resources
- Students will have access to national resources that they can contact for additional support, such as:
 - National Suicide Prevention Lifeline: 1-800-273-TALK (8255): <https://suicidepreventionlifeline.org/>
 - The Trevor Lifeline: 1-866-488-7386: <https://www.thetrevorproject.org/get-help-now/#sm.0001fzv5x412x5fd8pb4rq473hxxh>
 - Trevor Lifeline Text/Chat Services available 24/7 Text "TREVOR" to 678-678 <https://www.thetrevorproject.org/get-help-now/#sm.0001fzv5x412x5fd8pb4rq473hxxh>
 - Crisis Text Line: Text TALK to 741-741: <https://www.crisistextline.org/>

All school personnel and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal or are in need of help. While confidentiality and privacy are important, students should know that when there is risk of suicide, safety comes first.

For a more detailed review of policy changes, please see the district's full suicide prevention policy JLDDB.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

If a family becomes homeless and is a family in transition any time during the school year, please notify your child(ren)'s school counselor in order to receive services to help you during this transition. All matters of this concern will always be confidential and will be dealt with sensitively.

According to the McKinney-Vento Homeless Assistance Act, a family or youth is homeless if:

- They are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason
- Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative accommodations
- Living in emergency or transitional shelters
- Abandoned in hospitals
- Awaiting foster care placement
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Unaccompanied youth who are youth not in the physical custody of a parent or guardian.

All matters of this concern will always be confidential and will be dealt with sensitively.

DOVER MIDDLE SCHOOL COMMITMENT TO SCHOOL SAFETY

As a student of Dover Middle School, I pledge to help ensure that my school is a safe place to attend and to learn in. With my pledge, I promise to share with a teacher, counselor, or administrator any information that could result in someone being injured or harmed. If I am uncertain of the

seriousness of the concern, I will report it and allow the adults to make the judgment. I believe that my school should be a place where all students are treated with respect, receive a quality education, and feel safe. And I understand that I may remain anonymous when I report my concern. I may also give my name when reporting, and if I do, my report will remain confidential.

Recognizing that every student has the right to a safe environment where everyone is treated with respect:

- I understand that I have an essential role in school safety and violence prevention.
- I will immediately report any threats of violence, suicide, presence of weapons or explosives to a school administrator, counselor, or teacher, to allow them to investigate and determine the seriousness of the report.
- I will do all I can to stop the harassment or bullying of others.
- I will promote the acceptance of individual differences, recognizing that diversity contributes to the strength of the Dover Middle School.

VIDEO AND AUDIO RECORDING ON SCHOOL PROPERTY PROCEDURE

New Hampshire RSA 189:68 IV requires written consent of teachers and parents or legal guardians for recordings in classrooms. There are many valuable reasons why recordings may be useful in classrooms. Some uses include, but are not limited to:

- Creating a video presentation as part of any academic class;
- Student practice work in a music, photography, videography course or similar courses;
- Recording a speech therapy or English language session to evaluate a student's progress; and
- Videotaping student teachers for teacher education coursework.

The Dover School Board has held a public hearing to allow classroom recordings, as required by RSA 189:68 IV. The Dover School District is now seeking your permission for your student to participate in classroom recordings for educational purposes. Annual permission will be requested and may be included in yearly permission forms and FERPA notices.

Recordings will not be made available to the public (e.g., via website or newsletter) without your prior knowledge and consent. Recordings may be used in password-protected, restricted environments such as Google Classroom environments.

This law does not affect recordings outside of a classroom setting.

PARENT/GUARDIAN RESOURCE PAGE

*Student passwords should be private - user names only below.

Online Usernames:

Username: _____ For: _____

Username: _____ For: _____

Parent Portal: dovernh.infinitecampus.org/campus/portal/dover.jsp

Parent's Account Username: _____

Student's Account Username: _____

Lunch Account Website (to add funds): mymealtime.com

Username: _____

Additional Account Information:

REPORT CARD SIGNATURES

Parent signatures below indicate they have seen their child's progress report and report card. Students are required to obtain a signature at each reporting cycle.

Report Card Trimester 1: _____

Report Card Trimester 2: _____

Report Card Trimester 3: _____

DOVER MIDDLE SCHOOL HANDBOOK AGREEMENT FORM

The following pages must be signed and returned to Dover Middle School no later than Thursday, September 10th (4 school days). In terms of the standards in this handbook, the school administration retains discretionary authority to consider mitigating the unusual circumstances in a given case. The handbook takes notice of the fact that the school is obligated to treat every student as an individual according to his/her educational development. This handbook has been approved by the Dover School Board; therefore, it is a policy document.

Signing below indicates that we have read and understand the expectations of Dover Middle School including the **DMS Commitment to Safety (p.22-23)**, the **Acceptable Internet Use Procedures (p.17-18)** and the **Student Acceptable Use Form (p.18-19)** and the **Video and Audio Recording on School Property Procedure (p.23)**.

Student Name (please print): _____

First Period Teacher's name: _____

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

MEDIA PERMISSION

- I do NOT give permission for my child to appear in any newspaper, television show, or through Internet material originating from the Dover School District as described in the Media Permission section in this handbook (p. 20).

Parent/Guardian Signature

Date

DOVER MIDDLE SCHOOL
“KEEPING OUR CHILDREN SAFE”

As part of Dover Middle School’s efforts to provide a safe environment for our students, please complete this form and return it to your child’s homeroom teacher in order to provide us with current information regarding the status of pending court orders denying school visitation and contact by spouses, relatives, or others. ALL PARENTS OR GUARDIANS MUST COMPLETE AND RETURN THIS FORM.

Child’s Name: _____ Grade: (circle one) 5 6 7 8

Please check the appropriate option and sign below:

OPTION A

- There are no court orders in place that need to be brought to the attention of school personnel concerning my child.

OPTION B

- There is a court order in place regarding guardianship (temporary or permanent), custodial arrangements that limit or prohibit contact or visitation, orders that affect educational decision making or access to school, etc.

Judgments and actions cannot be determined on verbal information. Documentation (copies of court orders) is required for enforcement.

* I have provided the school with this documentation. Yes _____ No _____

(If you answered “NO,” this information must be provided to the guidance department immediately or we cannot guarantee the safety of your child).

I understand that it is my responsibility as a custodial parent or guardian to provide the Dover Middle School with new and updated information (and a copy of court orders) regarding the above-mentioned issues.

Signature: _____ Date: _____

Phone: (home) _____ (work) _____ (cell) _____

Thank you for your assistance in this most important matter.
“Your child’s safety is our first priority.”

Proposed Changes to DHS Student-Family Handbook

2023 - 2024

Specific Changes

- Pg. 3 Review Welcome Message: do we need paragraph 2? If so, change date in paragraph 2 (2021-2022 → 2023 - 2024);
- Pg. 5 School Administration:
 - *Some emails are hyperlinked; some are not (blue vs. black).
 - Remove Thomas Waldron; replace with Meredith Lapoint (m.lapoint@dover.k12.nh.us)
 - Remove Samantha Tukey; replace with Kori Kennedy (k.kennedy@dover.k12.nh.us)

Page 7: Respect & Responsibility = Success at DHS (added new behavior matrix chart)

School-wide Expectation	Respect	Responsibility	= SUCCESS
<i>I can demonstrate</i>	Social Commitment	Commitment to Learning	21st Century Expectations
Learning commons & classrooms	Honor personal property Be positive and show tolerance	Arrive on time and ask for permission to leave Ask for help when needed and don't give up	Establish and pursue academic goals Communicate clearly and effectively Work independently and collaborate
Hallway, TSQ, Assemblies & Bathrooms	Express yourself within posted guidelines Be considerate of walls and common spaces	Remain chemical free Contribute to comfortable environment Clean up your own space	Be involved and engaged in the greater community in meaningful ways Make positive contributions to the culture and climate of the school Solve problems creatively Demonstrate respect for and acceptance of the diversity

School-wide Expectation	Respect	Responsibility	= SUCCESS
<i>I can demonstrate</i>	Social Commitment	Commitment to Learning	21st Century Expectations
Doors, Parking Lot, and school obligations	Use front doors as primary entrance Use designated doors as exits Follow posted parking procedures	Report spills, vandalism, excessive trash in bathrooms, parking violations Close doors propped open Communicate about obligations and payment	Assumes responsibility for one's own actions

Pg. 10: Academic Integrity: change to language in the right column below.

ACADEMIC INTEGRITY At Dover High School we take pride in our work. Academic integrity is expected of all students. Tests, quizzes, projects and assignments must be representative of our own efforts. If a student is caught cheating or plagiarizing an assignment, the student will receive an academic consequence for the assignment, which in most cases will mean a grade of zero for the assignment, and the teacher will contact the parent(s) or guardian. Additional disciplinary action may be taken depending on the severity, extent, and occurrence(s) of the cheating or plagiarizing. <u>Breaches of academic integrity include:</u> Plagiarism – The use or reproduction of the published or unpublished work of another without acknowledgement through proper citations and may include the copying and submission of an assignment or parts of an assignment written by another student. This includes but is not limited to work produced by another student, an author, or found on the internet. Student work must be written in the student's own words. Guidance in avoiding plagiarism is offered through English classes and is reinforced in other disciplines as well. A student should always consult his/her teacher for concerns around proper rewording, quotations, and citations.	Academic Integrity At Dover High School we take pride in our work. Academic integrity is expected of all students. Tests, quizzes, projects and assignments must be representative of our own efforts. <u>Breaches of academic integrity include:</u> Plagiarism – The use or reproduction of the published or unpublished work of another without acknowledgement through proper citations and may include the copying and submission of an assignment or parts of an assignment written by another student. This includes but is not limited to work produced by another student, an author, artificial intelligence, or found on the internet. Student work must be written in the student's own words. Guidance in avoiding plagiarism is offered through English classes and is reinforced in other disciplines as well. A student should always consult his/her teacher for concerns around proper rewording, quotations, and citations.
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Cheating – The unauthorized use of notes, textbooks, oral, visual, or electronic communication, online translators or other aids during an exam, quiz or related assignment as well as the copying of the work of another student during an exam, quiz, or course assignment. The use of electronic devices to store, copy, and distribute materials students are not supposed to possess is an act of cheating. Giving assistance in this manner is as much cheating as receiving the assistance.

Duplication – The use of the same or closely related paper or report for more than one class without the permission and knowledge of the instructors.

Alteration/Fabrication of Data – The submission of data not obtained by the author and presented as his/her own or the alteration of another student's data, which is then presented as his/her own.

Unauthorized Collaboration – The sharing of quiz/exam questions or answers with another student without the permission of the teacher. This also includes the submission of a lab report authored by a lab partner or partners which was instructed to be an "individual" assignment or any group collaboration on assignments expected to be completed individually.

Participation/Facilitation of acts of academic dishonesty

- Stealing tests, quizzes, or student work
- Alteration of academic records including grades on assignments, tests, progress reports or report cards
- Sabotaging the work of another student
- Distribution of materials for the purpose of cheating
- The offer of a bribe to any student or staff in exchange for special consideration
- The misuse of school, student, or teacher resources including print or electronic library resources.
- The misuse of computer equipment used for assessment purposes

Cheating – The unauthorized use of notes, textbooks, oral, visual, or electronic communication, online translators or other aids during an exam, quiz or related assignment as well as the copying of the work of another student during an exam, quiz, or course assignment. The use of electronic devices to store, copy, and distribute materials students are not supposed to possess is an act of cheating. Giving assistance in this manner is as much cheating as receiving the assistance.

Duplication – The use of the same or closely related paper or report for more than one class without the permission and knowledge of the instructors.

Alteration/Fabrication of Data – The submission of data not obtained by the author and presented as his/her own or the alteration of another student's data, which is then presented as his/her own.

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Participation/Facilitation of acts of academic dishonesty

- Stealing tests, quizzes, or student work
- Alteration of academic records including grades on assignments, tests, progress reports or report cards
- Sabotaging the work of another student

● Sharing information about the content of an assessment with a student who has not yet participated in that assessment ● Any use of electronic devices to distribute class work, homework and examinations for the purpose of cheating	● Distribution of materials for the purpose of cheating ● The offer of a bribe to any student or staff in exchange for special consideration ● The misuse of school, student, or teacher resources including print or electronic library resources. ● The misuse of computer equipment used for assessment purposes ● Sharing information about the content of an assessment with a student who has not yet participated in that assessment ● Any use of electronic devices to distribute class work, homework and examinations for the purpose of cheating (ex. Sharing Google documents) NEW!! ● The use of Artificial Intelligence (AI) to develop work without explicit instructions from the teacher If a student is caught cheating or plagiarizing an assignment, the student will receive an academic consequence for the assignment. Additional disciplinary action may be taken depending on the severity, extent, and occurrence(s) of the cheating or plagiarizing. (School Board Policy IKL, updated 11/2022) Consequences for academic dishonesty can include: ● <u>Accidental or unintentional plagiarism:</u> ○ Allow the student to add appropriate missing information (ex. In-text citations, works cited page, etc.)
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	○ Reassess the assignment from an earlier draft, outline, or notes ● <u>Intentional plagiarism or dishonesty:</u> First offense: ● Teacher and student meet to discuss the infraction. ● The initial grade will be entered as a zero (0) with the option for the student to reassess the assignment. ● The teacher will email parents to let them know about the infraction. ● The offense will be recorded in the student information system Second offense: ● Teacher and student meet to discuss the infraction. ● The initial grade will be entered as a zero (0) with the option for the student to reassess the assignment. ● The teacher will email parents and the Dean of Instruction to let them know about the infraction. ● The offense will be recorded in the student information system
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	● Student will receive an after school detention Additional Potential Consequences: ● Receive a zero for the assignment with no ability to reassess ● Potential dismissal from Honor Societies ● Record of dishonesty on permanent record which could impact: GPA, class standing, college acceptance opportunities, and reduce the potential for scholarships and awards
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page 20: Personal Electronic Devices

Remove sentence,

With consent of parents, students can share information on their phones or provide screenshots to the Administration.

Page 14: Tardy to School
Updated with student responsibility

TARDY TO SCHOOL Accurate attendance is an important component of student safety and arriving on time develops personal responsibility. Students who arrive at school late must check with the main office attendant to be admitted to class. Students arriving after first block will be marked as a class cut by the teacher and given due process. Any student who is late five (5) times in a quarter or multiple of five (5) thereafter will be scheduled for an intervention. Only documented tardiness (proof of medical or court appointment) will exempt a student from ASI. Ten (10) or more tardies in a semester may impact eligibility for a campus parking permit.	TARDY TO SCHOOL Accurate attendance is an important component of student safety and arriving on time develops personal responsibility. Students who arrive at school late must check with the main office attendant to be admitted to class. Students arriving after first block will be marked as a class cut by the teacher and given due process. Any student who is late five (5) times in a quarter or multiple of five (5) thereafter should schedule makeup time with their respective teacher. Only documented tardiness (proof of medical or court appointment) will exempt a student from ASI. Ten (10) or more tardies in a semester may impact eligibility for a campus parking permit.
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UNEXCUSED ABSENCE FROM CLASS (CUT) A student who has an unexcused absence from class will be subject to the following actions: Assignment of one day of After-School Intervention (ASI). Participation in school-sponsored activities may be revoked when ten or more cuts have taken place during a semester. Students who are placed in ASI more than five (5) times for cutting class will initiate a parent/administrator conference to determine necessary interventions.	UNEXCUSED ABSENCE OR CLASS CUT A "cut" is defined as an absence based upon a deliberate decision by a student, or group of students, to not attend class for no valid reason. A student who has cut class may face consequences including: ● Scheduled After-School Intervention (ASI) ● Participation in school-sponsored activities may be revoked when high absenteeism or ten or more cuts have taken place during a semester. ● Students who are placed in ASI more than five (5) times for cutting class will initiate a parent/administrator conference to determine necessary interventions.



DOVER SCHOOL DISTRICT

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Dover NH School District Title I Needs Assessment 2023-2024



DOVER SCHOOL DISTRICT

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School District Background

Dover, NH is a small city located in Strafford County in the southeastern part of the state. As of the 2020 United States Census, the population of Dover was approximately 32,000 people. The city covers an area of about 29 square miles, with the downtown area situated along the Cocheco River. The makeup of Dover is predominantly white, with a small percentage of Asian, Black or African American, Hispanic or Latino, and other ethnic groups. The city is home to a mix of residential, commercial, and industrial areas, with a strong focus on healthcare, education, and technology industries. Dover is also known for its vibrant arts and cultural scene, historic architecture, and scenic outdoor attractions, such as hiking trails, parks, and beaches.

The school district is made up of three elementary schools (grades K-4): Garrison Elementary School, Frances G. Hopkins at Horne Street Elementary School, and Woodman Park Elementary School, Dover Middle School (grades 5-8), and Dover High School (grades 9-12). The high school has a career technical center (grades 9-12) that includes the sending towns of Nottingham and Barrington. Currently, the district enrollment is approximately 3,732 students with 816 teachers and staff.

Woodman Park Elementary School

Woodman Park Elementary School (WPS) is one of three elementary schools in the Dover School District. There are roughly 450 students who attend Woodman Park, including those attending a robust integrated preschool program housed at WPS. The Dover Housing Authority (DHA) complex is situated within the Woodman Park catchment area and includes the wonderful Seymour Osman Community Center which serves children and families living within the DHA. The Seymour Osmond Center is a close partner of the Woodman Park Elementary community. Woodman Park School has been a whole-school Title I school for many years. Currently, approximately 41% of students qualify for Free/Reduced Lunch.

Six and a half Title I tutors and one Title I Coordinator support the academic needs of struggling students at Woodman Park School. Additionally, WPS also has a literacy coach who works closely with classroom teachers, the reading team, and the Title I team to ensure that instructional practices are meeting student needs as it relates to literacy achievement. WPS also has a part-time Family



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Engagement Coordinator who collaborates with the Director of the Seymour Osman Community Center to connect with families and plan at least monthly family engagement events.

The Woodman Park School Community is invested in increasing student achievement by creating and embracing a culture that expects all students and educators to maximize individual learning. At Woodman Park School, we believe that teaching manners like saying “please” and “thank you” while holding the door open for a visitor is as important as teaching reading or math. We are a ‘Statue of Liberty’ School where we accept all students for who they are and find a way to teach them in the most effective way that we can. We respect that our students come to us with a certain amount of knowledge and values while we enhance the positive skills that they will use for the rest of their lives.

Dover Middle School

Dover Middle School (DMS) is a diverse and inclusive learning community committed to providing a high-quality education to all students. The school serves students in grades five through eight, with a total enrollment of approximately 1,011 students. The student population includes a mix of ethnicities, cultures, and socio-economic backgrounds, with a significant proportion of students identified as economically disadvantaged and requiring additional academic and social-emotional support. Currently, there are approximately 25% of students who qualify for Free/Reduced Lunch.

The school offers a range of programs and services to meet the diverse needs of its student body, including special education, English language learner support, and a variety of enrichment and extracurricular activities. The Title 1 staff is made up of two Title 1 Tutors, one part-time Social Worker, one part-time Instructional Coach, and one Title 1 Coordinator. Despite some challenges, Dover NH Middle School has a dedicated faculty and staff, strong leadership, and a commitment to continuous improvement to ensure that all students are prepared for success in high school and beyond.

The middle school is working diligently to increase its Title 1 family engagement as it is a critical component of a successful Title 1 middle school program. A robust family engagement program can help build strong partnerships between schools and families, increase student motivation and engagement, and improve academic outcomes. By recognizing and valuing the diversity of families



DOVER SCHOOL DISTRICT

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and cultures within the school community, and creating opportunities for families to share their knowledge, perspectives, and experiences, DMS is working to strengthen its program.

Data Sources:

Please see Appendix A for data graphs

Performance Data	Non-Performance Data	Perception Data
NHSAS - ELA and Math Proficiency - overall (3 & 4)	Free and Reduced Lunch Eligibility	Family Engagement Feedback
STAR - Reading and Math Proficiency - Title I (1-8)	Limited English Proficiency	Culture and Climate Survey
aimswebPLUS - Oral Reading Fluency (1-4)	Students with Disabilities	
aimswebPLUS - Early Literacy Composite (K)	In School Suspension Rate	
	Out of School Suspension Rate	
	Chronic Absenteeism Rate	



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Performance Data - WPS

Third graders as a whole at Woodman Park Elementary (WPS) were 51% proficient on the NHSAS in math this year. 29% performed at level 2 and 21% performed at level 1. Third graders at WPS were 58% proficient on the NHSAS in ELA this year. 21% performed at level 2 and 22% performed at level 1.

Fourth graders as a whole at WPS were 34% proficient on the NHSAS in math this year. 29% performed at level 2 and 38% performed at level 3. Fourth graders at WPS were 38% proficient on the NHSAS in ELA this year. 18% performed at level 2 and 44% performed at level 1.

The discrepancy between the two grade levels is significant and since the curriculum materials and the intervention blocks were similar between the two grades, likely speaks to the specific need the fourth graders demonstrated this year. There were extraordinary socio-behavioral challenges which clearly impacted their academic performance and proficiency. Midway through the year, the new family engagement coordinator provided supplemental support for fourth graders so that they could receive targeted, direct instruction with positive socio-behavior skills. Continuing this support would be beneficial for students in need.

STAR - Title I Students

The STAR reports included in the Appendix isolate only those students who received Title I intervention at some point during the year. This assessment indicates that overall, 43% of 1st - 4th grade students receiving Title I services are performing at the proficient level in math (level 3 or 4). This assessment indicates that overall, 48% of 1st - 4th grade students receiving Title I services are performing at the proficient level in reading.

In math, there are 33% of students receiving Title I services who performed at level 2. This is a large percentage and if Title I was able to integrate more intensive math intervention into their services, perhaps these students would move into the proficient range. In reading, there are 24% of students receiving Title I services who performed at level 2. While not as high a percentage as in math, it would be beneficial to focus on the students at this level to perform deeper diagnostic testing to determine their particular areas of need so that instruction can be more targeted.



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Conclusions:

- Integrate math intervention as much as the schedule will allow, focusing on the 33% of students at level 2.
- Perform diagnostic testing in reading to ensure that students' needs are being targeted with the intervention program they are engaged in.
- Continue to leverage the family engagement coordinator as well as the school counselors to provide direct instruction with positive socio-behavioral skills so that students can more effectively access academic learning.
- Consider increasing the number of Title I interventionists from 6.5 to 7 full time interventionists so that more students can access Title I support and intervention services.

Kindergarten - aimswebPlus

This year aimswebPlus was adopted as the dyslexia screener as well as our universal screener for grades K-4. At the Kindergarten level, auditory vocabulary results match the national norm. This is an area of strength for WPS Kindergarteners. Approximately 79% of students score at or above the 26th percentile, which is in the average or above average range. Conversations, read aloud opportunities, oral instruction, and students' prior knowledge are contributing to this high level of achievement.

Composite scores at the kindergarten level include Letter Naming Fluency and Letter Word Sound Fluency measures. These measures indicate that the national average is above where our students are performing. On Letter Naming Fluency - 39% scored at or above the 26th percentile. On Letter Word Sound Fluency - 52% scored at or above the 26th percentile. Strong Tier 1 instruction would be indicated by 80% of students meeting these benchmarks.

Conclusions:

- Improvements to Tier 1 instruction will help ensure that fewer students need access to targeted Tier 2 and 3 intervention. As a district, we are beginning the process of adopting a new literacy program which will be more closely aligned to the science of reading research. Using high quality, vetted materials is a primary support that classroom teachers will have to increase the performance of their students.



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- Help students understand the task of the assessment - many of them were using routines/strategies from Foundations which slowed down the automaticity.
- The location where test administration occurs needs to be considered - a less noisy and distracting environment is preferable.
- Pull back from students using key words and sounds a little earlier in the year (winter?) so that students are not overly relying on those supports.
- Do some of the automaticity routines with just the letter cards to reinforce this skill.
- Be more explicit with vocabulary - what *letter* is this? what *sound* does this make?

1st and 2nd grade - aimswebPlus

Both grade levels did not perform as strongly as the national norm for ORF in the spring. Winter - 43.9% (91 students) scoring at or above. Spring - 37.2% (86 students) at or above. Half of the 1st grade students did not meet the benchmark. This has implications for Title I services and the number of students who need it. This again points to the core programming.

Conclusions:

- Need to have FUNdations data - what is that saying about their skills? Are they retaining it there, but not transferring it on aimsweb?
- Need a robust Tier 1 curriculum, FUNdations (and Heggerty) is not the core curriculum. See note above regarding our district process.
- Our current programming does not have common formative assessments (CFAs) to use to examine the data.

3rd and 4th grade - aimswebPlus

3rd and 4th graders scored closer to the national norm. 64% of 3rd graders are at or above. 66% of 4th graders are at or above. Time is a challenge for intervention blocks, but Title I is trying to be flexible about schedules. There is a lot of transitioning for students which is good for movement but can be difficult for consistent instructional blocks. 4th graders in particular have significant socio-



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behavioral challenges that have impacted instruction and learning time. Not sure what explains the data in terms of level of proficiency since it's better than we might expect given these challenges. Perhaps, some students have simply needed time and are now starting to put the pieces together.

Conclusions:

- We need more time with FUNdations - that's a new supplement to the core programming.
- Continue the best practices in literacy that they're already doing - but keep our goal for 80% proficiency.
- We need to look at our schedule in terms of intervention blocks and transition times.

Performance Data - DMS

The STAR data analysis for the middle school Title 1 students reveals crucial insights about the proficiency levels and areas of improvement for reading and math among the assessed students. In reading, it is observed that 76% of students are less than proficient. To better understand the factors contributing to this outcome, further analysis is needed. Specifically, it is important to investigate whether fluency affects the reading outcomes within this group. Additionally, exploring whether time constraints, such as rushing through or being timed out, play a role in their performance is crucial.

Comparing grade levels, grades 6 and 7 exhibit larger deficiencies in reading compared to grades 5 and 8. A targeted analysis of the specific areas where these grades struggle the most can help inform interventions and support strategies. It is also noted that more time has been invested in language arts (LA) resources. Evaluating the effectiveness of these resources and identifying potential gaps will ensure optimal resource allocation to meet the students' needs effectively.

Turning to math, a significant need for improvement is evident as 94% of students receiving Title 1 services assessed are less than proficient. Among these students, it is discovered that they have been exposed to Bridges and Illustrative math programs for only



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one complete year. This limited exposure might contribute to the observed low proficiency levels. Therefore, further investigation into the impact of program duration on math proficiency is warranted.

Furthermore, the data analysis emphasizes the need to provide more training in math programs, particularly Bridges and OGAP. Implementing targeted professional development workshops and training programs can enhance teachers' skills and knowledge in these math programs, consequently improving student outcomes.

Conclusions:

- The Title 1 needs assessment data analysis highlights areas that require attention and intervention in both reading and math
- Understanding the impact of fluency, time constraints, and grade disparities in reading, along with addressing the limited exposure to math programs and the need for additional training, will lead to improved proficiency levels among Title 1 students.
- By implementing targeted interventions, professional development, and resource reallocation, educators can effectively support the needs of these students and promote their academic success.
- Consider adding an additional Title I interventionist to help address the significant need as demonstrated by these data. An additional interventionist will allow more students on the roster to receive Title I targeted intervention and support.



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Non-Performance Data

Woodman Park Elementary School			
	2020	2021	2022
FRL Eligibility	45.53%	47.78%	47.52%
District Limited English Proficiency	3.67%	4.07%	4.25%
Students with Disabilities	28.32%	30.07%	29.62%
In School Suspension Rate	1.17%	0.26%	0.54%
Out of School Suspension Rate	0.23%	0.00%	0.27%
Chronic Absenteeism (≥ 10% of scheduled days)	7.16%	27.03%	33.08%

Non-Performance Data Analysis:

FRL eligibility: There was a slight increase in the year 2021 in our FRL population. Questions have been raised as to whether these numbers accurately reflect the reality our families are experiencing due to the barrier that the Household Application for Free and Reduced Price School Meals may present. The number increasing indicates that there is a higher level of need meeting the basic needs of our students.

Limited English Proficiency: We've seen an increase in 2022 in our Multilingual families. Questions have been raised about the support that families need to complete the "form" - language barrier, cultural barrier, etc. Are these percentages accurate based on the total number of students in attendance?



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Students with Disabilities: This is a very high percentage of our total student population. There is a recognition that the supports that are beneficial to students with disabilities may also be beneficial for other non-identified students. It is important to recognize strategies that are beneficial so that they can be used more widely.

Suspension rate: Overall the numbers indicate that suspension does not occur with much frequency - at the elementary level this may not be the most appropriate consequence. Our goal is that these numbers would essentially be zero - we want students in school where they can learn.

Chronic Absenteeism: These numbers also include students who have had to quarantine due to COVID. The numbers are still very high. The cultural shift in valuing in person attendance may have shifted. Students need to be present in school in order to learn. This is a high priority.

Non-Performance Data Conclusions:

- The Dean of Students at WPS is leading a task force on attendance which will help us identify the causes and begin to address solutions. The findings from that task force will be incorporated into our plans to support Title I programming.
- Continue to identify and support families in meeting their basic needs through the support of school counselors, ESOL teachers, Family Engagement Coordinator.
- Continue to build relationships with families to ensure that their basic needs are met.
- Leverage the Family Engagement Coordinator at the beginning of the year to identify and connect families with support in completing the FRL application.
- Ensure that the numbers of FRL eligible families accurately reflect the needs in the school.
- Identify the barriers that get in the way of families accessing the supports they need.
- Provide parent education through the Family Engagement Coordinator and school counselors on the importance of school attendance and full family engagement in the educational process.



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Dover Middle School			
	2020	2021	2022
FRL Eligibility	30.68%	29.20%	26.89%
District Limited English Proficiency	3.67%	4.07%	4.25%
Students with Disabilities	21.35%	20.39%	20.95%
In School Suspension Rate	3.43%	0.19%	6.27%
Out of School Suspension Rate	2.59%	1.06%	5.78%
Chronic Absenteeism (≥ 10% of scheduled days)	Data Incomplete	20.59%	34.32%

Non-Performance Data Analysis:

FRL eligibility: FRL dropped as we did not have to report again until 2022. Families completing paperwork currently, could have skewed the data. Would utilizing the family engagement coordinator at the middle school help our families successfully return this paperwork?

Limited English Proficiency: Are ESOL students/families getting the FRL paperwork or understanding what it is and its benefits? Would utilizing the family engagement coordinator in conjunction with translators/ESOL staff at the middle school help our families successfully return this paperwork?

Students with Disabilities: Disability rate stays fairly consistent. With the lack of Tier 1 & 2 supports, we often find students are referred to Tier 3, who may not have been if there were more supports in place.



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Suspension Rate: 2021 Suspension Rate significantly low due to remote learning and students not fully returning to school until March 2022. Suspension Rate practically doubles highlighting the social/emotional needs, the need for re-acclimating students to school and class expectations and the need for community building activities that foster respect for others and education.

Chronic Absenteeism: With a significant rise in 2022 from 2021, many struggle with coming back to in-person learning and stronger academic expectations/rigor. On top of typical middle school social pressures, there is a heavier pressure coming out of the pandemic due to those not having the ability to hide off camera. Many students coming out of the pandemic are having difficulty handling peer relationships. Staying home solves that problem in their mind. We wonder what percentage of students who are part of the School Suspension rate, are also part of the Chronic Absenteeism rate.

Non-Performance Data Conclusions:

- To address the drop in FRL data and improve paperwork completion, it is recommended to leverage the family engagement coordinator at the middle school. Their involvement can assist in facilitating successful return of required paperwork and ensuring accurate eligibility reporting for FRL.
- In order to better support ESOL students and families in accessing and understanding FRL paperwork, the next step would be to collaborate with the family engagement coordinator, translators, and ESOL staff at the middle school. This collaborative effort can enhance communication and provide necessary support to increase the return of FRL paperwork.
- Considering the consistent referral of students to Tier 3 interventions, it is crucial to implement additional Tier 1 and 2 supports. The next step should involve developing and implementing comprehensive support systems to address students' needs and reduce unnecessary referrals to Tier 3.
- The significant increase in suspension rate highlights the need for proactive measures to address social and emotional needs, facilitate re-acclimation to school expectations, and foster respect for others and education. The next step should involve implementing community-building activities and interventions that target social-emotional well-being to reduce the suspension rate and promote a positive school environment. This will include providing training to more administrators and staff on restorative practices and a Responsive Classroom based approach.
- Given the rise in chronic absenteeism, it is important to address the challenges students face in transitioning back to in-person learning and managing peer relationships. The next step would be to leverage the increase in teachers and



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administrators using restorative practices and develop routines and strategies that address the academic and social pressures experienced by students. This may involve targeted interventions, increased support for peer relationships, and fostering a sense of belonging to reduce chronic absenteeism and promote regular school attendance.

Perception Data

Woodman Park Elementary School				
	RSVP		Signed In at Event	
	Total	Families	Total	Families
Wildlife Encounters	368	104	26	88
Mad Science	248	71	120	37
Marty Kelley - author	83	26	20	7
Diversity Celebration	113	37	36	8
Community Fair	229	64	179	59

	Event Satisfaction					
	1	2	3	4	5	Average
Wildlife Encounters	2.30%	1.10%	3.40%	18.20%	75.00%	4.63



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Mad Science	0%	10.80%	8.10%	21.6%	59.50%	4.29
Marty Kelley - author	0%	0%	0%	0%	100.00%	5.00
Diversity Celebration	0%	0%	0%	8.30%	91.70%	4.92
Community Fair	1.69%	0%	1.69%	11.86%	84.75%	4.78

	Title I Progress Satisfaction					
	1	2	3	4	5	Average
Wildlife Encounters						
Mad Science	0%	0%	16.70%	16.70%	66.70%	4.5
Marty Kelley - author						
Diversity Celebration	0%	0%	0%	16.67%	83.33%	4.83
Community Fair	2.63%	0%	10.53%	7.89%	78.95%	4.61

Perception Data Analysis:

Through regular surveys at each family engagement event, families indicated an average satisfaction rate of 4.65/5 with Title I programming at Woodman Park School. Next year, we plan to try to increase the participation in the survey so that we can get a larger response. We will continue with our monthly family engagement events at Woodman Park School as well as trimester family engagement events at Dover Middle School for Title I students.



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Our district conducted a culture and climate survey done by The Ohio State University, the overall results for Woodman Park School and Dover Middle School are included in the Appendix. We felt it was important to share this high level feedback because the culture and climate of the buildings that our students who receive Title I services are in, impacts their experience.

Overall, Woodman Park Elementary received “Emerging” results in all categories on the survey conducted by parents and caregivers. The highest rating was for Experiences of Teacher and School Support, and the lowest rating was for School and Community Support Services for Parents/Caregivers. It must be noted that 92.9% of respondents were white and 100% of respondents spoke English as their first language. When this survey is conducted in the future, it would be of utmost importance to gather feedback from a wider representation of respondents. In the staff survey, the results were more mixed, with three areas receiving “Needs Improvement” results. Those categories include: Student Safety, Student Internalizing Behaviors, Student Externalizing Behaviors. The category that received the highest rating is Student School Connectedness.

The same culture and climate survey was administered at Dover Middle School and in addition to parents/caregivers and staff responses, students themselves also participated in the survey. The lowest rated category for parents/caregivers was School Support for Parent/Caregiver Engagement with a “Needs Improvement” rating. The highest rated category for parents/caregivers was Engagement Efficacy, which speaks to the degree that parents and caregivers feel they have time and energy to devote to their child’s school and education. The highest rated category by staff was Student Safety and the lowest rated category was Student Internalizing Behaviors. This year a part-time Social Worker for Title I students was hired mid-year. We plan to continue this position from the beginning of the year to help address these internalizing behaviors for Title I students. Lastly, the students rated Peer Relationships the highest category and Externalizing Behaviors was the lowest rated.

Conclusions:

- Continue with monthly family engagement events at WPS and trimester family engagement events at DMS.
- Make an effort to get more stakeholder feedback at family engagement events by setting aside time during the event for families to scan the QR code and provide feedback.



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- Consider making the part-time Family Engagement Coordinator at WPS a full-time Social Worker position to provide greater support for students internalizing and externalizing behaviors.
- Consider how a full-time Family Engagement Coordinator at WPS could be shared or leveraged to help support family engagement events at DMS.
- Continue the part-time Title I Social Worker at DMS.



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Stakeholder Participants	
Siobhan Mehalek	Co-Director of Curriculum, Instruction, and Assessment
Kiley Hemphill	Co-Director of Curriculum, Instruction, and Assessment
Travis Bickford	Director, MTSS
Patrick Boodey	Principal, Woodman Park Elementary School
Dianna Breneman	Title I Coordinator, Woodman Park Elementary
Emma Rossi	Family Engagement Coordinator
April Eastman	Classroom teacher, Woodman Park Elementary
Amy Mahan	Reading Specialist, Woodman Park Elementary
Alexis Corbin	School Counselor, Woodman Park Elementary
Nabia Fortier	PTA President, Woodman Park Elementary
Kim Lyndes	Principal, Dover Middle School
Kasey Lewis	Title I Coordinator, Dover Middle School
Kim Conrad	Classroom teacher, Dover Middle School



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Jillian Brickley	Classroom teacher, Dover Middle School
Monique Foote	Parent



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Appendix A

- WPS NHSAS ELA Spring 2023
- WPS NHSAS Math Spring 2023
- Title I STAR WPS 2022 2023
- WPS Title I STAR math 2022-2023
- WPS aimswebPlus Spring Auditory Vocabulary - Kindergarten
- WPS aimswebPlus Spring Early Literacy Composite (LNF+LWSF) - Kindergarten
- WPS aimswebPlus Spring ORF by grade level 1 to 4
- DMS Title 1 STAR Consolidated 2022 2023
- DMS Title I STAR Math 2022-2023
- WPS Parent/Caregiver CAYCI Report - Dover 2023 Summary
- WPS Teacher/Staff CAYCI Report - Dover 2023 Summary
- DMS Parent/Caregiver CAYCI Report - Dover 2023 Summary
- DMS Teacher/Staff CAYCI Report - Dover 2023 Summary
- DMS Student CAYCI Report - Dover 2023 Summary

Average Score and Performance Distribution, by Assessment: Dover, 2022-2023

Filtered By **School:** Woodman Park School | **Rosters:** All Roster | **Test Reasons:** All Test Reasons |

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Summative: ELA Grade 3	SAS Summative	3	Spring 2023 (SAS Summative)	73	586 ± 5	 Percent Count 22% 21% 32% 26% 16 15 23 19	05/11/2023
Summative: ELA Grade 4	SAS Summative	4	Spring 2023 (SAS Summative)	66	591 ± 6	 Percent Count 44% 18% 23% 15% 29 12 15 10	05/17/2023

Average Score and Performance Distribution, by Assessment: Dover, 2022-2023

Filtered By **School:** Woodman Park School | **Rosters:** All Roster | **Test Reasons:** All Test Reasons |

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Summative: Math Grade 3	SAS Summative	3	Spring 2023 (SAS Summative)	73	427 ± 4	Percent Count 21% 15 29% 21 33% 24 18% 13	05/24/2023
Summative: Math Grade 4	SAS Summative	4	Spring 2023 (SAS Summative)	66	441 ± 5	Percent Count 38% 25 29% 19 20% 13 14% 9	05/22/2023

School

Date Range

Any Characteristics

Woodman Park ElementarySchool 08/01/22–06/30/23 Title I

District

Dover School District

Grade ▲	Less than Proficient				Proficient				Star Reading Participation			
	Level 1		Level 2		Level 3		Level 4		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade K	-	-	-	-	-	-	-	-	0	0%		100%
Grade 1	18	72%	5	20%	2	8%	0	0%	25	83%	5	17%
Grade 2	15	27%	12	22%	10	18%	18	33%	55	100%	0	0%
Grade 3	11	16%	18	26%	17	24%	24	34%	70	100%	0	0%
Grade 4	16	25%	15	24%	14	22%	18	29%	63	100%	0	0%
All Students Summary	59	28%	50	24%	43	20%	60	28%	212	98%	5	2%

School

Date Range

Any Characteristics

Woodman Park ElementarySchool 08/01/22–06/30/23 Title I

District

Dover School District

Grade ▲	Less than Proficient				Proficient				Star Math Participation			
	Level 1		Level 2		Level 3		Level 4		Tested		Not Test ed	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade K	-	-	-	-	-	-	-	-	0	0%		100%
Grade 1	10	34%	12	41%	6	21%	1	3%	29	97%	1	3%
Grade 2	10	18%	19	35%	16	29%	10	18%	55	100%	0	0%
Grade 3	12	17%	19	27%	27	39%	12	17%	70	100%	0	0%
Grade 4	18	29%	23	37%	16	25%	6	10%	63	100%	0	0%
All Students Summary	50	23%	72	33%	65	30%	29	13%	216	100%	1	0%

Report
 Benchmark Distribution

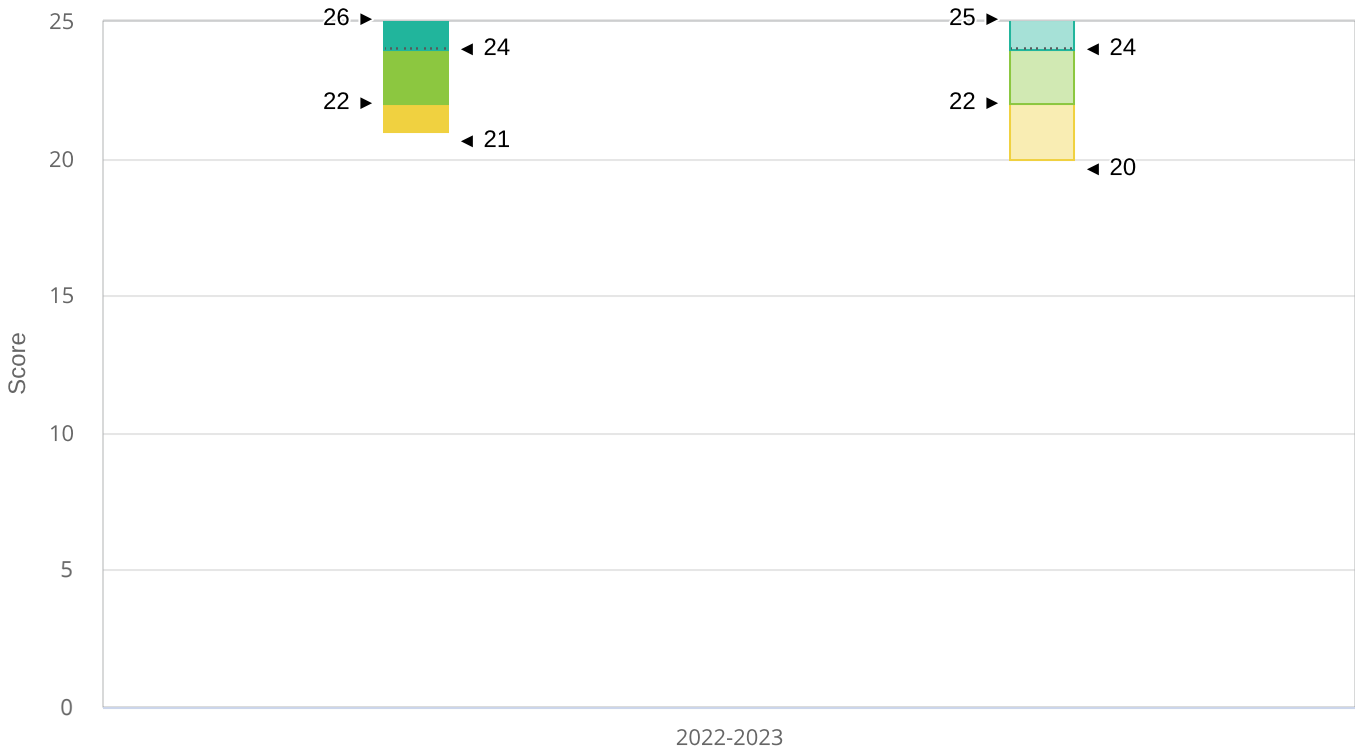
School Year
 2022-2023

Period
 Spring 2022-2023

Roster
 Woodman Park Elementary School

District: District 11 Dover | Test: Auditory Vocabulary | Grade: K | Demographics Selection: Not Filtered

Show: ■ School Years
 Comparison: ■ National Norms
 - - - Median

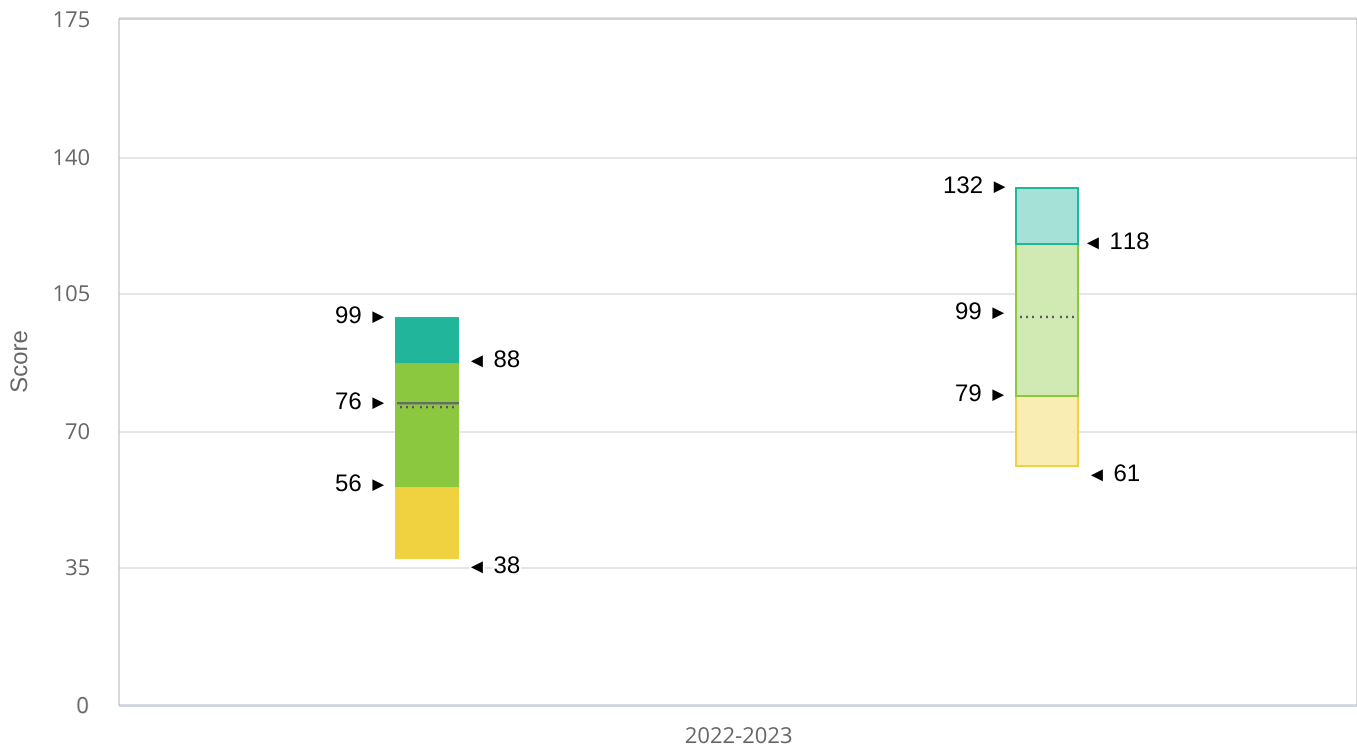


Comparison: National	2022-2023
90-99th %ile	N/A
75-89th %ile	22 (34.4%)
26-74th %ile	29 (45.3%)
11-25th %ile	9 (14.1%)
1-10th %ile	4 (6.3%)
Total Students	64
Mean	23.3
Standard Deviation	2.46

Report **School Year** **Period** **Roster**
 Benchmark Distribution 2022-2023 Spring 2022-2023 Woodman Park Elementary School

District: District 11 Dover | Test: Early Literacy | Grade: K | Demographics Selection: Not Filtered | Target: Account (30 %ile)

Show: ■ School Years **Comparison:** ■ National Norms --- Median — Target



Comparison: National	2022-2023
90-99th %ile	0 (0.0%)
75-89th %ile	1 (1.5%)
26-74th %ile	30 (45.5%)
11-25th %ile	15 (22.7%)
1-10th %ile	20 (30.3%)
Total Students	66
Mean	71.4
Standard Deviation	27.30

Report

Benchmark Distribution

School Year

2022-2023

Period

Spring 2022-2023

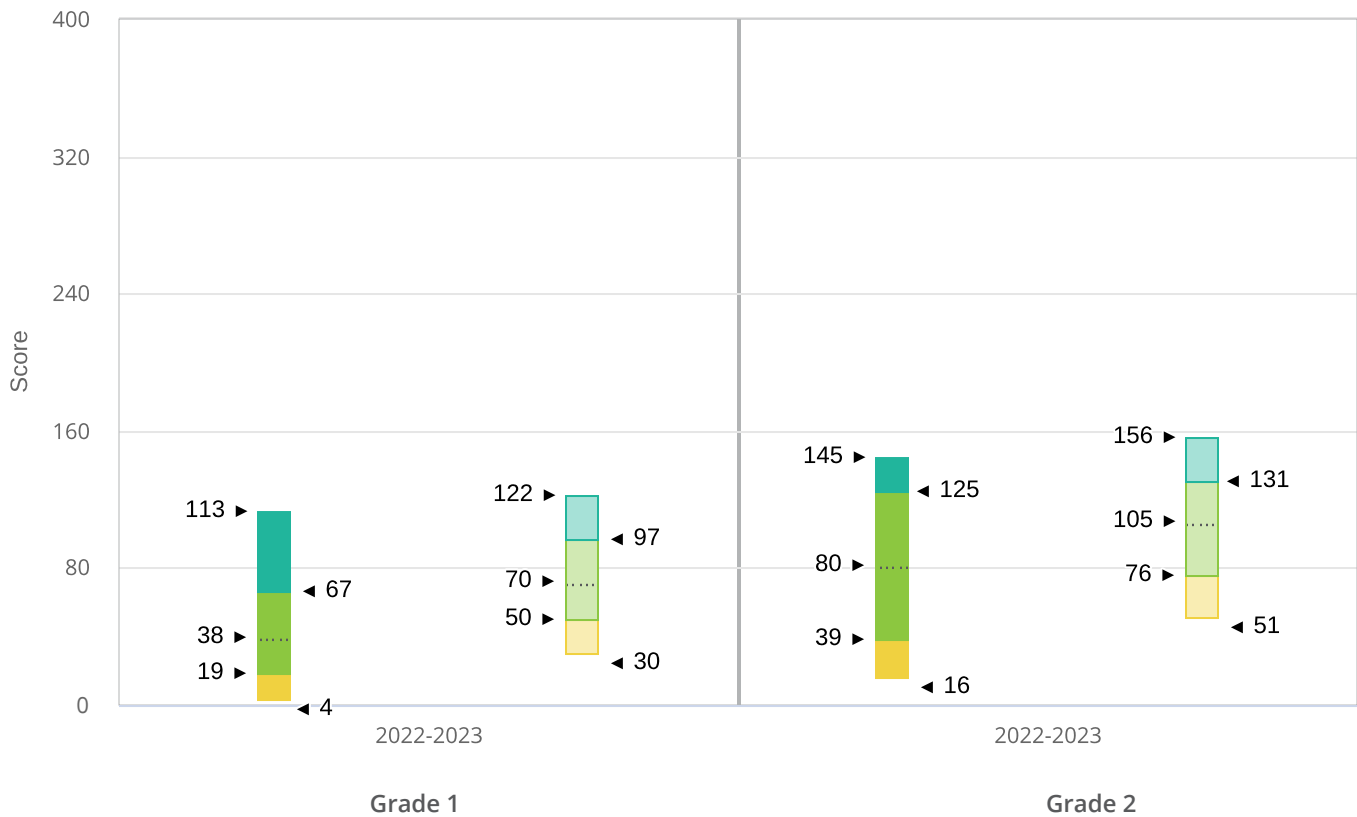
Roster

Woodman Park Elementary School

District: District 11 Dover | Test: Oral Reading Fluency | Grade: 1-4 | Demographics Selection: Not Filtered

Show: ■ School Years **GroupBy:** Grade **Comparison:** ■ National Norms

- - - Median

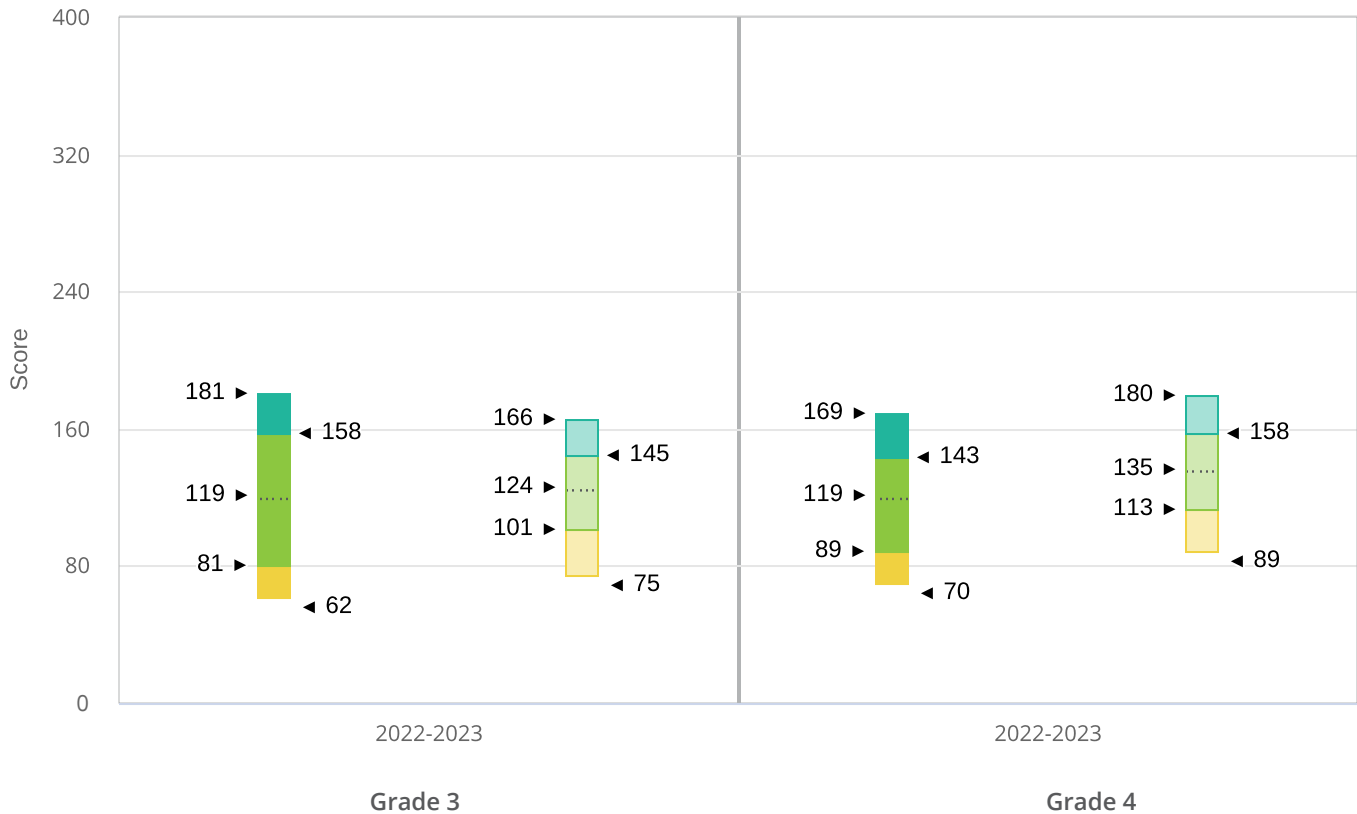


Comparison: National	Grade 1	Grade 2
	2022-2023	2022-2023
90-99th %ile	5 (5.9%)	6 (8.1%)
75-89th %ile	7 (8.2%)	9 (12.2%)
26-74th %ile	20 (23.5%)	24 (32.4%)
11-25th %ile	20 (23.5%)	15 (20.3%)
1-10th %ile	33 (38.8%)	20 (27.0%)
Total Students	85	74
Mean	47.6	84.5
Standard Deviation	39.40	49.19

Report **School Year** **Period** **Roster**
 Benchmark Distribution 2022-2023 Spring 2022-2023 Woodman Park Elementary School

District: District 11 Dover | Test: Oral Reading Fluency | Grade: 1-4 | Demographics Selection: Not Filtered

Show: ■ School Years **GroupBy:** Grade **Comparison:** ■ National Norms --- Median



Comparison: National	Grade 3	Grade 4
	2022-2023	2022-2023
90-99th %ile	15 (20.3%)	5 (7.8%)
75-89th %ile	7 (9.5%)	7 (10.9%)
26-74th %ile	25 (33.8%)	23 (35.9%)
11-25th %ile	12 (16.2%)	13 (20.3%)
1-10th %ile	15 (20.3%)	16 (25.0%)
Total Students	74	64
Mean	120.0	118.0
Standard Deviation	45.18	41.41

School

Date Range

Any Characteristics

Dover Middle School08/01/22–06/30/23Title I

District

Dover School District

Grade ▲	Less than Proficient				Proficient				Star Reading Participation			
	Level 1		Level 2		Level 3		Level 4		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade 5	11	33%	13	39%	9	27%	0	0%	33	100%	0	0%
Grade 6	9	43%	7	33%	4	19%	1	5%	21	91%	2	9%
Grade 7	11	48%	9	39%	3	13%	0	0%	23	100%	0	0%
Grade 8	4	31%	4	31%	4	31%	1	8%	13	100%	0	0%
All Students Summary	35	39%	33	37%	20	22%	2	2%	90	98%	2	2%

School

Date Range

Any Characteristics

Dover Middle School

08/01/22–06/30/23

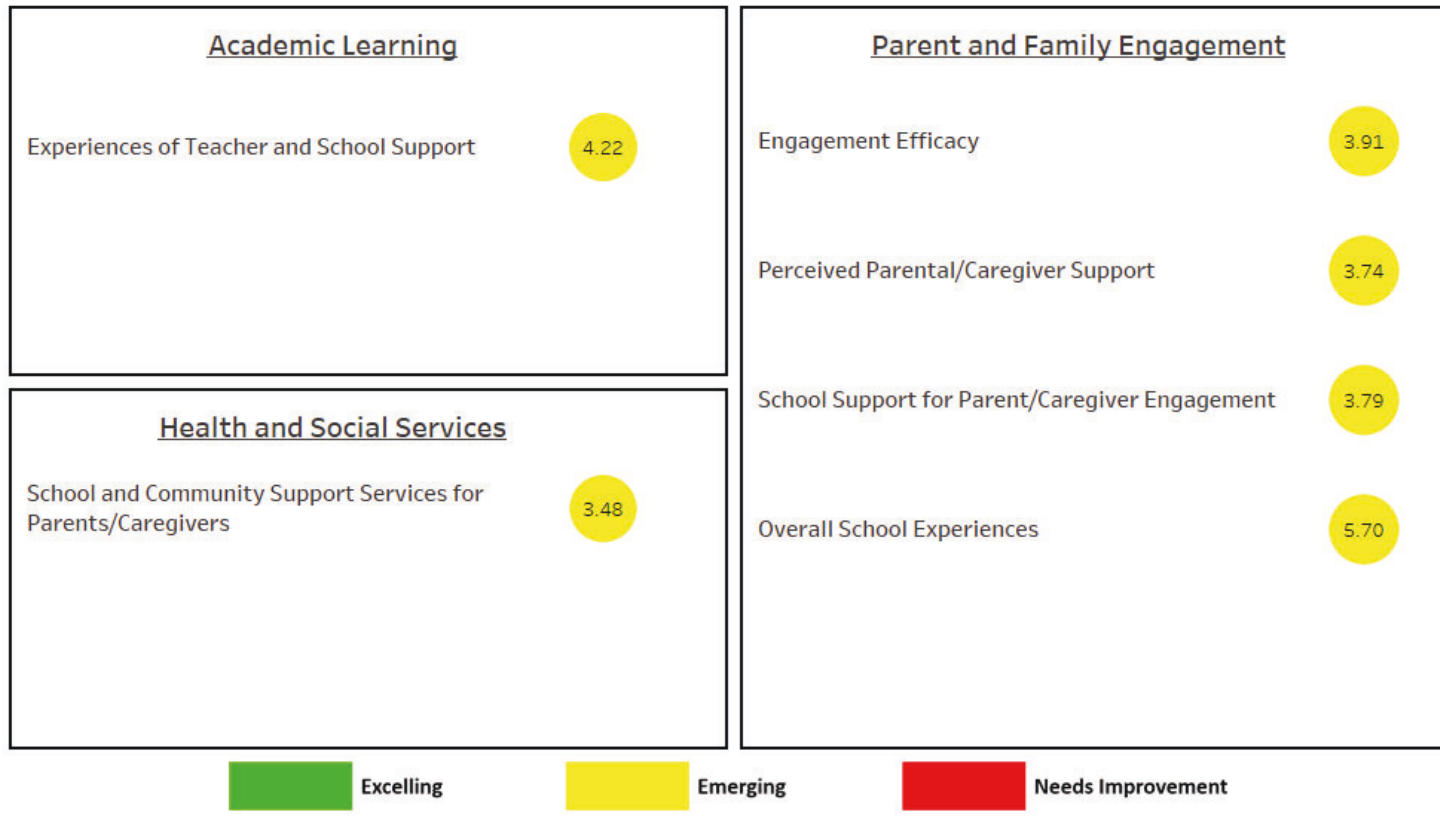
Title I

District

Dover School District

Grade ▲	Less than Proficient				Proficient				Star Math Participation			
	Level 1		Level 2		Level 3		Level 4		Tested		Not Tested	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Grade 5	24	73%	7	21%	2	6%	0	0%	33	100%	0	0%
Grade 6	14	67%	6	29%	1	5%	0	0%	21	91%	2	9%
Grade 7	17	74%	5	22%	1	4%	0	0%	23	100%	0	0%
Grade 8	9	69%	3	23%	0	0%	1	8%	13	100%	0	0%
All Students Summary	64	71%	21	23%	4	4%	1	1%	90	98%	2	2%

Results at a Glance

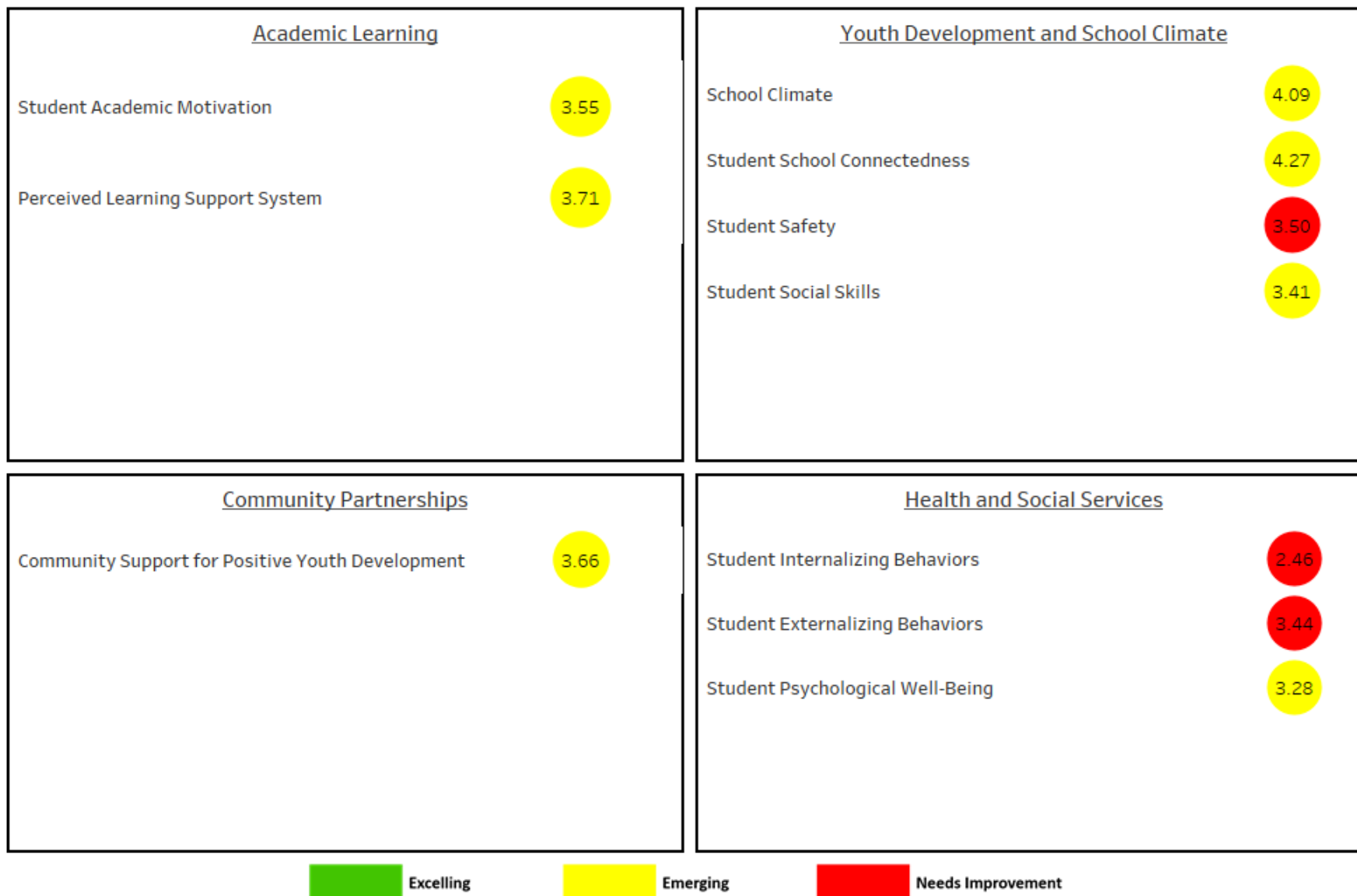


<https://cayci.osu.edu/>

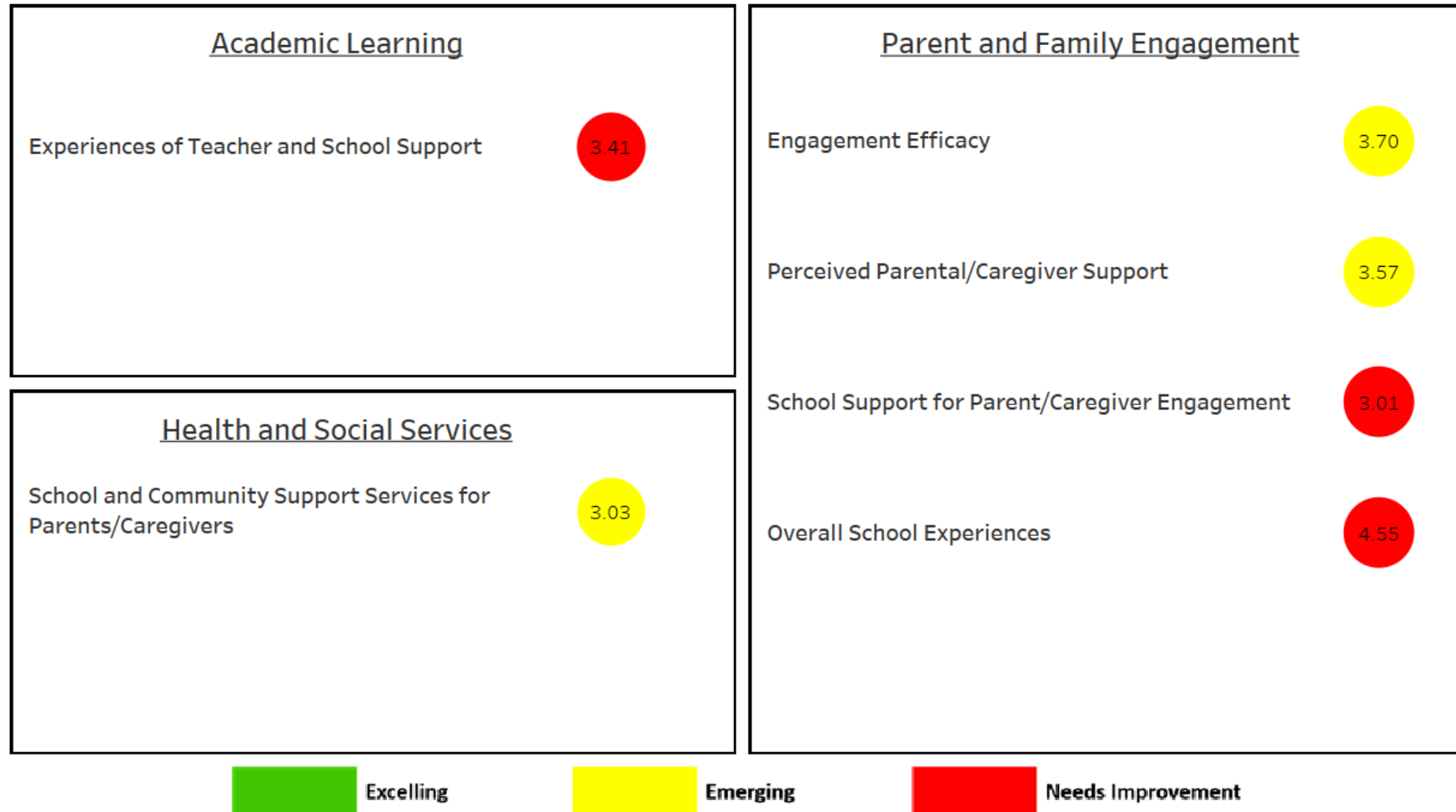
The scores for all scales range from 1-5, except Overall School Experiences which is 1-7. Excelling areas are at least ½ standard deviation (SD) above the CAYCI-SES norm. Emerging areas are within ½ SD of the norm, and Needs Improvement areas are at least ½ SD below the norm. Please note that because each scale is normed individually, the same average may receive different designations in different areas.

Results at a Glance

2023 - Woodman Park Elementary School - Teacher/Staff

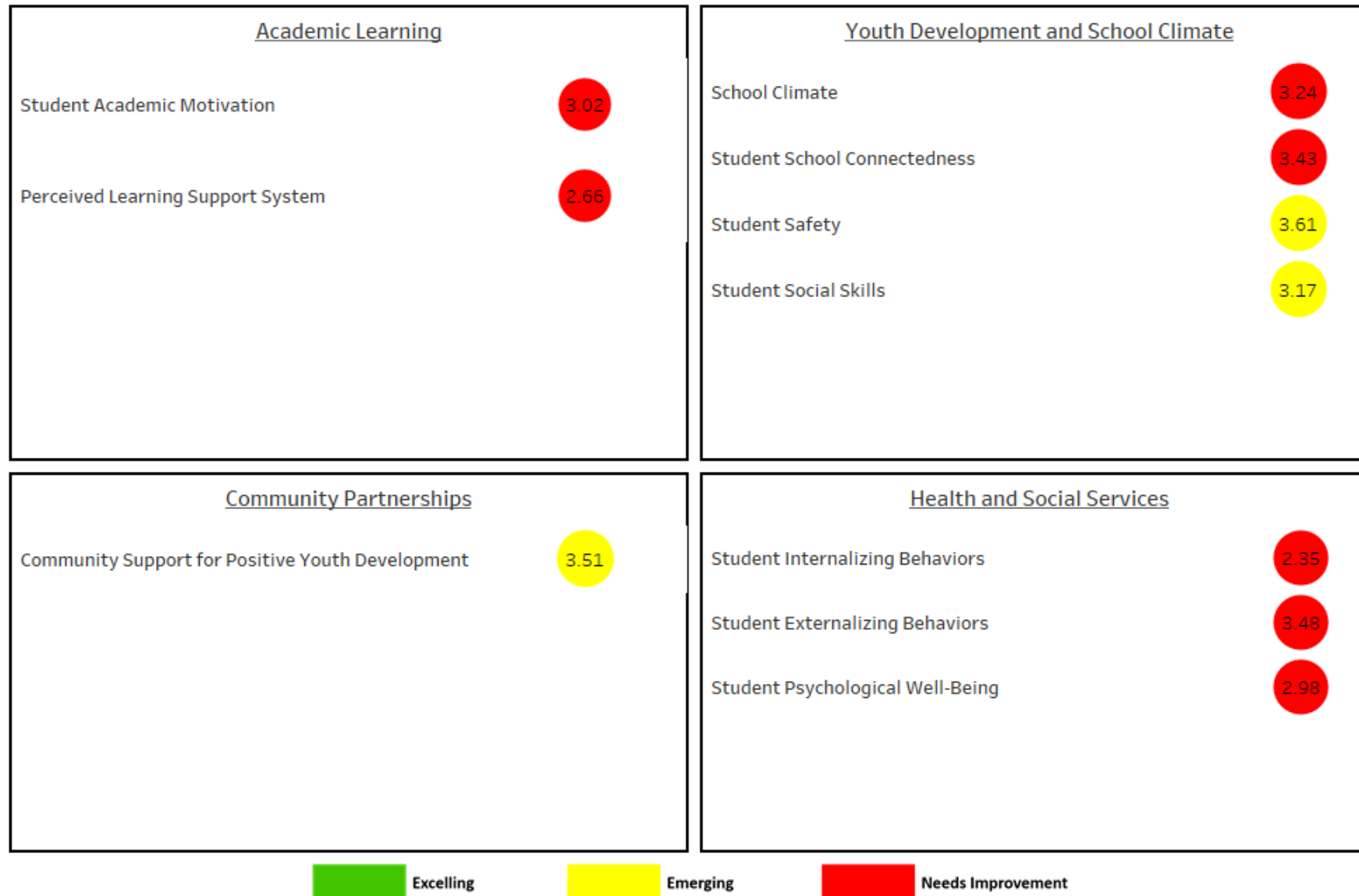


Results at a Glance

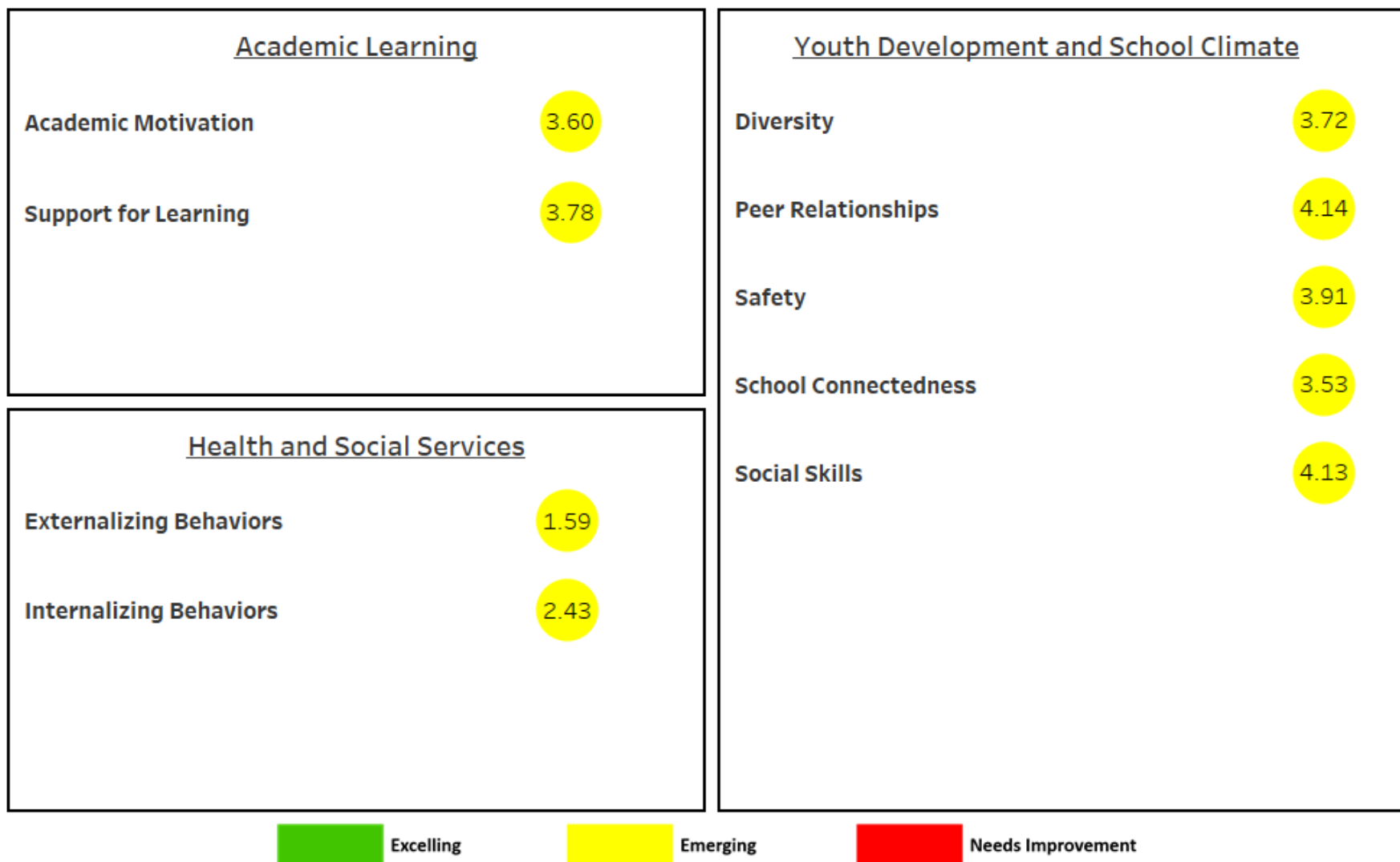


Results at a Glance

2023 - Dover Middle School - Teacher/Staff



Results at a Glance





DOVER SCHOOL DISTRICT
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**Dover NH School District Title I Plan 2023-2024:
A Comprehensive Approach to Student Success**



DOVER SCHOOL DISTRICT

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Introduction:

The Dover NH School District, encompassing Woodman Park Elementary School and Dover Middle School, is committed to providing quality education and support to every student. As part of our dedication to student success, we have implemented the Title I Program to provide supplemental support services to students who may face challenges in reading and math, placing them at-risk for not meeting state standards.

Woodman Park Elementary School is designated as a whole school Title I school and Dover Middle School is designated as a Title I Targeted Assistance school. For students in grades Kindergarten through four at Woodman Park Elementary and grades five through eight at Dover Middle, the Title I Program offers support to enhance reading and math skills. Our primary goal is to accelerate the progress of these students, bridging any learning gaps, and empowering them to thrive in their classrooms.

To identify students who will benefit from the Title I Program, we employ a rigorous, objective, and data-driven approach. Utilizing rank ordering systems and multiple educationally-related criteria, we ensure a fair and accurate selection process. This enables us to target students who are in need of additional support, guiding them towards academic success.

At Woodman Park Elementary School and Dover Middle School, we firmly believe in building a strong academic foundation for our students. To achieve this, we implement targeted short-term interventions that reinforce core skills and knowledge. Alongside this, we actively engage families in the educational journey, as we recognize the crucial role they play in supporting their children's learning.

To increase success for our students and their families, we have prioritized sociobehavioral learning and support for our students participating in our Title I Program. Several positions have been funded through Title 1 including a social worker at Dover Middle School and a Family Engagement Coordinator at Woodman Park Elementary School.

We consistently assess our students using various tools, including NH statewide assessments, aimswebPlus, STAR, and classroom reading and math assessments. This valuable data guides our instructional planning and interventions, allowing us to tailor our approach to meet the individual needs of every student.



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To ensure the effectiveness of our Title I Program, we diligently monitor eligibility criteria and review student progress data, classwork, and feedback from teachers, administration, and parents. This thorough evaluation process helps us make data-driven decisions, ultimately leading to the improved success and readiness of our students. This spring, we completed a Needs Assessment which pulls together performance, non-performance, and perception data. The Needs Assessment was conducted with our stakeholder group including administrators, teachers, Title I staff, and parents. The conclusions and recommendations from this Needs Assessment are reflected below in this Title I plan.

We are committed to fostering a supportive learning environment that fosters growth and success for every student. The partnership between our schools, families, and the community is instrumental in achieving this goal. Together, we strive to provide every student with the tools they need to reach their full potential and excel academically.

For any inquiries or to provide input, please feel free to contact the Dover NH School District. Thank you for your continuous support in our efforts to ensure the success of all students at Woodman Park Elementary School and Dover Middle School.

Plan Components:

1) Selection of Students Receiving Title I Support

The process for selecting Title I students is based on a comprehensive evaluation using multiple objective, educationally-related criteria. The STAR assessment (grades 2-8) and aimswebPlus assessment (grades K-4) are given three times per year and act as universal screeners. Students who fall in the 25th percentile and below may be eligible for Title I services, based upon data from other assessments and the human resources available. To increase our ability to provide Title I services to more students, we have increased the hours of each Title I interventionist from 6 hours per day to 6.5 hours per day. Additionally, we have added a 50% interventionist position at WPS, bringing that total to 7 full time Title I interventionists. We have also added an additional Title I interventionist at DMS, bringing that total to 3 full time Title I interventionists.

Students who may be economically disadvantaged, English Language Learners (ELL), learning disabled, or migrant students are considered on the same basis as all other students. Migrant and foster care students are provided access to Title I services based on the criteria used for all



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students. Homeless students automatically qualify for Title I programs in their respective schools. Eligible students who meet the selection criteria will be enrolled in the Title I program with the consent of their parents or guardians. Collaborating with classroom teachers and other support personnel, the Title I teacher creates a customized Student Needs, Goals, and Instructional Plan for each student.

Progress monitoring is conducted regularly, and students who demonstrate significant improvement and meet instructional goals on assessments, such as, NH statewide assessments, aimswebPlus, STAR, and classroom reading and math assessments may be discharged from the Title I program, in consultation with classroom and/or content-specific teachers. In the event of open spots in the Title I program, priority will be given to the neediest academically challenged students based on the ranking process.

2) Supplemental Supports for Title I Students

Every Title I student will be provided access to a comprehensive range of school services, including core instruction, instructional interventions, and progress monitoring. Additionally, Title I support will be available to students as an additional layer of assistance, tailored to their individual needs. The intensity of this support will vary, considering factors like teacher-student ratio, session length, frequency, and duration of the intervention.

Through small and flexible groups, students will benefit from explicit and targeted remedial instruction, specifically designed to address their unique skill gaps. These instructional goals will guide the teaching approach and enable continuous monitoring of each student's progress.

To ensure minimal disruptions to their core instruction, Title I students will receive supplemental services at appropriate times, allowing them to fully engage in their regular classroom activities.

In addition to the comprehensive range of school services and instructional interventions, Title I students will have access to crucial social worker support to address their emotional, behavioral, and social needs. Recognizing that external factors can significantly impact a student's ability to succeed academically, the inclusion of social workers in the Title I program aims to create a holistic support system. These trained professionals will work closely with students, families, and teachers to identify and address barriers that may hinder a student's



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academic progress. This year, in addition to the Title I social worker at Dover Middle School, the Family Outreach Coordinator at Woodman Park School will be a certified social worker and this position will be made a full time position in order to best meet the needs of the families and students at Woodman Park Elementary School.

The role of the social worker within the Title I program will encompass various responsibilities. They will conduct individual assessments to identify any social or emotional challenges students may be facing, and then develop personalized intervention plans accordingly. By collaborating with teachers and other school staff, social workers will ensure that the instructional approach aligns with each student's emotional and behavioral needs.

Furthermore, social workers will engage with families to foster a strong home-school connection, offering guidance on how to support their child's learning and overall well-being. They will also connect families with community resources and services to provide additional support outside the school environment.

The incorporation of social worker support within the Title I program recognizes the importance of addressing the whole child. By attending to both academic and non-academic needs, this comprehensive approach aims to create a nurturing and inclusive educational environment where all students can thrive.

3) High Quality Instructional Strategies

Reading:

In our Title I reading support, we implement research-based instructional strategies and techniques recommended by the National Reading Panel. This supplemental assistance operates within an RTI framework and is aligned with the science of reading. Our strategies promote student success through various interventions, personalized SMART goal setting, small flexible grouping, targeted direct instruction, student practice, technology integration, and fostering positive growth mindsets. We tailor the support intensity to meet each student's individual needs.

At Woodman Park Elementary School, our Title I reading program utilizes resources such as Heggerty, Wilson Foundations, Kilpatrick, and Flyleaf Decodable texts. At Dover Middle School, we use Language Live!, decodable texts, and Just Words. At both schools, these tools are employed for direct instruction and targeted practice, focusing on decoding, comprehension,



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phonology, phonemic awareness, fluency instruction, automaticity of sight word recognition, and comprehension strategies. These high-quality practices are designed to bridge gaps and ensure all students meet the state's curriculum frameworks. To create an optimal learning environment, we work in small groups within the Title I room, reducing distractions and providing access to supportive technologies like interactive whiteboards, ebooks, and online intervention programs/apps.

Math:

In the Dover school district, we have chosen Bridges in Mathematics (K-5) and Illustrative Mathematics (6-8) as our math programs. These programs emphasize Common Core Clusters, allowing students ample time for deep exploration and making connections. By promoting coherence and rigor, we foster higher achievement among students. These programs offer students opportunities to gain a deep understanding of concepts, proficiency with key skills, and the ability to solve complex problems. Actionable data from formative assessments helps us identify areas of growth students need to make and teachers design targeted instructional approaches based upon that information.

Within our Title I program, we provide supplementary support in math, following an evolving RTI framework at the school level. Title I staff works with students in small groups, either in the regular classroom or in the Title I room, focusing on skill development, pre-teaching, or reteaching as needed. In the Title I room, students can benefit from reduced distractions and ready access to support materials, including iPads and interactive whiteboard technologies. We employ a variety of supplementary intervention materials, tailored to the academic needs of each student. These may include systematic intervention programs such as Bridges Intervention or Number Worlds, math manipulatives (both concrete and virtual), iPad apps, an online math intervention program, and skill-based games.

Summer Support:

In our efforts to combat summer learning loss, we may offer a summer program for students who received Title I support during the school year. Alternatively, we may distribute summer learning kits to encourage academic practice, family engagement, and the enrichment of home libraries. Furthermore, we provide regular opportunities for literacy engagement through our Traveling Tales mobile library which travels to neighborhoods in the Title I catchment area. Through the Traveling Tales program, students can hear stories read aloud by teachers, then engage in an enriching activity, and check books out to bring home and read with their families.



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4) Family Community Engagement:

Family and community engagement, as well as effective communication, hold a central place in our schools. We recognize the importance of a strong partnership between home and school to ensure the success of our children and youth. To foster this partnership, we actively involve parents in the planning, review, and improvement of our Title I program through verbal interactions at family events and written feedback via surveys and correspondence. Our commitment to family involvement is evident in our allocation of 1% of our Title IA grant specifically for parent engagement initiatives.

Each fall, we host a Title I Annual Meeting at our Open House, providing parents with an opportunity to meet the Title I staff, receive information about the program, and learn how they can support and actively participate in their child's learning journey. We seek family input on the Parent Involvement Policy and Home School Compact, ensuring that parents are aware of their "Right to Know" regarding teacher and paraprofessional certification and qualifications. These materials are included in permission packets, which require a return signature.

In collaboration with Title I Federal Grant Administrators, building administrators, Title I School Coordinators, Title I teachers, families, and the Family Outreach Coordinator, we organize a variety of events tailored to meet the unique needs of families in each Title I school. These events may include informational programs, family nights, monthly newsletters, activity clubs, handbooks, and other take-home materials designed to promote family participation. We employ various communication channels, such as Google Classroom, school websites, phone calls, emails, face-to-face meetings, student progress reports, and parent conferences, to facilitate strong relationships between home and school.

We actively encourage family participation and input, inviting parents to engage in PTA or school committees. All Woodman Park families, administrators, and teachers are welcome at Title I events. At Dover Middle School, as it is a targeted school, only Title I families are invited along with their teachers and administrators. We also strive to support parents in their child's learning journey by providing tools and resources they can use to reinforce academic skills at home.



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To promote inclusivity, we offer a Home Language Survey as part of the registration process, allowing parents to indicate their preference for written information to be translated into their preferred language. As part of our ongoing efforts, we focus on strengthening the dual capacity of the partnership between home and schools. This commitment to family and community engagement is a focal point of our District and Title I program.

5) Professional Development

Professional development is an integral part of our continuous improvement process, and we offer comprehensive training opportunities throughout the school year and summer months. These initiatives are carefully coordinated with both the consolidated application and other funding sources within the district. Our professional development programs are designed to support research-based, highly-effective instructional practices, ensuring that teachers are equipped to meet the diverse needs of students in a 21st-century learning environment.

To ensure alignment with our district's priorities, our professional development initiatives are informed by our current District Professional Development Plan. As part of the District Leadership Team, the Co-Directors of Curriculum and Instruction who are also manage the federal projects play a crucial role in overseeing the writing and management of various components of the Consolidated Federal Application, including Title IIA. This fosters seamless coordination with Title II and encompasses activities focused on developing high-quality teachers and administrators, as well as supporting Title I staff and teachers working with Title I students. Our commitment to professional growth is demonstrated through ongoing professional development opportunities made available through Title I, Title IIA, Title III, IDEA, and District funds.

If needed, supplemental professional development may be funded through the Title I grant specifically to cater to the unique training requirements of teachers working with Title I students. This additional layer of training ensures that teachers are well-equipped to address the specific needs of their students effectively.

6) Coordination, Collaboration & Integration

In the Dover School District, we prioritize seamless coordination, collaboration, and integration among various stakeholders to ensure the success of our Title I program.



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With regular classroom teachers: Title I teachers engage in consistent communication with classroom teachers through face-to-face meetings, fostering collaborative instructional planning and aligning outcomes and best practices. Title I staff visit classrooms to work directly with students, provide support, and reinforce skills. Classroom teachers are encouraged to observe Title I sessions and participate in family community engagement activities. Logs are maintained to document coordination with classroom teachers, and grade level teams meet regularly. Additionally, progress reports detailing student progress and skill development are shared with classroom teachers and discussed during parent conferences. We actively seek feedback from classroom teachers annually to enhance our programming and communication.

With other programs: We have established effective strategies for collaboration with other programs within the Dover School District. Title I teachers collaborate with ESOL teachers for English Language Learners (ELLs) and Special Education Case Managers for students identified with special needs. Furthermore, the Director collaborates with school and district leadership to coordinate programs, services, and professional development. To promote highly effective teachers, student teachers from local universities are welcomed into our District schools to work together in the educational process.

We believe that this strong coordination and collaboration among all stakeholders will enhance the overall success and effectiveness of our Title I program and support the growth and achievement of all students in the Dover School District

7) Homeless Students

The Director of Federal Projects collaborates with the designated McKinney-Vento Liaison, whose position is funded through Title IA. Together, they work collaboratively to coordinate essential services and support for students identified as homeless. The Homeless Liaison is engaged in building strong relationships with families, community agencies, and district staff, including school administrators, social workers, attendance officers, secretaries, nurses, and guidance counselors. Their collective efforts focus on identifying and addressing the unique needs of homeless students.

This dedicated team ensures that homeless students receive the support they require, including determining eligibility, offering assistance to families facing homelessness, coordinating



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services with other town agencies, and providing professional development to staff members. Adhering to School Board Policy JFABD-JLG "EDUCATION OF HOMELESS CHILDREN AND UNACCOMPANIED YOUTH", the District demonstrates its commitment to accommodating homeless students in every possible way. This includes immediate registration upon arrival, assistance with record transfers, access to essential services like food services and Special Education, provision of basic school supplies, transportation to the school of origin, and other necessary supports to help homeless students enroll, attend, and succeed in their academic journey.

8) Students in Foster Care

The Dover School District places significant emphasis on achieving the objectives outlined in the Every Student Succeeds Act (ESSA) of 2015, with a specific focus on strengthening our support for children in foster care. We recognize the importance of addressing their unique needs in key areas, including school of origin, best interest determination, dispute resolution, transportation, immediate enrollment, and student data.

As part of our commitment to inclusivity and providing equal opportunities for all students, we prioritize immediate access to Title I services for students in foster care who meet the selection criteria. This ensures that these students receive the additional support they may need to excel academically and achieve their full potential.

9) Migrant Students

In the Dover School District, close collaboration between the NH Department of Education, the Title I Project Manager, school administration, and Title I teachers ensures that migrant students are promptly identified when enrolled within the district. Regardless of the date of their enrollment, we are committed to providing migrant students with access to Title I services based on the same criteria applied to all students. This approach ensures that every eligible migrant student receives the necessary support to thrive academically and reach their full potential.

Program Input & Evaluation:



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In the Dover School District, we are dedicated to continuously monitoring and enhancing the effectiveness of our Title I program, which includes the implementation of educational interventions. This ongoing monitoring involves tracking student progress and growth, keeping records of participation, conducting event surveys, maintaining open communications, and conducting an end-of-year Program Evaluation/Needs Assessment/Plan Revision process. This comprehensive evaluation process engages all Title I stakeholder groups and utilizes available local and state performance data, non-performance data, perception data, and process data.

Should you have any questions about the Dover Title I program or would like to offer your valuable input, please feel free to contact any of the following individuals for further assistance:

Dover School District (SAU)

Kiley Hemphill, Director of Federal Projects (WPS)

Siobhan Mehalek, Director of Federal Projects (DMS)

Woodman Park Elementary School

Patrick Boodey, Principal

Roseanna Drysdale, Dean of Students

Dianna Breneman, Title 1 School Coordinator

Family Outreach Coordinator

Dover Middle School

Kim Lyndes, Principal

Lindsay Dube, Dean of Curriculum

Christina McGarty, Title 1 School Coordinator

Sally Thorne, Social Worker



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Dover, New Hampshire

SAU #11

Lau Compliance Plan

2023



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Lau Plan Compliance Committee 2023

Kiley Hemphill, Co-Director of Curriculum, Instruction, and Assessment

Kim Kelly, ESOL Teacher, Dover High School

Deanna Ruland, ESOL Teacher, Woodman Park Elementary

Lau plan reviewed by Title III stakeholder group, potentially including:

Meaghan Dunn, ESOL teacher, Frances G. Hopkins Elementary at Horne Street

Dolon Dutta, ESOL teacher, Garrison Elementary School

Ramona Yuva, ESOL teacher, Dover Middle School

Kelly Nevins, ESOL teacher, Dover Middle School

Brittany Granfield, Principal, Frances G. Hopkins Elementary at Horne Street

Deb Nary, Instructional Coach

Melissa Klotz, Classroom teacher, Frances G. Hopkins Elementary at Horne Street

Yanitza Maldonado, Student

Paula DiNardo, Community Member

Joyce Patterson, Community Member

Kasalagere Boregowda Poornima, Parent

Chi Nguyen, Graduated Student

Daniella Miranda, Parent

Rajendrakumar Khodwe, Parent



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Introduction

In our district, we have an adopted Educational Equity policy that states: “The ultimate goal of the Dover School District’s educational system is to assure that each and every student, regardless of background, has access to relevant and engaging learning experiences and curricula that they will need in order to thrive today and into the future. This foundation will allow our students to become dynamic global citizens as they adapt to a rapidly changing world.” (see Appendix A).

To help ensure that this vision becomes a reality, we have developed the District's Lau Plan — a comprehensive framework designed to provide culturally and linguistically diverse students with the support and resources they need to thrive academically, socially, and emotionally.

Named after the landmark Supreme Court case *Lau v. Nichols*, which affirmed the rights of English Language Learners (ELLs) to receive a meaningful education, our Lau Plan represents our commitment to educational equity and inclusivity. We recognize the unique challenges faced by students from diverse linguistic and cultural backgrounds and are dedicated to addressing these disparities and removing any barriers in our system that may exist. We also recognize the significant contribution our immigrant and multilingual students and families bring to our district and our community. Our responsibility is to provide a welcoming and supportive environment for these families. This Lau plan is one way we seek to ensure that environment.

This Lau Plan takes a multi-faceted approach that combines targeted instructional strategies, professional development for educators, and community engagement to foster an environment where all students can excel. Our plan is rooted in research-based practices and leverages the expertise of educators, administrators, families, and community stakeholders to create a robust support system for Multilingual students and their families.



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Terminology

ESOL: English for Speakers of Other Languages. This term can refer to the program, the student, or the teacher. In our district, we primarily use “ESOL” to refer to the program and/or the teacher – ESOL program or ESOL teacher.

EL/ELL: English Learner/English Language Learner. A student who speaks a primary language other than English and has not yet achieved English language proficiency.

ML: Multilingual Learner. A student who is or has been, consistently exposed to multiple languages. This is the preferred terminology in our district to describe students as it implies a strengths-based lens rather than an English deficit lens. It acknowledges that these students bring with them a wealth of languages and experiences to the educational setting.

ELD: English Language Development. This encompasses a range of instructional programs, strategies, and resources aimed at nurturing language growth of students who speak multiple languages. The primary objective of ELD is to enhance English language proficiency.

ACCESS: Assessing Comprehension and Communication in English State-to-State for English Learners. The ACCESS test is an assessment designed to measure the English language proficiency of English Learners (ELs) in the United States. It is administered annually to ELs to monitor their progress in acquiring English language skills.

The ACCESS test evaluates MLs' proficiency in four language domains: listening, speaking, reading, and writing. It assesses their ability to understand spoken English, communicate orally, comprehend written English, and produce written responses in a content-rich context. The test takes into account various academic, social, and instructional language skills, such as vocabulary, grammar, syntax, and discourse.

LIEP: Language Instruction Educational Program. LIEP refers to a program designed to provide language instruction and support to students who are English Learners (ELs) or students whose native language is not English. LIEP programs are implemented in schools to help ELs acquire English language proficiency while simultaneously ensuring their academic success across various content areas.



Section I: LAU Plan Guiding Principles

Federal Legislation

Court Decisions & US Laws Supporting Equal Access Compliance: Reference Chart

Requirements	Legal Reference	Program
1. Identify	<i>Office of Civil Rights (OCR) 1970 Memo</i> <i>Lau v. Nichols</i> 1974 Supreme Court decision <i>Plyler v. Doe</i> 1982 Supreme Court decision	- Home Language Survey - WIDA Screener
2. Assess - Determine need for services - Place in appropriate service	<i>OCR 1970 Memo</i> <i>Gomez v. Illinois State Board of Education</i> 1987, US Court of Appeals, 7 th Circuit	- Appropriate proficiency test - Multiple criteria for placement - Identify home language proficiency
3. Provide services - Direct, appropriate, sufficient - Designed for students' needs - Based on current practices - Appropriate staffing - Appropriate materials	<i>Castañeda v Pickard</i> 1981 U.S. Court of Appeals, 5th Circuit <i>Equal Education Act 1974</i> <i>Titles VI & VII of Civil Rights Act 1964</i> <i>Rios v. Read</i> 1977 <i>Cintrón v Brentwood</i> 1977, 1978 <i>Gómez v Illinois State Board of Education</i> , 1987 U.S. Court of Appeals, 7th Circuit <i>The Provision of an Equal Education Opportunity to Limited English Proficient Students</i> , OCR, 1992	- Develop Instructional Plan: - Schedules for service - Who provides service - Assessment plan - Current ESL teaching practices - Identify appropriate materials - Identify what is taught - Describe adjunct services - Provide support for staff
4. Ensure integration - Instructional integration - Social integration	<i>Titles VI & VII of Civil Rights Act 1964</i> <i>Equal Education Act 1974</i> <i>OCR 1970 Memo</i> <i>Lau v Nichols</i> 1974, Supreme Court decision	- Describe access to programs and services - Adhere to policies for grading - Identify how ELs are integrated with same-age peers - Provide accommodations that staff can use to provide increased content access
5. Reassess for ending services	<i>OCR 1970 Memo</i> <i>Rios v Read</i> 1977 <i>Cintrón v Brentwood</i> 1977, 1978	Specific multi-criteria reclassification procedures
6. Document	<i>Castañeda v Pickard</i> 1981	Develop program guide



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• Services • Successful effect on students • Modifications if needed	<i>U.S. Court of Appeals, 5th Circuit The Provision of an Equal Education Opportunity to Limited English Proficient Students, OCR, 1992</i>	• Develop record keeping plan • Appoint team to implement evaluation plan
--	---	--

Reference chart modified from: Milford, New Hampshire Lau Plan, 2014

The [Every Student Succeeds Act](#) (ESSA) was signed into law in 2015. This federal law requires high standards of excellence for public schools in the United States. ESSA upholds critical protections for America's disadvantaged and high-need students, thereby advancing equity for ML students. It also requires that all students in America be taught to high academic standards which will prepare them to succeed in college and careers. The New Hampshire [Title III Office](#) operates under the funding and oversight of the United States Department of Education, [Office of Elementary and Secondary Education](#), authorized by Title III of the Every Student Succeeds Act (ESSA).

With Title III funds, the New Hampshire Title III Office provides technical assistance and training to teachers, administrators and other stakeholders; collects data about EL students; awards Title III grants to school districts; and provides educational resources which enable teachers, parents, and administrators to help MLs succeed academically and socially. Title III funds also are awarded to help eligible districts that have experienced a significant increase in enrollment of new immigrant children.

[Title VI of the Civil Rights Act of 1964](#) states that: “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

[The Office of Civil Rights, October 1970 Memo](#) mandates the responsibility of school districts to provide equal educational opportunity to students who are designated as English language learners. Specifically, this memo states that: “Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.” Additionally, “School districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate may have to be provided in a language other than English.”



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Supreme Court Decisions

[Lau vs. Nichols](#) (1974) determined that the failure of a school system to provide English language instruction to students who do not speak English, or to provide them with other adequate instructional procedures, denies them a meaningful opportunity to participate in the public educational program and thus violates the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving Federal financial assistance."

[Plyler vs. Doe](#) (1981) determined that states cannot constitutionally deny students a free public education on account of their immigration status.

[Castañeda vs. Pickard](#) (1981) determined that in order to demonstrate compliance with Title VI of the Civil Rights Act of 1964, school districts must use three prongs to show that their academic programming for ELs is sound. Those three prongs include:

- The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy.
- The program and practices used by the district are reasonably calculated to implement effectively and the educational theory adopted by the district.
- The program succeeds when producing results indicate that students' language barriers are actually being overcome within a reasonable period of time.

Title III Requirements

Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of MLs, including through language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve MLs. All services provided to MLs using Title III funds must supplement, and not supplant, the services that must be provided to MLs under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws. Further, it must be noted that:

- The specific use of funds is consistent with the purpose of Title III and meets Federal guidelines for "reasonable and necessary costs"
- The specific use of funds is supplemental to the SEA's or LEA's civil rights obligations to ELs under Title VI and the EEOA



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- The SEA or LEA can demonstrate that it is also using Title III funds to conduct activities required under Title III

District Commitment

Our district is committed to systematically reviewing this Lau plan and the policies, protocols, documents, and structures embedded herein. The establishment of a diverse Title III stakeholder group has been a beneficial addition to the ESOL program as a whole and will help ensure that this Lau plan remains current and reflective of best practices for meeting the needs of our ML students. A comprehensive review and revision process will occur once per year, in conjunction with the ESOL team and the Title III stakeholder group.

Program Goals and Objectives

1. The goal is for students to acquire proficiency in the English language, enabling them to comprehend and express themselves effectively in various social and educational contexts appropriate for their age.
 - a. Develop the English language competencies of ML students so that they can engage socially and academically in all-English classrooms.
2. Students will demonstrate high academic standards.
 - a. Provide access to the general education curriculum in multiple modalities such as:
 - i. Reading
 - ii. Writing
 - iii. Speaking
 - iv. Listening
 - b. Provide opportunities and experiences to become college and career ready.
3. Provide professional development opportunities for all educators to best meet the unique and diverse needs of each ML student. In order to understand each student holistically, ESOL teachers will develop diverse student profiles to share with other educators. These student profiles will assist all educators in best meeting the individual needs of each student.
 - a. These profiles could include:



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- i. Personal history, including history of trauma
 - ii. Student with limited or interrupted education
 - iii. Economic challenges
 - iv. Fluent or literate in the family's primary language
 - v. History of bullying
 - vi. Diagnosed learning disability
 - vii. Family roles, expectations, and obligations, including those during afterschool hours
 - viii. Cultural expectations
 - b. A library of professional books will be added to each school's professional resource collection, specifically targeted to support English learners. The ESOL team and the Title III coordinator will collaborate with building administrators to best introduce these resources and recommend them for book study and reflection.
4. Including parents, family members, and guardians in their child's education is a high priority. Family engagement will be proactively accomplished by:
- a. Parents and guardians will hold an integral role in the Title III stakeholder group.
 - b. A cultural liaison position will be established to assist families in navigating the school and community resources which can support their child's linguistic, academic, and social development.
 - c. School staff will be committed to creating a welcoming environment by communicating and connecting with families in various ways including:
 - i. Registration assistance
 - ii. Translation of documents and interpretation of meetings and conversations
 - iii. Cultural celebration



Section II: Identification and Placement of ELs in a Language Instruction Educational Program

Screening Process

When a new family registers for school, they complete the Home Language Survey (see Appendix B). New changes under ESSA now mandate that all states create a uniform statewide entry process. In response to this change, the NH DOE has created a standardized state-approved Home Language Survey for local use. This survey is embedded in the [online registration form](#). Paper copies are also utilized by the ESOL team as needed for registration.

If there is a language other than English that is spoken at home, as reported on the Home Language Survey, the child is screened by a certified ESOL teacher. The screeners used are:

- Kindergarten – MODEL screener
- 1st – 12th grade – WIDA screener

Screener Options and Eligibility Determination:

WIDA Assessment	Grade	Required Domains	Scoring Threshold <i>Students with scores @ minimum threshold or higher do not qualify:</i>
Kindergarten Screener	1 st semester Kindergarten	Listening & Speaking	Oral language proficiency score: 4.5 or higher
	2 nd semester Kindergarten	Listening, Speaking, Reading and Writing	Composite score: 4.5 or higher <i>(no domain minimum requirements)</i>
	1 st grade		
WIDA Screener (Grades 1-12)	Grades 1-12		

Students scoring below the scoring threshold are eligible for ESOL services. Parent notification and parent permission are sent home (see Appendix C). If student is registered at the beginning of the school year, parents will be notified within 30 days, if registration occurs after the start of school, parents will be notified within 14 days. Any parent or guardian has the right to opt their child out of the ESOL program including some or all services. Parents may re-enroll their child at any time as long as their child still meets current eligibility criteria. Students receiving services must have signed parent/guardian permission.



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Once screening is complete, a copy of the score report will be filed in the student's cumulative folder. The parent notification letter along with the parent/guardian permission form detailing student's assessment results will be sent home to parents/guardians (see Appendix C & D).

Districts must code all students identified as ELs, or "Limited English Proficient" (LEP) on the ESOL roster within the NH i4See System and maintain that data throughout the academic year. The ESOL teacher will roster new students in the state ESOL database roster found in the NH i4See System. Each year, and throughout the year as necessary, the ESOL teacher will also submit a list to the building administrative assistant who will add the ESOL flag to each student on the roster in Infinite Campus. Additionally, they will need to identify a demographic data field that will return a "1/Yes", "0/No" so that reports can be generated at the subgroup level. This process will occur at each building across the district in order to ensure that our data entry is consistent.

Placement

Students who are identified as English Learners (ELs) are required to be enrolled in a Language Instruction Educational Program (LIEP) that is based on well-established research. To determine the appropriate LIEP, ESOL educators consider various sources of information, including the Home Language Survey, screening assessments, background information, and data from previous school settings. This comprehensive assessment helps in making a holistic determination regarding the most suitable LIEP for each student.

If it is determined that a student has not yet attained full English proficiency, they are classified as an ESOL student and become eligible for ESOL programming and support. This classification ensures that they receive the necessary instructional interventions and resources to aid their English language development.

By utilizing multiple sources of information and considering the specific needs of each student, the educational system aims to provide targeted and effective support to English Learners, facilitating their progress and success in acquiring English proficiency.

Direct EL instruction is provided to students according to the following guidelines, based upon their level of need as determined by the WIDA screener or WIDA ACCESS test scores:



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WIDA ELP Level	Daily EL Instruction
1.0-2.9	2 periods of instruction
3.0-3.9	1 period of instruction
4.0 or greater	1 period of instruction Students may receive EL services through core literacy class if (1) the class is taught by a teachers who holds dual NH Certification in ESOL and English or co-taught by a NH Certified ESOL certified teacher and a NH Certified English teacher, who have co-planning time together; and (2) the ESOL certified teacher provides EL students explicit EL instruction.

Section III: Program Description

Program Design

Certified ESOL teachers will determine each student's ESOL services. The district primarily uses the following two program models:

Program Option	Program Description
ESL or ELD	The program is a comprehensive approach, incorporating techniques, methodology, and a specialized curriculum, aimed at providing explicit instruction to English Learners (ELs) about the English language. Its primary objectives are to equip EL students with the necessary academic vocabulary to access content instruction effectively and enhance their proficiency in all four language domains: speaking, listening, reading, and writing.
Content Classes with integrated ESL support	Instruction simultaneously introduces both language and content, using specialized techniques to accommodate EL's linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, although English development may be one of the instructional goals.

These models provide formal ESOL instruction using the pullout or in-class support model, individualized for each student.



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Instruction and Service Delivery

Instruction will be administered by a certified ESOL teacher or a qualified staff member who is appropriately guided by the certified ESOL teacher. Individualized learning plans are developed based on the WIDA English Language Proficiency Standards.

For students who are dually identified as English Learners (ELs) and have disabilities, it is essential to ensure that appropriate EL instruction is provided. This instruction can be delivered in two ways:

1. A New Hampshire Certified ESOL teacher, who possesses the necessary expertise in English language instruction, can push into the classroom and deliver explicit EL instruction to the students. This ensures that ELs receive targeted support to develop their English language proficiency while participating in the classroom environment.
2. Alternatively, EL instruction can be provided by a classroom teacher who holds dual certification in both Special Education and ESOL in the state of New Hampshire. This dually certified teacher possesses the knowledge and skills to address the unique needs of ELs with disabilities within the classroom setting.

It is important to note that daily ESOL instruction should not replace any additional interventions or supports that the student may qualify for or require. EL instruction should be considered as a complementary component to the overall support system, ensuring that ELs with disabilities receive a comprehensive range of interventions and services that meet their individual needs.

By implementing these guidelines, we aim to provide dually identified EL students with disabilities with the specialized instruction they require to succeed academically and linguistically, while also recognizing and addressing their unique learning challenges.

Progress Reporting and Grading of Students Enrolled in ESOL Classrooms

At the elementary and middle level, progress will be reported through classroom report cards three times per year: November, March, June. ESOL progress reports will be sent home twice per year: December and June (see example in Appendix F).



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At the high school level, progress will be reported through report cards four times per year: November, January, April, and June. General content area and ESOL progress reports will be sent home four times per year prior to quarterly report cards.

Grading and Promotion Guidelines

The following flexible policies on promotion may assist the decision-making process:

1. As per Title VI of the Civil Rights Act of 1964, English Learners (ELs) in grades K-12 are protected from any penalties solely based on their limited English proficiency. The evaluation of ELs should be centered on the content they have comprehended and applied during the course, rather than their English language skills. MLs will be granted full credit for both content area courses and their ESOL coursework. This recognizes the value and rigor of ESOL instruction in developing the necessary language skills for academic success. By acknowledging the significance of both content area courses and ESOL coursework, MLs are provided with equal opportunities to meet graduation requirements and excel academically.
2. Retention: Retention consideration for ML students, as for all students, must be done in accordance with School Board policy, "IKE: Promotion and Retention of Students". If an EL student is to be considered for retention in their current grade, several factors need to be taken into account. These factors include age appropriateness, educational background, developmental readiness, and academic suitability. Additionally, it is essential to ensure that all Individual Learning Plan (ILP) accommodations and modifications were consistently and effectively implemented throughout the student's enrollment. This decision should be supported by evidence of the student's progress, along with any provided programming supports and interventions.
3. Graduation: Under Title VI, it is prohibited to delay a student's graduation solely due to their limited English proficiency. To ensure that ML students have the necessary English credits to graduate, the credits earned in ESOL language classes will be counted as required credits rather than elective credits. This ensures that ML students receiving ESOL services have a fair opportunity to accumulate the required English credits for graduation.

In order to provide EL students with adequate instruction and ample time to accumulate the necessary credits, they may remain in high school until the age of 21. This extension



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allows for a suitable learning environment and the opportunity to fulfill graduation requirements.

It is important to emphasize that any circumstance or policy that automatically impedes a student from graduating on time is considered discriminatory and violates Civil Rights Law. The aim is to provide equal educational opportunities for all students, regardless of their English language proficiency, ensuring that they are not unfairly disadvantaged in their pursuit of graduation and academic success.

Section V: Ongoing, Embedded District Level ESOL Professional Development

There are several prongs that will be taken to address the specific professional development needs of all staff who engage with English learners. The ESOL team will brainstorm ways that they can provide support and strategies to educators in order to build their capacity to serve Multilingual students. These “PD Bites” may include short videos, visual handouts, or brief sharing during staff meetings to build staff capacity in small, meaningful chunks.

A library of professional books within each building’s professional resource collection will be maintained and updated, specifically targeted to support English learners. These books include titles such as, “Supporting Newcomer Students” and “Culturally Responsive Teaching for Multilingual Learners”. The ESOL team and the Title III coordinator will collaborate with building administrators to best introduce these resources and recommend them for book study and reflection.

Another prong being taken to engage all educators in supporting Multilingual students is to hear directly from the students themselves. ESOL teachers have been interviewing and recording their students, asking questions such as, “What is it like to be a multilingual (or immigrant) student in our school?”, “What do you wish your teachers knew about how to help you succeed?” This video will be paired with the other PD offerings to help all educators in our system understand the “why” behind the efforts to grow our learning around how best to support English learners in our system.



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Dana Gastich French, owner of UpRiver Education will be presenting during two breakout sessions of our back-to-school conference for all staff in August. Her presentation will be centered on inclusion practices for Multilingual students. The theme for this back-to-school conference is, "All means all" and helping educators to understand how they can support ML students certainly fits within this theme. We plan to continue contracting with UpRiver Education to provide support and training for the ESOL team as well as for all educators supporting ML students.

Section VI: Annual English Language Proficiency Assessment and Administration (ACCESS)

English Learners who have not achieved English language proficiency as determined by the ACCESS test must undergo statewide assessments in a valid and reliable manner. These assessments should be administered with appropriate accommodations to ensure accurate data regarding the students' knowledge and abilities in academic content areas.

In the state of New Hampshire, the WIDA screener assessments are utilized to evaluate the English Language Proficiency (ELP) of students identified as potential EL students based on the Home Language Survey (HLS). Any student identified as an EL must participate in the ACCESS test. EL students continue taking the annual ACCESS test until they meet the state's exit criteria of achieving a score of 4.5 or higher overall.

In Dover, the ACCESS test is administered by certified ESOL teachers and supported by paraprofessionals. Buildings will support the administration of the ACCESS test in ways such as: ensuring secure and quiet locations, facilitating testing schedules, encouraging and celebrating students who are taking the ACCESS, bringing knowledge to the whole building regarding the testing that is occurring. The technology department will aid in the administration of this assessment by collaborating with the ESOL and ensuring that all technology needs are met.

For ML students in grades 1-12 with significant cognitive disabilities, the Alternate ACCESS test is available. This paper-based test is individually administered, and the student's IEP team determines the appropriate assessment to be taken. Moreover, the student's IEP or 504 team decides whether any accommodations are necessary.



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Section VII: ESOL Monitoring, Exit Criteria, and Procedures

The WIDA ACCESS for ELLs test score determines the exit status for a student, requiring them to achieve a score of 4.5 or higher overall. Once a student has achieved this score on the ACCESS test, they are moved into four years of monitored status.

1. **Review of Student Performance:** During the four years of monitoring, ESOL staff members will conduct a regular review of the student's performance. This review will include quarterly assessments of the student's grades in content or coursework. ESOL teachers will collaborate with classroom and content teachers of monitored ML students to ensure they are making adequate progress.
2. **Documenting Monitored Status:** Monitored status should be appropriately documented in the student's cumulative folder, as well as in the ESOL file (see Appendix G). This information may also be recorded in Infinite Campus.
3. **Nonstandard Reclassification:** For students who are in monitor status, but are not making adequate progress, they can be reclassified. Reclassification is determined based on the collaborative decision between ESOL teachers and classroom teachers, with parent/guardian permission. Upon reclassification, ESOL support and services continue for that student. For students who have extensive evidence of English proficiency, but have not yet passed the ACCESS assessment with a score of 4.5, a petition can be made to the New Hampshire Title III Director.
4. **Suspension of ESOL Services During Monitoring Status:** It is important to note that ESOL services are generally not provided during the monitoring status period.
5. **Full Exit:** After completing four years of monitoring status, students are transitioned to "Fluent English Proficient" (FEP) and fully exit the program.
6. **Parent/Guardian Notification:** In the event of a student being exited, a record of this notification will be maintained by the ESOL staff member in the student's cumulative folder. A report detailing the student's reclassification, along with any pertinent language or learning strategies identified during the exit activity, will be shared with relevant instructional personnel. Parents will receive a notification letter to inform them that their child meets the criteria for exiting the program.



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Section IX: ESOL Program Evaluation

Each year within the third trimester, diverse stakeholders along with the ESOL team will meet together to review and revise this Lau plan. As a part of the formal program evaluation, we will use [Castaneda's Three-Pronged Test](#) to write a formal reflection report to ensure sound academic programming for ML students (see Appendix H). This report will be kept on file by the Title III grant manager. Additionally, we contracted with UpRiver Education to conduct a formal review of our ESOL program during the 2022-2023 school year. This final report will also be kept on file with the Title III grant manager and used to guide targeted improvements.



DOVER SCHOOL DISTRICT

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Appendices

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DATE OF ADOPTION: JULY 10, 2023	PAGE 1 OF 2

EDUCATIONAL EQUITY

The ultimate goal of the Dover School District's educational system is to assure that each and every student, regardless of background, has access to relevant and engaging learning experiences and curricula that they will need in order to thrive today and into the future. This foundation will allow our students to become dynamic global citizens as they adapt to a rapidly changing world.

Thus, the District's mission is to educate, prepare, and inspire every student to develop the skills, knowledge, and attitudes to successfully pursue their aspirations and achieve their full potential as life-long learners, thinkers, and contributors toward an equitable global society.

To this end, the District will embrace educational equity as ensuring just outcomes for each student, raising marginalized voices, and challenging the imbalance of power and privilege.

The community's future social and economic viability will be contingent on the District's capacity to open doors of opportunity for all, and not just a historically privileged few. It is in the common shared interest that all students—regardless of racial or ethnic background, gender, sexual orientation, economic condition, or other dimension of identity—receive learning experiences and support that expand opportunities for growth and result in increasingly high levels of achievement, while nurturing passion for learning in their school experience within the District, in postsecondary education, and in their work and life.

Educational equity is based on the principles of fairness and justice in allocation of resources, the elimination of institutional barriers to access and opportunity, and the creation of the real possibility of positive academic and life outcomes for each student and between diverse groups of students. This commitment means that a student's success will not be predicted by their race, ethnicity, family economics, mobility, disability, gender, sexual orientation, neurodiversity, personality diversity, or initial proficiencies. It is based on a shared commitment to ensure that every student receives what they need to maximize that success, and that the District is committed to assuring all students' equitable opportunity to learn and flourish. Equity is achieved when there is sufficient evidence that each child has a high-quality educational experience and when outcomes and successes cannot be predicted by a student's belonging to a historically marginalized population.

To achieve educational equity, the District will strive to:

- Create and expect physically and emotionally safe and supportive schools with welcoming and inclusive cultures that positively value and support the diversity of our students.
- Recruit, hire, and retain high-quality personnel that reflects student demographics at all organizational levels. Track demographic data and evidence of the District's recruiting, hiring, and retention efforts, reporting to the Board annually.
- Raise the measured achievement of all students while systemically narrowing the gap between our lowest and highest performing student subgroups.
- Eliminate the predictability of disproportionate over-representation of students identified by race, ethnicity, poverty, or gender in special education, discipline referrals and suspensions,

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and under-representation in gifted-enrichment programs, honors level, or other advanced learning courses or learning experiences.

- Graduate students who are ready to succeed and thrive in postsecondary education and in the workforce and engage productively in increasingly diverse local, regional, national, and global communities.

To achieve educational equity, the District will:

- Engage diverse stakeholders to regularly review current policies, procedures, programs, and staff professional learning for the promotion of educational equity, revising in order to continuously improve student learning and reduce disparities in access, opportunity, and outcomes.
- Involve students, staff, families, and community members that reflect the District's demographics in contributing to, engaging in, and informing our decisions.
- Provide support for on-going professional development to strengthen all employees' knowledge and skills for viewing their personal and school practices and policies through an equity lens.
- Provide curricula, learning resources, and assessments that reflect the diversity of students and staff, supporting understanding and appreciation of culture, class, language, ethnicity, poverty, and other differences that contribute to the success of society and the uniqueness of each student and staff member.
- Use disaggregated district-wide, school level, and individual student level data to inform District, school, and classroom decisions and monitor progress by race, ethnicity, gender, disability, economics, first language, and sexual orientation.

In order to achieve educational equity and opportunity for each and every student, we will provide every student with equitable access to:

- a high quality and relevant curriculum;
- high interest and accessible co-curricular activities;
- caring, committed, and competent educators; and
- relevant and necessary support services through differentiated resource allocation.

Policy History:

Policy Adopted July 10, 2023



Home Language Survey (HLS)

*Dear Parent or Guardian:
In order to provide your child with the best possible education, we need to determine how well he or she understands, speaks, reads and writes in English, as well as prior school and personal history. Please complete the sections below entitled Language Background and Educational History. Your assistance in answering these questions is greatly appreciated. Thank you.*

Please write clearly when completing this section.		
STUDENT NAME:		
First	Middle	Last
DATE OF BIRTH:		GENDER:
		☐ Male
Month	Day	Year
☐ Female		
PARENT/PERSON IN PARENTAL RELATION INFO:		
Last Name	First Name	Relation to Student

Language Background (Please check all that apply.)		
1. What language(s) is(are) spoken in the student's home or residence?	☐ English	☐ Other _____ specify
2. What was the first language your child learned?	☐ English	☐ Other _____ specify
3. What is the Home Language of each parent/guardian?	☐ Mother _____ specify	☐ Father _____ specify
	☐ Guardian(s) _____ specify	
4. What language(s) does your child understand?	☐ English	☐ Other _____ specify
5. What language(s) does your child speak?	☐ English	☐ Other _____ specify
		☐ Does not speak
6. What language(s) does your child read?	☐ English	☐ Other _____ specify
		☐ Does not read
7. What language(s) does your child write?	☐ English	☐ Other _____ specify
		☐ Does not write

THIS SECTION TO BE COMPLETED BY DISTRICT IN WHICH STUDENT IS REGISTERED:	
SCHOOL DISTRICT INFORMATION:	Student SASID
School Name	Address

Home Language Survey (HLS)—Page Two

Educational History

8. Indicate the total number of years that your child has been enrolled in school _____

9. Do you think your child may have any difficulties or conditions that affect his or her ability to understand, speak, read or write in English or any other language? If yes, please describe them.

Yes* No Not sure

☐ ☐ ☐ *If yes, please explain: _____

How severe do you think these difficulties are? ☐ Minor ☐ Somewhat severe ☐ Very severe

10a. Has your child ever been referred for a special education evaluation in the past? ☐ No ☐ Yes* *Please complete 10b below

10b. *If referred for an evaluation, has your child ever received any special education services in the past?

☐ No ☐ Yes – Type of services received: _____

Age at which services received (Please check all that apply):

☐ Birth to 3 years (Early Intervention) ☐ 3 to 5 years (Special Education) ☐ 6 years or older (Special Education)

10c. Does your child have an Individualized Education Program (IEP)? ☐ No ☐ Yes

11. Is there anything else you think is important for the school to know about your child? (e.g., special talents, health concerns, etc.)

12. In what language(s) would you like to receive information from the school? _____

Month: Day: Year:

Signature of Parent or Guardian

Date

Relationship to student: ☐ Mother ☐ Father ☐ Other: _____

OFFICIAL ENTRY ONLY - NAME/POSITION OF PERSONNEL ADMINISTERING HLS

NAME: _____ POSITION: _____

IF AN INTERPRETER IS PROVIDED, LIST NAME, POSITION AND CREDENTIALS:

NAME/POSITION OF QUALIFIED PERSONNEL REVIEWING HLS AND CONDUCTING INDIVIDUAL INTERVIEW

NAME: _____ POSITION: _____

ORAL INTERVIEW NECESSARY: ☐ No ☐ Yes

**DATE OF INDIVIDUAL
INTERVIEW:

MO. DAY YR.

OUTCOME OF
INDIVIDUAL
INTERVIEW:

☐ ADMINISTER STATE APPROVED WIDA Screener
☐ NOT ELIGIBLE FOR EL SERVICES

NAME/POSITION OF NH ESOL AND WIDA CERTIFIED PERSONNEL ADMINISTERING WIDA SCREENER

NAME: _____ POSITION: _____

DATE OF WIDA
SCREENER
ADMINISTRATION:

MO. DAY YR.

PROFICIENCY
LEVEL ACHIEVED
ON WIDA
SCREENER:

Overall Composite Score: _____

Does the student qualify for EL support? ☐ No ☐ Yes

Please attach a copy of the student's WIDA screener score report and file in student's cumulative folder.

FOR STUDENTS WITH DISABILITIES, LIST ACCOMMODATIONS, IF ANY, ADMINISTERED IN ACCORDANCE WITH IEP:



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

Eligibility for Supplemental Language Support

Name of Student: _____ Date: _____
(mm/dd/yyyy)

School: _____ Grade: _____

Dear Parent or Guardian:

This is an annual notice we are required to provide you. It is to notify you that your child continues to be identified as an English learner or “EL student” and is eligible to receive supplemental English language instruction. Once a year, in February and March, all EL students take an English language proficiency (ELP) test to ensure they are making adequate progress toward developing English proficiency. The ELP assessment used in New Hampshire is the WIDA ACCESS test or the WIDA Alternate ACCESS for students with significant cognitive disabilities. You should have received a copy of your child’s ACCESS test results at the end of the school year. If you did not receive your child’s test results, you can request a copy from the school.

As you know, language development is an on-going process. In NH, we expect most EL students to reach proficiency within 5 years. This timeline could vary for some students who may have experienced trauma, interruptions in their education, or for students who are older when they first arrive in the U.S. Students reach “proficiency” and exit EL status when they obtain an overall composite score of 4.5 or higher on the WIDA ACCESS test or a P2 on the Alternate ACCESS test.

Based on your child’s last ELP test results, **your child is eligible for language support services**. As a parent/guardian, your input is critical in the decision-making process. You have the legal right to choose an EL program among those offered by the school or district or to decline those services. Below you will find an overview of the EL programs available to your student this year.

Please note, federal law requires ALL EL students take the annual English language proficiency assessment until they reach proficiency, even those who decline services.

English Language Development: Direct English language instruction focused on developing academic vocabulary. Instruction may happen within the classroom as “push-in” support or students may be “pulled out” of the classroom for small group or 1:1 instruction that targets specific language goals.

Content Classes with Integrated EL: The EL and classroom teachers collaborate to use academic content as a means to support language development within the classroom.

Our team proposes to support your child’s English development with the EL program indicated below. Program placement may change based on your child’s progress. The school will notify you of any changes.

Proposed Placement	
☐	English Language Development ☐ Pull-out ☐ Push-In ☐ Combo
☐	Content Classes with Integrated EL Support
☐	Other:



DOVER SCHOOL DISTRICT

SAU 11

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

Empowering all Learners

Parent or Guardian: Please complete this section and return the entire form to your child's school. A final copy will be kept on file at the school and a copy will be sent home for your records too.

Please initial:

	I am aware of my child's English language proficiency scores and understand why my child was recommended for additional language instruction.
	I am familiar with the EL programs the school has available.
	I understand that my child will still be required to take the annual English proficiency assessment (i.e., the "ACCESS" test), even if I decline EL services.
	I understand that I can change my decision at any point in the school year.
	This information has been presented to me in a language I fully understand.

☐ **Yes**, I want my child to participate in the EL program indicated above for the _____ school year.

☐ **No**, I do not want my child to participate in the English learner program for the _____ school year.

Name of Parent or Guardian: _____ Signature: _____

Phone: _____ Email: _____

Please contact the teacher below, if you have any questions.

Frances G. Hopkins Elementary School at Horne Street School - Meaghan Dunn (m.dunn@dover.k12.nh.us)

Garrison Elementary School - Dolon Dutta (d.dutta@dover.k12.nh.us)

Woodman Park Elementary School - Deanna Ruland (d.ruland@dover.k12.nh.us)

Dover Middle School - Ramona Yuva (r.yuva@dover.k12.nh.us); Kelly Nevis (k.nevins@dover.k12.nh.us)

Dover High School - Kim Kelly (k.kelly@dover.k12.nh.us)

Dear Parent or Guardian,

Each year, students in English learner programs take the ACCESS for ELLs language proficiency test. The test measures academic English language proficiency for students learning English in our school and throughout our state.

With this letter is an Individual Student Report. This report provides information about test results for your child. This information is for you to review and keep.

Teachers in our school use this information to help them make decisions about instruction for your child. Teachers also use these test scores to monitor the progress your child makes toward English proficiency.

Please contact me if you have questions about the ACCESS for ELLs test. You might want to know:

- How do teachers use test results?
- What are the English goals for my child?
- In addition to English, what else does my child learn in school?

Sincerely,

ACCESS for ELLs

Understanding Your Child's Scores

ACCESS for ELLs is an English language proficiency test that measures students' academic English language skills.

- Schools, school districts, and states use ACCESS for ELLs scores as they decide what English language support services to provide.
- Teachers use test scores as they decide how best to teach your child.
- You can use test scores to advocate for your child.



The Individual Student Report shows your child's ACCESS for ELLs scores in eight different categories. Four of these categories are the language domains of Listening, Speaking, Reading, and Writing. These four language domain scores are combined to create four additional score types:

- The oral language category is a combination of your child's Listening and Speaking scores.
- The literacy category is a combination of your child's Reading and Writing scores.
- The comprehension category is a combination of your child's Listening and Reading scores. It depends more on the Reading score than on the Listening score.

ELL

An English language learner, or ELL, is a student who has the opportunity to receive instruction in English, in addition to taking other classes. ELLs are tested every year to help teachers understand their language skills, but you have the right to accept or decline language support.

Language Domain

Students use listening, speaking, reading, and writing skills to learn academic content, share information, and discuss ideas. These are skills that all students work on throughout their education. Language testing measures a student's skills in all four of these domains.

- The overall category is a combination of all four language domain scores. It depends more on the Reading and Writing scores than on the Listening and Speaking scores.

For each of the eight categories on the Individual Student Report, there are two scores:

- Proficiency level scores place your child's current skills within the six WIDA English Language Proficiency Levels. (Proficiency levels are not related to a student's grade level.) The bottom of the Individual Student Report describes the language skills typical of your child's proficiency level.
- Scale scores are precise measures of how your child did on the test. They take into account your child's grade level and the difficulty of the test items your child completed. Teachers use these scores to understand how much your child's English language skills have grown since the last time your child took ACCESS for ELLs.



Language Proficiency

A language proficiency level is a measurement of where students are in the ongoing process of building language skills. When students reach the highest levels of language proficiency, they no longer need language support services.

Questions you can ask

- What does this score mean? Who will see this score and how will it be used?
- How do this year's scores compare with previous scores? Is my child making progress in building English language skills? What other information do you use to measure progress?
- Will this score change the instruction or support my child receives? How do you decide when my child stops receiving language support?

School districts use **ACCESS for ELLs** scores to evaluate language support programs, monitor student progress, and as one factor in the decision to exit a student from language support services. ACCESS for ELLs testing allows schools to meet federal and state accountability requirements.

School Year: _____

English Language Learner Progress Report

Student:	
Grade:	
School:	
ESL Teacher:	

Grade Level Cluster PreK-K			Tier A		
Level of English Language Proficiency					
Entering	Beginning	Developing	Expanding	Bridging	

Language Development			
B	P	M	N/A
Beginning to work toward skill	Progressing toward skill	Has mastered skill	Not applicable at this level

Can Do Descriptors	Term				Student puts effort into work				
LISTENING	1	2	3	4	Student asks for help when appropriate				
Match oral language to classroom and everyday objects					Student works well independently				
Point to stated pictures in context					Student self-checks for errors before handling in work				
Respond non-verbally to oral commands or statements (e.g., through physical movement)					Student works neatly and carefully				
Find familiar people and places named orally					Student completes homework				
Sort pictures or objects according to oral instructions									
Match pictures, objects or movements to oral descriptions									
Follow one-step oral directions (e.g., "stand up"; "sit down")									
Identify simple patterns described orally									
Follow two-step oral directions, one step at a time									
Draw pictures in response to oral instructions									
Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)									
Act out songs and stories using gestures									
SPEAKING	1	2	3	4					
Identify people or objects in illustrated short stories									
Repeat words, simple phrases									
Answer yes/no questions about personal information									
Name classroom and everyday objects									
Restate some facts from illustrated short stories									
Describe pictures, classroom objects or familiar people using simple phrases									
Answer questions with one or two words (e.g., "Where is Sonia?")									
Complete phrases in rhymes, songs, and chants									
Retell short narrative stories through pictures									
Repeat sentences from rhymes and patterned stories									
Make predictions (e.g., "What will happen next?")									
Answer explicit questions from stories read aloud (e.g., who, what, or where)									
WORK HABITS	1	2	3	4					
Student listens attentively									

Student puts effort into work				
Student asks for help when appropriate				
Student works well independently				
Student self-checks for errors before handling in work				
Student works neatly and carefully				
Student completes homework				

Can Do Descriptors	Term			
READING	1	2	3	4
Match icons and symbols to corresponding pictures				
Identify name in print				
Find matching words or pictures				
Find labeled real-life classroom objects				
Match examples of the same form of print				
Distinguish between same and different forms of print (e.g., single letters and symbols)				
Demonstrate concepts of print (e.g., left to right movement, beginning/end, etc.)				
Match labeled pictures to those in illustrated scenes				
Use pictures to identify words				
Classify visuals according to labels or icons (e.g., animals v. plants)				
Demonstrate concepts of print (e.g., title, author, illustrator)				
Sort labeled pictures by attribute (e.g., number, initial sound)				
WRITING	1	2	3	4
Draw pictures and scribble				
Circle or underline pictures, symbols, and numbers				
Trace figures and letters				
Make symbols, figures or letters from models and realia				
Connect oral language to print (e.g., language experience)				
Reproduce letters, symbols, and numbers from models in context				
Copy icons of familiar environmental print				
Draw objects from models and label with letters				

Communicate using letters, symbols, and numbers in context				
Make illustrated “notes” and cards with distinct letter combinations				
Make connections between speech and writing				
Reproduce familiar words from labeled models or illustrations				

COMMENTS	
1st Term	
2nd Term	
3rd Term	

Monitored Status
Documentation of Progress ■ Return to ESOL Services

Name of School _____ District _____
Name of Student _____

Most recent ACCESS for ELLs® scores - school year _____
____ Listening ____ Speaking ____ Reading ____ Writing

Monitored, Year One School year _____

Grade _____

Teacher comments: _____

Monitored, Year Two School year _____

Grade _____

Teacher comments: _____

Monitored, Year Three School year _____

Grade _____

Monitored, Year Four School year _____

Grades _____

Teacher Comments: _____

Full Exit – Date _____

Return to ESOL/LEP Services – This process can be done at any time during the four years of monitoring OR after full exit, if needed, to ensure the student's success in the classroom.

Reason for return _____

Parent permission obtained ____ Date _____

Student re-enrolled in ESOL program ____ Date _____

ACCESS for ELLs test ordered ____

ESS student data updated in November ____

INTEGRATION OF CASTAÑEDA’S THREE-PRONGED TEST INTO ELE PROGRAM DEVELOPMENT AND REVIEW PROCESS

An Overview of Castañeda’s Three-Pronged Test

Castañeda’s Three-Pronged Test was developed as a result of a court decision to determine school district compliance with Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. In short, the test requires that an ELE program may be determined as sound if the district’s academic program for ELs:

- is based on a sound educational theory or on research,
- is implemented with adequate and appropriate resources, and
- resulted in demonstrable academic outcomes for ELs

Evaluation of ELE Programs Using Castañeda’s Three-Pronged Test

In order for districts to self-evaluate its ELE program, the Department has organized questions in the form of **prompts** listed below by prongs that are designed to help districts organize their thoughts on the design of their ELE program(s), the resources required to fulfill their program(s) and the evaluation of EL related data which is used to determine whether the program has produced results that indicate that the language barriers for ELs are being overcome in all subject matter.

PRONG 1: The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy.

Introduction

Each district is required to select a specific educational approach, or ELE program, to meet the needs of its particular EL student population. Regardless of the ELE program selected by the district, a twofold inquiry is required: (1) whether the ELE program

provides for English language development (ELD) for ELs in both content and English as a Second Language (ESL); and (2) whether the approach provides for meaningful participation of EL students in the district's educational program.

A. Data Analysis

Districts should select and implement an ELE program based on the needs of their EL population and the interests of their community. Therefore, an analysis of a district’s **student demographics** needs to be considered in order to determine the type of ELE program that the district will implement with fidelity. Please, answer the following demographic data related questions/prompts **for the past three years** by describing your EL population in terms of numbers/percentages, changes in numbers over time (trends), languages, countries of origin, other EL sub-populations (SLIFE, ELSWD, Newcomers, Long-term ELs).

- What is the number and percentage of ELs in the district over the last three years? Has it increased more at particular grade levels/schools?
- What is the breakdown of the five languages most spoken by the families of ELs in the district by numbers and percentage of ELs over the last three years?
- What is the racial/ethnic and gender makeup of the EL population by number and percentage over the last three years?
- What is the breakdown of ELs by WIDA English proficiency levels and how are these levels spread out by grade levels or grade clusters (Pre-K, K, 1-2, 3-5, 6-8, 9-12) over the last three years?
- How many students with limited interrupted formal education (SLIFE) are enrolled in the district by number and percentage over the last three years? Are they concentrated at particular grade levels/schools?
- How many ELs with disabilities (ELSWD) are enrolled in the district over the last three years? Are they concentrated at particular grade levels/schools?

District EL Demographic Data Study Prompts (Three Years of Data):

B. Self-evaluation of an educationally sound ELE program

Check the boxes indicating the current ELE programs for English learners in your district.

- | | |
|--|--------------------------|
| Sheltered English Immersion (SEI) | ☐ |
| Two-Way Immersion (TWI) | ☐ |
| Transitional Bilingual Education (TBE) | ☐ |
| Other* (please specify) _____ | ☐ |

*If the educational program chosen by the district is not one of the ELE programs recognized by the Commonwealth as a sound educational program (SEI, DLE or TWI, TBE), please submit evidence, including research, of how the district's ELE program is accepted as a legitimate approach by experts in the field to ensure that ELs acquire English language proficiency and are provided meaningful access to the educational program.

Please determine whether the district's ELE program(s) checked above is/are educationally sound based on the completed checklist **for ONLY the ELE program(s)** the district currently operates by answering yes or no to the following indicators listed below. An educationally sound program must have "yes" as an answer for each indicator listed below for each ELE program provided in the district.

Please Note: Should the district find their program to be educationally **unsound in one or more of the indicators**, it must take immediate steps to begin planning its corrective action which the district will upload in Additional Documents in WBMS using the "Goal" form on page 10 of this document. Once this has been done please move to Prong 2.

INDICATORS OF AN EDUCATIONALLY SOUND Sheltered English Immersion PROGRAM

The language of instruction is English.	Yes	No
The program offers ELs grade-level content taught by :	Yes	No

- SEI-endorsed core academic teachers using SEI knowledge and strategies to support access to the academic content and promote the development of academic English in all domains. - ESL licensed teachers that provide groups of ELs ESL instruction.		
The SEI program targets: - providing developmentally appropriate English language instruction tailored for students' level of English proficiency based on WIDA ACCESS testing; and - providing effective content instruction through sheltered content instruction (SCI) while developing English language proficiency through English as a second language (ESL).	<i>Yes</i>	<i>No</i>
ESL instruction is delivered through a systematic, explicit and sustained focus on language and literacy based on a language-driven ESL curriculum/curricular materials that are aligned to the WIDA and Massachusetts Frameworks.	<i>Yes</i>	<i>No</i>
ESL instruction occurs for a specific amount of time each day or week, as determined by the school, according to student needs.	<i>Yes</i>	<i>No</i>
The content and curriculum of sheltered content instruction (SCI) classrooms should be appropriate to the age(s), and grade(s) of the students in the class. Developmental differences must be considered before ELs are clustered from different grade levels.	<i>Yes</i>	<i>No</i>
There is a system in place to accomplish ongoing English language proficiency progress monitoring.	<i>Yes</i>	<i>No</i>
The SCI component of the SEI program provides access to grade-level content and the development of discipline-specific academic language in a rich language environment where all students have the opportunity to learn academic English through the scaffolding of instruction.	<i>Yes</i>	<i>No</i>
SCI occurs throughout the day during core content and career vocational technical classes that have ELs and is designed for optimum EL engagement in content.	<i>Yes</i>	<i>No</i>
ESL and content teachers are given adequate time to collaborate.	<i>Yes</i>	<i>No</i>
ELs are not segregated from their English-speaking peers, except where programmatically necessary, to implement the ELE program.		
ELs are provided access to the full range of academic, non-academic and extracurricular opportunities and supports afforded non-ELs.	<i>Yes</i>	<i>No</i>

INDICATORS OF AN EDUCATIONALLY SOUND Two Way Immersion PROGRAM

The program targets: - developing high levels of proficiency in the student's first language; - developing high levels of proficiency in a second language; - developing academic performance for both groups of students that will be at or above grade level; and - demonstrating positive cross-cultural attitudes and behaviors.	<i>Yes</i>	<i>No</i>
The program includes fairly equal numbers of two groups of students: language majority students and language minority students. So, in addition to ELs, TWI programs also enroll a variety of non-EL groups, including: - those who speak the partner language at home; - those who speak the partner language but also speak English proficiently; - those who are exposed to a heritage language through their families or communities; - monolingual English speakers who speak different varieties of English; and	<i>Yes</i>	<i>No</i>

• third-language learners are also included in some programs.		
The program distributes instruction both in English and the partner language.	<i>Yes</i>	<i>No</i>
The program is integrated, meaning that the language majority students and language minority students are grouped together for academic instruction (i.e. not just physical education and music) for all or most of the day.	<i>Yes</i>	<i>No</i>
The program provides core academic instruction (i.e., content and literacy courses) to both groups of students in both languages including language arts instruction in both languages.	<i>Yes</i>	<i>No</i>
Teachers use the partner language exclusively during instructional time in the partner language, and English exclusively during instructional time in English; this is considered bridging.	<i>Yes</i>	<i>No</i>
Students have the opportunity to be fully immersed in each language.	<i>Yes</i>	<i>No</i>
The program provides an additive bilingual environment where all students have the opportunity to learn a second language while continuing to develop their native language proficiency.	<i>Yes</i>	<i>No</i>
Classrooms include a balance of students from the target language and English backgrounds who participate in instructional activities together.	<i>Yes</i>	<i>No</i>
ESL instruction is delivered through a systematic, explicit and sustained focus on language and literacy based on a language-driven ESL curriculum and/or curricular materials that are aligned to the WIDA and Massachusetts Frameworks.	<i>Yes</i>	<i>No</i>
In addition to ESL, programs will also have language development for the target language. TWI programs may offer targeted ELD (English Language Development) or Language Development for the partner language during specific times of the day or week. These may occur in homogeneous or heterogeneous groupings in the classroom or in a separate setting with a designated teacher. In a 90/10 model, ELD must be explicitly developed through academic content.	<i>Yes</i>	<i>No</i>
The program offers ELs grade-level content taught by: • Core academic teachers that provide instruction in a language other than English that hold the Bilingual Education Endorsement. • Core academic teachers that provide instruction in English to an English learner in a bilingual education setting that hold either the Bilingual Education Endorsement or the SEI Endorsement. • ESL licensed teachers that provide groups of ELs ESL instruction.	<i>Yes</i>	<i>No</i>
ESL instruction is delivered through a systematic, explicit and sustained focus on language and literacy based on a language-driven ESL curriculum and/or curricular materials that are aligned to the WIDA and Massachusetts Frameworks.	<i>Yes</i>	<i>No</i>
There is a system in place to accomplish ongoing language proficiency progress monitoring in both languages.	<i>Yes</i>	<i>No</i>
The program provides access to grade-level content and the development of discipline-specific academic language in a rich language environment where all students have the opportunity to learn academic English through the scaffolding of instruction.	<i>Yes</i>	<i>No</i>
ESL and content teachers are given adequate time to collaborate.	<i>Yes</i>	<i>No</i>
ELs are provided access to the full range of academic, non-academic and extracurricular opportunities and supports afforded non-ELs.	<i>Yes</i>	<i>No</i>

INDICATORS OF AN EDUCATIONALLY SOUND Transitional Bilingual Education PROGRAM	
--	--

The program targets to: • develop English skills without delaying or sacrificing content courses; • develop grade-appropriate levels of achievement in all subjects; • develop a positive attitude toward the native culture and that of the majority group; and • prepare students to enter mainstream English-only classrooms.	<i>Yes</i>	<i>No</i>
The program utilizes literacy in the native language as a foundation for English reading and writing. The native language is used initially for students to learn academic content.	<i>Yes</i>	<i>No</i>
The amount of time used for content instruction in the native language and English in the TBE program varies according to the students' English language proficiency and grade levels. This shift in language of instruction continues for the student until the home language instruction is phased out.		
PRONG 2: The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district. The instructional program is created through a comprehensive balanced curriculum including interdisciplinary	<i>Yes</i>	<i>No</i>
language learning through all the content areas.		
ESL instruction is delivered through a systematic, explicit and sustained focus on language and literacy based on a language-driven ESL curriculum and/or curricular materials that are aligned to the WIDA and Massachusetts Frameworks.	<i>Yes</i>	<i>No</i>
There is a system in place to accomplish ongoing language proficiency progress monitoring in English.	<i>Yes</i>	<i>No</i>
The program provides access to grade-level content and the development of discipline-specific academic language in a rich language environment where all students have the opportunity to learn academic English through the scaffolding of instruction.	<i>Yes</i>	<i>No</i>
The program offers ELs grade-level content taught by: • Core academic teachers that provide instruction in a language other than English that hold the Bilingual Education Endorsement. • Core academic teachers that provide instruction in English to an English learner in a bilingual education setting that hold either the Bilingual Education Endorsement or the SEI Endorsement. • ESL licensed teachers that provide groups of ELs ESL instruction.	<i>Yes</i>	<i>No</i>
ESL and content teachers are given adequate time to collaborate.	<i>Yes</i>	<i>No</i>
ELs are provided access to the full range of academic, non-academic and extracurricular opportunities and supports afforded non-ELs.	<i>Yes</i>	<i>No</i>

Once the district has determined that it has an educationally sound ELE program, it must provide ELs access to the necessary resources and supports to implement its ELE program with fidelity including the following: qualified instructional and support staff (includes hiring of new staff and training of current staff), ESL and content curricula, instructional equipment and materials, and instructional space.

- **Instructional and Support Staff:** Districts must identify the number of instructional and support staff appropriate to implement the district's ELE program (e.g., qualified teachers, interpreters, translators, and others) as well as determine and provide the training educators need to work with ELs. Educators who teach ELs must hold an appropriate license or current waiver issued by the Department.
- **ESL and Content Curricula:** Regardless of the ESL approach, method, or setting of instruction (pull-out, push-in, co-teaching etc.), districts must provide ELs with subject matter content and ESL instruction aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standards Framework. Whether it is district-developed or purchased, an ESL curriculum that addresses the English language needs of the EL population at all levels is integral to an effective ELE program in which ELs become English proficient at a rapid pace. The Department supports curricula that's coherent, aligned to state standards, and effective.
- **Instructional Equipment and Materials:** Districts must also identify and make available the materials and resources such as specialized books and equipment to implement the ELE program in the district. Instructional materials provided to ELs should be equivalent to the ones provided to other students in the district.
- **Instructional Space:** Districts are required to educate ELs in appropriate facilities, comparable to the facilities provided to non-ELs.

A. **Support for ELs and Access to Academic and Non-Academic Opportunities:**

Please describe the implementation of the district's ELE program(s) by using the prompts below:

a. Support for ELs Prompts

Please describe the setting (e.g. pull-out, push-in, co-teaching) and instructional time for targeted ESL instruction the district projects as appropriate considering student needs based on their English language proficiency levels and benchmarks' future targets and their difficulty index in order for ELs to meet the program and district goals.

- How does the district analyze that it has a sufficient number of qualified ESL teachers to implement the ELE program with fidelity at each school? Please submit the district's staffing analysis and determine whether the district can implement the ELE program with fidelity.
- Please explain how the district ensures that school and district administrators are knowledgeable about the specifics of the district's ELE program and are ready to support the implementation of the program on day one.
- Please explain the action steps taken by the district to ensure that general education, ESL, and when appropriate, special education teachers have regular, collaborative planning time to review student data, analyze student work and design instruction, including scaffolds.
- Please explain how the district ensures that school administrators reinforce clear expectations for both ESL and SEI teachers and provide regular, actionable feedback to improve instruction for ELs.
- Please describe the ongoing monitoring of ELs' linguistic, academic and socio-emotional progress and provide information regarding the district staff assigned to this process.
- Please describe the ongoing monitoring of ELs' linguistic, academic and socio-emotional progress and the types of formative and summative assessments used by the district to provide rigorous learning experiences to ELs that accelerate their progress toward mastery of content standards and English language proficiency. If the district or its schools have not met their ELP benchmarks, did the district establish a process to:
 - Identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency;
 - Assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement;
 - Review resources and services available to assist ELs in the identified areas in need of improvement; and

Access to Academic and Non-Academic Programs Prompts

- Please describe how the district maximizes academic and non-academic opportunities for ELs to engage them in learning alongside their non-EL peers.
- Please explain how the district ensures that ELs meaningfully participate in the academic special programs available at the schools ELs attend (e.g., history, science, social studies, music, vocational education, extracurricular activities etc.). For example, does the master schedule preclude ELs from certain core content classes?
- Please explain the type of access ELs have to special education, Title I and other interventions such as multi-tier system of supports (**MTSS**). Please provide some examples of this access.
- Please explain how the district creates opportunities for ELs to participate in educational opportunities related to career development (e.g., awareness, exploration, and immersion activities, including but not limited to internships and capstones).
- Please explain the type of access ELs have to advanced courses such as Advanced Placement, International Baccalaureate, early college and dual enrollment courses.
- Please explain how district leaders monitor ELs' course-taking patterns and ensure that teacher credentials (e.g., lack of SEI Endorsement) are not a barrier to ELs' participating in rigorous, grade-appropriate courses, including advanced courses such as Advanced Placement, International Baccalaureate, early college, and dual enrollment courses.
- Please explain how the ELE director collaborates with school leaders to develop policies and scheduling procedures to ensure that all required core academic classes, including ESL, are provided to ELs.
- Please explain the district's action plan to remove linguistic, economic and

B. Resources

Please describe the implementation of the district's ELE program(s) by using the prompts below:

- Please provide information regarding the ESL curriculum and/or textbooks adopted or developed by the district at each grade level (elementary, middle, high).
- Please explain how SEI, TBE, and TWI content curricula or curricular materials advance ELs' academic and linguistic development and align fully to the content and rigor of grade-level standards.
- For districts with bilingual education programs (e.g. TBE and TWI programs), please explain the availability of equitable facilities, materials and resources in English and in the partner language.
- For districts with an SEI program, please explain how native language supports are utilized in the school's SEI classes.
- What are the district's strategies for adopting culturally responsive core content curricular materials and providing ongoing professional learning opportunities to support educators to meet the unique needs of ELs?
- Please provide information regarding the availability of instructional resources, such as specialized books and technology tools, that will support the full implementation of the ELE program? How are guidance and counseling staff included to support issues of poverty, trauma, truancy, and discipline?

PRONG 3: The program succeeds when producing results indicate that students' language barriers are actually being overcome within a reasonable period of time.

It is not enough that the district's ELE program has a sound educational theory and is resourced appropriately. It must also be effective. As a result, every district in Massachusetts must conduct periodic evaluations of its ELE program at least every two years to answer the following questions:

- Is the ELE program working?
- Are EL students gaining the proficiency in English that will enable them to participate meaningfully in the district's education program?

Please Note: Where the district determines that the program is not effective, it must take action steps to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation to ensure that EL students are provided with meaningful opportunities to participate in its educational program by creating goals for areas that need improvement.

A. Review of the information collected in Prong Two:

- Based on the information collected under "Support for ELs" has the district identified any area that needs improvement?
- Based on the information collected under "Access to Academic and Non-Academic Opportunities", has the district identified any area that needs improvement?
- Based on the information collected under "Resources", has the district identified any area that needs improvement?

B. Review of Student Data Prompts: (Note: Data for each district can be found in EL Data Dashboard)

- Did the district and its schools meet the English language proficiency benchmarks set by the Department over the past three years? If not, what academic and non-academic supports and ELE programmatic changes will the district provide to ELs to meet their future English language proficiency benchmarks?
- Do ELs and FELs demonstrate adequate achievement compared to the state average based on the MCAS results in ELA, Math and Science? What factors have influenced EL/FEL student success and how has the district addressed the challenges for helping ELs acquire English language proficiency and achieve academic success? Please consider procedural and programmatic modifications.
- Based on the number and percentage of ELSWD that are enrolled in the district, does the district wish to reconsider its current program and/or supports for its ELSWD population at certain grade clusters/schools? Does the rate of ELSWD mimic that of non-ELs? Is there an over-identification or an under-identification of ELs on IEPs (compared to the state average)? If so, why? Is there something regarding the tiered system of support or IEP process that may contribute to this?
-

- Based on the number and percentage of ELs that have been suspended, does the suspension rate for ELs mimic the rate for non-ELs (compared to the state average)? If not, why? Is there something regarding the district's disciplinary policies or processes that may contribute to this?
- Based on the number and percentage of ELs that dropout, does the dropout rate for ELs mimic the rate for non-ELs (compared to the state average)? Why not? Do the district's high school academic offerings and supports contribute to the high dropout rates of ELs?
- Based on the number and percentage of ELs that graduate in four and five years, does the four and five-year graduation rates for ELs mimic the rate for non-ELs? If not (compared to the state average), why? Do the district's high school academic offerings and supports contribute to the high dropout rates of ELs?
- Based on the number and percentage of ELs that have taken advanced courses such as Advanced Placement, International Baccalaureate, early college and dual enrollment courses at the high school level, does the number of ELs and FELs that take advanced courses mimic the percentage of non-ELs? If not, why? Are there restrictions put on ELs or FELs taking advanced courses by guidance counselors or teachers on ELs' access to these courses?

C. Goals and Action steps taken in order to address the areas that need improvement.

Analyzing the Information and Identifying Areas for Improvement

This section provides information on analyzing the data collected and describes steps to consider in developing an action plan to address the findings from the evaluation.

Review of Results: Findings and Conclusions

The following are questions that may be considered with respect to compiling, organizing, and summarizing the information collected for each area where the district has identified areas in need of improvement.

- Is each identified area that needs improvement evaluated to determine why it arose and how it is interfering with program goals?
- Were adequate resources allocated to the identified area in need of improvement?
- Were responsible staff adequately trained/licensed with respect to their responsibilities?
- Were program goals and other program expectations adequately communicated?
- Does the area that needs improvement suggest the need to take another look at some aspect of the program design?
- Are there any contributing factors, explanations, or reasons for each area of concern?

Goal	State the goal for the identified area that needs improvement.
Action:	Describe what action steps will be implemented in order to ensure successful accomplishment of the goal.
Responsible Staff	Staff member(s) responsible for the successful accomplishment of the goal.
Timeline:	When will the action steps be started and what is the expected completion date and/or other important dates towards completion?
Indicators of Success:	Prior to implementing program changes: Please provide supporting data and evidence to be used to determine whether the goal listed above will be successful. Once the action plan has been completed: Did the action steps address problem causes, instead of just symptoms? Have the action steps been fully implemented? ● Actual Outcome -- describe what the evaluation demonstrated with respect to shortcomings in achieving the desired goal or standard. ● Contributing Factors -- describe factors and circumstances that may have influenced the goal or standard--why was it not as expected?

Implementing Program Changes

Once the planned modifications are developed, they can be put in place. Questions about implementation procedures may include:

- Have all stakeholders (responsible and interested parties) been notified of any program changes?
- Has necessary training been identified?
- Have appropriate steps been put in place so that responsible persons understand expectations and are prepared to implement the changes as planned?

To facilitate the success of the program improvement process, you may wish to consider the following questions:

- **Staff Responsibilities.** Have staff been assigned specific responsibility for activities? Have the assigned staff been granted appropriate authority, and have they been provided directions describing responsibilities and outcomes that are expected?
- **Establishing Schedules.** Has a schedule of due dates been established for key events, action steps, and expectations? Does the schedule provide for prompt actions to afford equal educational opportunities to ELs students?

- **Follow-up as Appropriate.** Has an approach been established to ensure that the process moves forward as expected? Has a person been designated with overall responsibility for the process to ensure its effective implementation?

Reminder: Students must be provided with services until they are proficient enough in English to participate meaningfully in the district's overall education program.

Progress Monitoring

Gather the team together periodically to review the data used to set the goals and any new data that has been gathered as it relates to completing the goals. List the action steps that will be monitored, and who will be responsible for checking that the action steps are being implemented as intended. List the processes and tools used to complete the action steps to ensure goals are being met on time and with the attention needed to ensure success of the plan. Also, please indicate the frequency with which monitoring of the action steps will take place. Determine whether any changes need to be made in order to ensure the success of the plan. Rows may be added as needed.

Responsibilities of an ESOL teacher

1. **Teaching English language skills:** The primary responsibility of an ESOL teacher is to provide instruction in English language skills, including speaking, listening, reading, and writing. They design and deliver lessons that cater to the language proficiency levels and individual needs of their students.
2. **Creating lesson plans and curriculum:** ESOL teachers develop lesson plans and instructional materials to meet the language learning goals of their students. They may follow a specific curriculum or adapt materials to suit the needs of their learners.
3. **Assessing student progress:** ESOL teachers assess the language proficiency of their students regularly to monitor their progress. They use various assessment tools such as tests, assignments, projects, and observations to evaluate students' language skills and adjust their instruction accordingly.
4. **Providing individualized support:** ESOL teachers understand that students in their classes may come from diverse linguistic backgrounds and have unique learning needs. They provide individualized support to help students overcome language barriers and develop their English skills at their own pace.
5. **Fostering language acquisition:** ESOL teachers create a supportive and inclusive classroom environment that encourages language acquisition. They promote active participation, provide opportunities for oral communication, and engage students in authentic language use through various activities and discussions.
6. **Integrating cultural awareness:** ESOL teachers recognize the importance of cultural understanding and integrate it into their instruction. They help students develop an appreciation for different cultures and promote cross-cultural communication skills.
7. **Collaborating with colleagues and parents:** ESOL teachers often collaborate with other educators, such as classroom teachers, to support the language needs of English learners across different subjects. They may also communicate with parents or guardians to provide updates on student progress and discuss strategies for supporting English language development at home.
8. **Professional development:** ESOL teachers engage in ongoing professional development to stay updated on the latest research, teaching methodologies, and resources related to language acquisition and instruction. They may attend workshops, conferences, or participate in professional learning communities to enhance their teaching skills.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Job Title: ESOL Teacher
Department: English for Speakers of Other Languages
Reports To: CIA Co-Directors, Building Principal, or their Designee
Prepared Date: 7/17/23

Summary:

The ESOL Teacher will develop engaging lesson plans, assess students' language proficiency, and track their progress. They will create an inclusive and culturally sensitive learning environment, employing differentiated instruction techniques. Collaboration with colleagues, effective communication with students and families, and continuous professional development are essential. ESOL teachers hold a certification for ESOL with the state of New Hampshire.

Essential Duties and Responsibilities:

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

- Deliver effective English language instruction to eligible Multilingual (ML) students, focusing on the development of listening, speaking, reading, and writing skills.
- Design and implement curriculum plans that align with language acquisition goals and objectives.
- Communicate ESOL budget needs with school and district leadership and maintain accurate inventories of curriculum materials.
- Assess students' language proficiency regularly using appropriate assessment tools. Analyze student data to identify areas of need and make data-driven decisions to improve student achievement, report out on results to stakeholders including classroom teachers, administrators, district leadership, and families.
- Employ a variety of instructional strategies and techniques to meet the diverse needs of ML students. Differentiate instruction based on language levels, learning styles, and cultural backgrounds, providing individualized support and challenges as needed.
- Foster an inclusive and respectful classroom environment that celebrates diversity and promotes cultural understanding. Encourage students to share their cultural experiences and facilitate cross-cultural interactions among students.
- Collaborate with colleagues, administrators, and support staff to coordinate instructional strategies, curriculum implementation, and student support services. Maintain open and effective communication with students, their families, and other stakeholders, fostering their involvement in the learning process.
- Engage in ongoing professional development activities to stay current with best practices, research, and developments in ESOL instruction. Attend workshops, conferences, and training sessions to enhance teaching skills and expand knowledge in language acquisition.
- Provide additional support to ML students who require extra assistance, such as newcomers or those with limited English proficiency. Offer differentiated instruction, small group instruction, or one-on-one support to ensure their language needs are met.
- Maintain records and other documentation as required by state and federal regulations including lesson plans, student attendance records, schedules, eligibility rosters, meeting notes, professional development records, family communications, family engagement documents etc.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

- Provide support, guidance, and instructional strategies to teachers and administrators regarding the best practices for supporting and instructing ML students.
- Other duties as assigned by the building principal in accordance with the DTU contract.

Supervisory Responsibilities:

None

Competencies:

- Strong understanding of federal and state regulations related to ESOL programming and Title III grant requirements.
- Comprehensive knowledge of effective language development strategies and evidence-based interventions for supporting ML students.
- Experience providing language instruction.
- Expertise in analyzing and using student data to inform decision-making and identifying areas for improvement.
- Excellent communication and interpersonal skills to work effectively with a wide range of stakeholders, including students, families, community members, teachers, administrators, and district leaders.
- Strong organizational and project management skills to manage multiple priorities and meet deadlines.
- Proficient in the use of technology to support program implementation and communication with stakeholders. Preferable experience with Infinite Campus, Google Suite, and Microsoft Suite software.

Qualifications:

- A deep commitment to improving student learning and language proficiency.
- A collaborative and team-oriented approach to working with others.
- Strong interpersonal skills and the ability to build relationships based on trust, respect, and empathy.
- A growth mindset and willingness to try innovative approaches to program implementation and support for ML students.
- A passion for working with diverse student populations and a commitment to equity and inclusion.

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

Education and/or Experience:

This position requires a minimum of a bachelor's degree (B.A. or B.S.) from a four-year college or university; a master's degree is preferred. The preferred candidate would have experience teaching ESOL.

Technology Skills:

To perform this job successfully, an individual should have experience in the following:

- Microsoft Office Suite: Word, Excel, Powerpoint, and Outlook
- Google Workspace: Gmail, Google Drive, Google Docs, Google Slides, Google Sheets

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Certificates, Licenses, Registrations:

0607 - English for Speakers of Other Languages (ESOL)

Physical Demands:

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

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds.

Work Environment:

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

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

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Job Title: ESOL Interventionist
Department: English for Speakers of Other Languages (ESOL)
Reports To: CIA Co-Directors, Building Principal, or their Designee
Prepared Date: 7/18/23

Summary:

An ESOL Interventionist is a paraeducator who provides academic support to students who qualify for ESOL services. An ESOL Interventionist delivers targeted language instruction, assesses student progress, collaborates with instructional staff, and helps students achieve their academic goals.

Essential Duties and Responsibilities:

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

- Provide one-on-one or small group intervention to ESOL eligible students in language acquisition and specific subject areas.
- In consultation with ESOL teachers, prepare lesson materials and deliver lessons based on students' needs, learning styles, and grade-level standards, utilizing various teaching methods and resources.
- Collaborate with ESOL teachers to assess students' language proficiency and academic strengths and weaknesses through regular formative and summative assessments, track their progress, and adjust instruction accordingly.
- Collaborate with instructional team to design and implement interventions based on student needs and goals and reinforce key concepts taught in the regular curriculum.
- Collaborate with instructional team to identify students for intervention groups.
- Communicate regularly with teachers and Title III Coordinator to provide updates on student progress, discuss strategies for improvement, and address concerns or challenges.
- Maintain accurate records of interventions, student attendance, and progress reports, ensuring compliance with program guidelines and reporting requirements.
- Foster a positive and supportive learning environment, promoting student engagement, motivation, and confidence in their academic abilities.
- Attend professional development opportunities, workshops, and staff meetings as required, actively participating in collaborative discussions, and sharing best practices.
- Adhere to ethical and professional standards, maintaining confidentiality and respecting the privacy of students and their families.
- Other duties as assigned by the building principal and the Title III Coordinator, including but not limited to daily building duties, in accordance with the DPA contract.

Supervisory Responsibilities: None

Competencies:

- Experience providing intervention services in language development preferred.
- Knowledge of subject-specific content and language development standards.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

- Ability to use a variety of instructional strategies and resources to support diverse learners.
- Understanding of federal and state regulations related to ESOL programming preferred.
- Excellent communication and interpersonal skills to collaborate effectively.
- Patience, empathy, and the ability to build rapport with students who may be struggling.
- Proficient in the use of technology to support program implementation and communication with stakeholders. Preferable experience with Google Suite and Microsoft Office.

Qualifications:

- Paraeducator II certification, or an Associate's degree or higher, required.
- Previous experience working with students in an educational setting, particularly in ESOL programs or providing individualized instruction, preferred.

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

Education and/or Experience:

This position requires a paraeducator II certification or the ability to be certified through official college transcript showing at least two years of study with a minimum of 48 college credits.

Technology Skills:

Proficient computer skills, including knowledge of educational software.

Certificates, Licenses, Registrations:

This position requires a paraeducator II certification or the ability to be certified through official college transcript showing at least two years of study with a minimum of 48 college credits.

Physical Demands:

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

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds.

Work Environment:

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

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

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Job Title: Cultural Liaison
Department: English for Speakers of Other Languages (ESOL)
Reports To: CIA Co-Directors, Building Principal, or their Designee
Prepared Date: 7/18/23

Summary:

The cultural liaison will be the main point of contact for our newcomer and immigrant families. This person will ideally have lived experience through their own immigration, providing an intimate understanding of what these new families are experiencing. The cultural liaison will meet regularly with school officials and the ESOL team to ensure that they are all working together to meet the needs of our newcomers. This position will plan events to connect new families to community and school resources. They will help them navigate our technology systems in the district so they can stay up to date with their student's grades, newsletters, and announcements. This liaison will advocate for the needs of our newcomer and immigrant families and will support them in advocating for themselves.

Essential Duties and Responsibilities:

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

1. **Welcoming and Orienting Newcomer Families:** The cultural liaison serves as a point of contact for newly arrived families, providing them with a warm welcome and orientation to the school district. They may assist families in understanding school policies, procedures, and available resources.
2. **Facilitating Communication:** The cultural liaison acts as a bridge between immigrant families and school staff, facilitating effective communication and understanding. They may provide or help facilitate interpretation and translation services during meetings, conferences, and other school-related events to ensure that families can fully participate and engage with the school community.
3. **Advocating for Immigrant Families:** The cultural liaison advocates on behalf of immigrant families, helping them navigate the school system and access appropriate services. They may assist families in understanding their rights, providing information on available support programs, and ensuring that their voices and concerns are heard and addressed.
4. **Cultural and Linguistic Support:** The cultural liaison provides cultural and linguistic support to both families and school staff. They may help educators understand and appreciate the cultural backgrounds and experiences of the students and their families, offering insights into cultural norms, traditions, and communication styles that can impact the students' educational experience.
5. **Collaborating with School Staff:** The cultural liaison collaborates closely with teachers, administrators, counselors, and other school personnel to support the academic and social integration of immigrant students. They may provide guidance and resources to teachers on effective instructional strategies for English language learners and culturally responsive practices.
6. **Connecting Families with Community Resources:** The cultural liaison assists newcomer and immigrant families in accessing community resources beyond the school environment. They may provide information about healthcare services, social services, language programs, and other community organizations that can support the well-being and integration of families.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

7. Organizing Cultural Events and Workshops: The cultural liaison may organize cultural events, workshops, and informational sessions to promote cultural exchange, understanding, and appreciation within the school community. These events can help foster a welcoming and inclusive environment for all students and families.
8. Monitoring and Evaluating Services: The cultural liaison monitors the effectiveness of the support services provided to families and collects feedback to assess their impact. They collaborate with school administrators to identify areas for improvement and make recommendations for enhancing support programs.

Supervisory Responsibilities: None

Competencies:

1. A cultural liaison should have a deep understanding and appreciation of diverse cultures, traditions, and customs. They should be sensitive to cultural differences, respect various perspectives, and possess the ability to bridge cultural gaps.
2. Strong communication skills are vital for a cultural liaison to effectively interact with families, school staff, and community members. They should possess excellent verbal and written communication skills in English and ideally in the language(s) spoken by the families they serve.
3. Building positive relationships is crucial for a cultural liaison. They should be approachable, empathetic, and able to establish trust and rapport with newcomer families. Strong interpersonal skills enable them to effectively collaborate with school staff, community organizations, and agencies to meet the needs of families.
4. A cultural liaison should possess strong advocacy skills to effectively represent and support newcomer families within the school system. This includes empowering families to understand their rights, facilitating access to resources and services, and ensuring their voices are heard and valued.
5. The ability to identify challenges faced by newcomer families and develop creative solutions is essential. Cultural liaisons should possess resourcefulness in connecting families with appropriate services, addressing barriers to educational success, and finding innovative ways to support their needs.
6. Familiarity with educational systems, policies, and procedures is important for a cultural liaison to navigate the school environment effectively. They should understand the rights and entitlements of newcomer students and their families within the education system.
7. Effective cross-cultural communication and mediation skills enable cultural liaisons to bridge language and cultural barriers. They should be skilled at facilitating communication between families and school staff, resolving conflicts, and promoting understanding between different cultural perspectives.
8. Cultural liaisons often handle multiple tasks and responsibilities simultaneously. Strong organizational and time management skills are necessary to prioritize and manage their workload effectively, ensuring that families receive the necessary support in a timely manner.
9. Cultural liaisons should be familiar with community resources and services that can support immigrant families outside of the school setting. This includes knowledge of language programs, healthcare services, social services, legal assistance, and other community organizations.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Qualifications:

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

Education and/or Experience:

The cultural liaison will ideally be an immigrant themselves so that they have firsthand experience from which to draw on as they support immigrant families.

Technology Skills:

Proficient computer skills, including knowledge of educational software.

Certificates, Licenses, Registrations:

None required.

Physical Demands:

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

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds.

Work Environment:

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

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



DOVER SCHOOL DISTRICT
EMPOWERING ALL LEARNERS!

2023-2024 RE-ENTRY PLAN

Originally Adopted and Approved by Dover School Board - August 9, 2021

Revised – Board Approved December 13, 2021

Revised – Board Approved August 22, 2022

No Revisions – Board Approved February 13, 2023

Revised - August 14, 2023

NOTE

The 2023-2024 Re-Entry Plan has been reviewed and revised to reflect the least restrictive COVID-19 protocols. School and community spread will continue to be monitored. If there is an increase in spread, the district will need to take the necessary measures permitted to mitigate the risk of further spread. The district will strive to continue in-person learning throughout the entire school year.

THE 2023-2024 OPENING OF SCHOOL PLAN

Recommendations in this plan are based on the review and guidance of the U.S. Centers for Disease Control (CDC) and New Hampshire Division of Public Health Services (NH DPHS) in conjunction with current local and state COVID data. Both organizations continuously update their guidance. Adjustments may be made in the plan based on community spread of COVID-19 or variants of COVID-19.

<u>POLICY-like: Directed or Approved by School Board</u>	<u>PROCEDURE-like: Responsibility of Superintendent</u>
▪ Any reduction in school occupancy (except an immediate, short-term shift). ▪ Process and considerations for changing these decisions. ▪ Budget and staffing changes.	▪ Hours and schedule within the school day. ▪ Transportation scheduling. ▪ School meals – breakfast and lunch. ▪ Recess/breaks. ▪ Cleaning and disinfection routines. ▪ Nursing and health screening. ▪ Precautions related to activities such as music or athletics. ▪ Student spacing, and PPE required.

For the purposes of this document, the following goals are considered:

- Provide guidance that the school community, including parents/guardians, students, staff, and administrators, can rely on with confidence knowing they will have the support of the School Board.
- Create an environment where students can physically attend school, in-person 5 days per week, with full academic and extracurricular offerings.
- Minimize the risk of COVID-19 transmission in the schools.
- Provide guidance for staff and the community when the district would consider further relaxing or tightening the protocols indicated in the Protocols Applied to Pandemic Education (PAPE).
- Make decisions based on the latest scientific and medical guidance while adhering to state regulations.

The following are the guiding principles for the Re-Entry Plan:

- Preserving in-person learning is prioritized.

The Re-Entry Plan will change and evolve as needed:

- COVID-19 remains a dynamic situation. Recommendations are based on current data and trends. It should be noted if data and trends indicate a need to increase mitigation efforts, the district will respond accordingly with what is permitted to mitigate the spread of COVID-19, if approved.
- Guidance from the New Hampshire Department of Health and Human Services (NH DHHS), New Hampshire Department of Education (NH DOE), and the Centers for Disease Control and Prevention (CDC) will be used to make informed decisions regarding school operations related to COVID-19.
- Families should have back-up plans in place in the event there is a need to shift to remote learning and/or a closure at some point during the school year.

Mitigation steps based on community transmission levels:

- It is beyond the ability of the district to prevent anyone in our community from getting COVID-19. However, steps

can be taken to mitigate the risks while at school and work. These steps will depend on community transmission levels. **COVID-19 policies are intended to mitigate, not eliminate, risk.**

- The past three years have offered challenges as the Dover community and schools have had to respond to COVID-19. The district needs to be clear as to the plans and expectations of the 2023-2024 school year. **The primary goal is to maintain in-person learning for students at all grade levels.**
- The district recognizes the state has restricted the safeguards related to masking and the closing of schools.
- School transmission reflects (but does not drive) community transmission, communities need to take all necessary measures to limit community spread of SARS CoV-2 to ensure schools can remain open and safe for students.
- It is important for the surrounding community to help protect schools and childcare programs; maintain operations; and protect children, students, teachers, and staff.
- Increasing COVID-19 in the community will translate to an increase of COVID-19 in schools and childcare programs, which will have multiple potential downstream consequences.
 - More children and staff out sick.
 - More children and staff with viral symptoms requiring testing.
 - Parents/guardians needing to take time off work.
 - School and childcare staff shortages.
 - Increased risk to people who are immunocompromised.
 - Increased risks of adverse outcomes.
- COVID-19 prevention strategies remain necessary to protect people who are not fully vaccinated. To reduce the spread, the following is recommended:
 - Masking is not required unless one falls under certain stipulations in the Isolation or Quarantine guidelines of the NHDHHS' *Response to COVID-19 in K-12 Schools*. There are individuals that may want to take preventive precautions by wearing a mask in a school environment.
 - Face masks are intended to protect the wearer and serve as "source control" to prevent someone with COVID-19 from spreading it to others.
 - Face masks have become an important mitigation tool because the CDC has estimated (JAMA article) that 50-60% of COVID-19 transmissions occur from people who are asymptomatic.
 - The American Academy of Pediatrics (AAP) has recommended universal face masks for everybody 2 years of age and older at school.
 - Wear a high-quality mask.
 - Another preventive measure is to be fully vaccinated. (NOTE: The district cannot require universal masking or COVID-19 vaccinations. It is recognized that these two actions can assist in mitigating the spread of COVID-19.) HB220 (Medical Freedom Bill) was signed by Governor Sununu. There are no vaccine mandates for public facilities in New Hampshire.
 - Handwashing and Respiratory Etiquette
 - Wash or sanitize hands frequently.
 - Teach and practice good respiratory etiquette (covering coughs and sneezes).
 - Staying Home when Sick and Getting Tested

- NH DPHS recommendation: Continue to have a low bar for excluding and testing people with new signs/symptoms of viral syndrome (e.g., fever, chills, body or muscle aches), or respiratory viral infection (e.g., sinus congestion, sore throat, runny nose, cough).
- Sick, symptomatic persons should not be allowed into schools or childcare programs.
- A symptomatic person should be tested for COVID-19.
- A fully vaccinated person with new viral symptoms should-test for COVID-19.

CORE RECOMMENDATION

The goal for the 2023-2024 school year is to open school in the fall to as close to normal as possible with minimal COVID-19 disruption.

In-person School Day: The district's definition of "minimal COVID-19 disruption" for school openings is the operation of in-person classes, five days per week, adhering to the School Board approved academic calendar. The goal is to have the majority, if not all, children attending classes in their respective classrooms. The district's schools will adhere to a traditional five-day per week schedule.

Virtual School Option: If a family elects to continue with virtual education, they will have the option to participate in the Virtual Learning Academy Charter School (VLACS).

Those families desiring a virtual environment will need to enroll in VLACS as full-time students. There is also an option to take some courses in person at Dover High School and elect some courses through VLACS. Contact your high school counselor to fully understand the implications of VLACS and to learn how to enroll.

Protocols Applied to Pandemic Education (PAPE): The district is advancing through the COVID-19 Pandemic based on the guidance of NH DHHS. Currently, NH DHHS is recommending that schools use the following document and associated links within it from the CDC to guide school districts for the foreseeable future: [CDC Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning](#)

Health Screening: The use of a health assessment screener remains important. Individuals are asked to self-screen at home prior to arrival at school.

Masking: The wearing of masks will not be a requirement throughout the district unless one falls under certain stipulations in the Isolation or Quarantine guidelines of the NHDHHS' *Response to COVID-19 in K-12 Schools*. Although, as masks are the most effective mitigation strategy, wearing a mask while in the buildings will be an individual choice and optional unless one falls under certain stipulations in the Isolation or Quarantine guidelines of the NHDHHS' *Response to COVID-19 in K-12 Schools*.

Athletics: A full range of athletic programming for Dover Middle and Dover High School is recommended unless transmission levels change, and adjustments are needed. Individual activities may need to be adjusted to meet health and safety guidelines or New Hampshire Interscholastic Athletic Association (NHIAA) rules and procedures. The district will continue to monitor and to modify guidelines into the fall unless the pandemic is declared over, in which case, we would return to normal pre-pandemic rules.

Large Group Gatherings: Large group school-sponsored gatherings outside of the school day (concerts, athletics, events) will be allowed. Athletes and performers will follow the same procedures as in their classes/practices related to the event. If community and/or school spread increases, the district may place restrictions on large group gatherings.

Visitors: Non-symptomatic visitors will be allowed into school buildings. If a visitor is presenting symptoms of illness, they will not be allowed to enter. This helps to protect students, faculty, and staff.

Isolation

- Any person who tests positive for COVID-19 or who has symptoms of COVID-19 while awaiting testing, regardless of vaccination status, previous infection, or lack of symptoms, will need to isolate.
- People who are diagnosed with COVID-19 must still isolate at home until they have met criteria for discontinuation of isolation. ***At the time of this writing, anyone with a positive COVID-19 test must isolate for 5 days. If they are fever-free and symptoms are improving, they may end their isolation starting on day 6 by wearing a high-quality well-fitting mask around others on days 6-10.***
- All others should self-observe and monitor for symptoms.
- In an outbreak situation, NH DPHS or NH DHHS may choose to expand a quarantine to other non-household contacts to control the outbreak.
- Quarantine of an entire classroom will no longer be conducted. This could change if community spread increases to a level where public health officials, NH DPHS, or NH DHHS decide if the quarantine of an entire classroom is necessary.
- Non-household contacts will be asked to self-observe and monitor for symptoms.

Accommodations for Health and Safety Protocols

- The district will make necessary and reasonable accommodations to health and safety protocols for students with disabilities. As needed, such determinations will be made through the established Special Education and 504 processes.
- Employees should inform their principal if there is a need for accommodations.

School Board Conditions: Following consultation and guidance from the New Hampshire Department of Health and Human Services, the following are conditions where the School Board would consider increasing restrictions and precautions:

- Unable to maintain staffing due to COVID-19 cases.
- Changes in FDA or CDC guidance regarding vaccination limitations (i.e., need for a booster injection or emergence of a variant that renders vaccines ineffective).
- Local active COVID-19 cases rise significantly.

COVID Related Challenges to Monitor: Assuming COVID-19 continues to be active, it can be predicted that some of the challenges the district may face in 2023-2024:

- Students in isolation
- Program closures
- Classroom closures
- School closures
- Athletic program pauses
- Staffing capacity issues

- Vaccine availability
- Because we have no way to verify vaccinations, truthfulness of reporting will be a challenge

Summary: The recommendations in this plan are based on the review of current CDC and NH DPHS guidance in conjunction with current local and state COVID-19 data. Both organizations continuously update their guidance on a regular basis. Community and school spread of COVID-19 and variants will determine the restrictions that need to be in place as determined by the New Hampshire Department of Health and Human Services.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

COVID-19 Protocols and Procedures Document PROTOCOLS APPLIED TO PANDEMIC EDUCATION (PAPE) Revised - August 14, 2023

The following is based on information from the State of New Hampshire Division of Health and Human Services' (NH DHHS) recommendation to use The Centers for Disease Control's: *CDC Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning*.

NOTE: The Dover School District Superintendent or designee is empowered to make specific decisions based on levels of community spread and incidents within a school community. Layers of mitigation can be applied, removed, or changed based on identified needs or mandates. Increases in community spread will require more restrictive guidelines. Decreases in community spread may result in less restrictive guidelines. When possible, questions or discrepancies will be determined for resolution through the District's COVID-19 Command Team.

The Dover School District is advancing through the COVID-19 Pandemic based on the guidance of NH DHHS. Currently, NH DHHS is recommending that schools use the following document and associated links within it from the CDC to guide school districts for the foreseeable future: [CDC Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning](#)

If guidelines provided by NH DHHS differ slightly from those provided by the Centers for Disease Control (CDC), the Dover School District will follow the NH DHHS guidelines.



(FY25) BUDGET PREPARATION ADOPTION SCHEDULE (8/14/23)

DATE	DESCRIPTION
2023	Administration Review
August 14	School Board to approve the FY25 Budget Adoption Schedule, set priorities, assumptions, and process
September 28	Deadline for administrators to submit proposed budget data in IVEE and New Staff Request forms to the Business Office
October 3-6	Multi-Department Review – SPED, TECH, Curriculum, Facilities, Business Administrator, Superintendent, and Building Admin
October 10-13	Business Administrator formatting final budget docs for department-based tax-cap analysis.
October 17	Cabinet receives program wage & non-wage budget detail with tax cap analysis.
October 24	Leadership Team Review for Board Proposal
November 2	Deadline for all remaining budget revisions
November 20	Superintendent to present Proposed Budget to School Board
2023 – 2024	School Board Review
November 27	School Board Budget Workshop (Department Presentations – Highlight Important Changes)
December 4	Budget Workshop
December 11	School Board Meeting & Budget Workshop
December 18	Budget Workshop
January 8	School Board Meeting to Adopt Budget & Send to City Council
January 16	School Board Meeting to Adopt Budget – Backup Date
January 18	School Budget due to City Manager – Tentative Date
February 14	City Manager Presents Overall Budget to City Council
March 13	School Budget Presentation to City Council
March 27	City Budget Public Hearing – Tentative Date
April 3	School Budget Public Hearing (City Council)– Tentative Date
April 10	City Budget (including School Budget) Adoption

DOVER SCHOOL DISTRICT
Condition of Accounts - August, 2023

DISTRICT-WIDE Expenditures

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 25,445,803	\$ 18,966	\$ 25,426,837	\$ 15,961,949	\$ 9,464,888
1200	SPECIAL EDUCATION PROGRAMS	\$ 18,816,682	\$ 381,592	\$ 18,435,090	\$ 13,161,196	\$ 5,273,894
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,530,207	\$ 28,654	\$ 2,501,553	\$ 1,731,047	\$ 770,506
1400	OTHER EDUCATIONAL PROGRAMS	\$ 733,936	\$ 37,330	\$ 696,606	\$ 265,987	\$ 430,619
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 265,695	\$ 26,454	\$ 239,241	\$ 150,873	\$ 88,368
2100	SUPPORT SERVICES - Students	\$ 5,342,573	\$ 34,049	\$ 5,308,524	\$ 3,431,844	\$ 1,876,680
2200	SUPPORT SERVICES - Instructional Staff	\$ 1,578,196	\$ 46,347	\$ 1,531,849	\$ 660,574	\$ 871,275
2300	SUPPORT SERVICES - General Admin.	\$ 1,817,324	\$ 201,185	\$ 1,616,139	\$ 1,246,086	\$ 370,053
2400	SUPPORT SERVICES - School Admin.	\$ 3,389,651	\$ 317,294	\$ 3,072,357	\$ 2,169,011	\$ 903,346
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 5,446,616	\$ 1,032,679	\$ 4,413,937	\$ 5,012,447	\$ (598,510)
2700	SUPPORT SERVICES - Student Transportation	\$ 3,912,441	\$ 7,043	\$ 3,905,398	\$ 2,781,679	\$ 1,123,719
2800	SUPPORT SERVICES - Centralized Services	\$ 1,779,454	\$ 310,868	\$ 1,468,586	\$ 860,292	\$ 608,294
2900	SUPPORT SERVICES - Other	\$ 32,295	\$ -	\$ 32,295	\$ -	\$ 32,295
5200	FUND TRANSFERS OUT	\$ 559,573	\$ -	\$ 559,573	\$ 559,573	\$ -
6900	SCHOOL DEBT - Principal & Interest	\$ 6,307,427	\$ -	\$ 6,307,427	\$ 6,307,427	\$ -
TOTAL GENERAL FUND EXPENDITURES:		\$ 77,957,873	\$ 2,442,460	\$ 75,515,413	\$ 54,299,985	\$ 21,215,429
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,729,405	\$ -	\$ 1,729,405	\$ 1,834,127	\$ (104,722)
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 9,185,428	\$ 294,412	\$ 8,891,017	\$ 2,832,304	\$ 6,058,713
Summarized Condition of District Expenditures:		\$ 88,872,706	\$ 2,736,871	\$ 86,135,835	\$ 58,966,416	\$ 27,169,419

DISTRICT-WIDE Revenue

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
01311.3410	TUITION - REGULAR FROM PARENTS	\$ -	\$ -	\$ -	\$ -	\$ -
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ -	\$ -	\$ -	\$ -	\$ -
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ -	\$ -	\$ -	\$ -	\$ -
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 63,490	\$ -	\$ 63,490	\$ -	\$ 63,490
01321.3390	TUITION - BARRINGTON	\$ 3,202,591	\$ -	\$ 3,202,591	\$ -	\$ 3,202,591
01321.3390	TUITION - NOTTINGHAM	\$ 1,743,812	\$ -	\$ 1,743,812	\$ -	\$ 1,743,812
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 10,000
01321.3390	TUITION - BELLAMY ACADEMY	\$ 244,640	\$ -	\$ 244,640	\$ -	\$ 244,640
01322.3390	TUITION - SPED AIDES	\$ 285,000	\$ -	\$ 285,000	\$ -	\$ 285,000
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 135,000	\$ -	\$ 135,000	\$ -	\$ 135,000
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ 35,000
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ 640	\$ 29,360	\$ -	\$ 29,360
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 3,150	\$ 100,850	\$ -	\$ 100,850
01980.3599	MISC REVENUE	\$ -	\$ -	\$ -	\$ -	\$ -
01990.3599	OTHER LOCAL REVENUE DW	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ 38,000
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 10,191,730	\$ -	\$ 10,191,730	\$ -	\$ 10,191,730
03210.3700	SCHOOL BUILDING AID	\$ 383,462	\$ -	\$ 383,462	\$ -	\$ 383,462
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 1,528,662	\$ -	\$ 1,528,662	\$ -	\$ 1,528,662
03241.3700	CTE TUITION AID	\$ 431,092	\$ -	\$ 431,092	\$ -	\$ 431,092
03242.3700	CTE TRANSPORTATION AID	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ 3,000
03290.3700	OTHER RESTRICTED STATE AID	\$ -	\$ -	\$ -	\$ -	\$ -
04210.3599	INDIRECT COST ALLOCATION	\$ 171,000	\$ 66	\$ 170,934	\$ -	\$ 170,934
04220.3599	ABE ALLOCATION	\$ 43,000	\$ -	\$ 43,000	\$ -	\$ 43,000
04580.3311	MEDICAID DISTRIBUTION	\$ 200,000	\$ 20,779	\$ 179,221	\$ -	\$ 179,221
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND REVENUE:		\$ 18,843,479	\$ 24,635	\$ 18,818,844	\$ -	\$ 18,818,844
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,729,405	\$ -	\$ 1,729,405	\$ -	\$ 1,729,405
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 9,185,428	\$ 9,896	\$ 9,175,532	\$ -	\$ 9,175,532
Summarized Condition of District Revenue:		\$ 29,758,312	\$ 34,531	\$ 29,723,781	\$ -	\$ 29,723,781

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 18,843,479	\$ 24,635
State Wide Property Tax:	\$ 7,120,667	\$ 5,076,041
Local Property Tax:	\$ 51,993,727	\$ 48,963,367
TOTAL GF Revenue:	\$ 77,957,873	\$ 54,064,043
TOTAL GF Expenditure:	\$ (77,957,873)	\$ (56,742,444)
Ending GF Fund Balance:	\$ 0	\$ (2,678,402)
TOTAL FS Revenue:	\$ 1,729,405	\$ -
TOTAL FS Expenditures:	\$ (1,729,405)	\$ (1,834,127)
Ending FS Fund Balance:	\$ -	\$ (1,834,127)
TOTAL Other SR Fund Revenue:	\$ 9,185,428	\$ 9,896
TOTAL Other SR Fund Expenditures:	\$ (9,185,428)	\$ (3,126,715)
Ending Grant Fund Balance:	\$ -	\$ (3,116,819)



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Monday, August 14, 2023

SUPERINTENDENT REPORT

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

BOARD AGENDA ITEMS

G. CONSENT AGENDA

2. **Resignations/Retirements** – I recommend the Board approve the resignation as listed.
3. **Leaves of Absence** – None
4. **Job Shares** - None
5. **Nominations** – I recommend the Board approve the nominations as listed. I also recommend the Board approve the revised contracts of the Assistant Superintendent and Chief Financial Officer. The three-year contract will allow for consistency and continuity in these two critical positions as possible transitions will occur with the Board and/or superintendent.
6. **Extended Trips**
 - a. I recommend the Board preliminarily approve the Dover High School Chess Club's trip to Baltimore, Maryland for the United States Chess Scholastic Nationals from April 4-7, 2024.
 - b. I recommend the Board preliminarily approve the Dover High School Biology/Environmental Elective's trip to Belize in April 2024.
 - c. I recommend the Board waive the preliminary approval and provide their final approval for the Dover High School Marching Band and Color Guard to Camp Huckins in Freedom, NH from August 27-29, 2023.
7. **Donations** – None

H. STUDENT REPORT: No Report – New student representative to be selected by Dover High School. If the selection process is completed according to Student Board Member Policy BBBF, the student representative will start their duties at the Monday, September 11, 2023, meeting.

I. POLICY – CHANGES – PROPOSALS:

1. None

J. POLICY ADOPTION: None

K. RESOLUTIONS: None

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. **Life Bridge, Inc. and Dover Middle School and Dover High School Memorandum of Understanding** - The program offered is an exceptional one-to-one mentoring program with a primary objective of fostering trust and long-term growth in mentoring relationships. Mentors play a vital role in supporting students academically, providing social and emotional assistance, and guiding them through the challenges they face on their journey to becoming responsible adults within their community. All mentors undergo thorough

training and background checks, and their involvement requires the consent of the students' parents or guardians. Each mentor commits to dedicating at least 90 minutes per week, for a minimum of one full school year, to their mentee. Dover Middle School and Dover High School students are referred to the program through their counselor. This is a renewal of a previous MOU with the Life Bridge, Inc. **Superintendent's Recommendation:** I recommend that the Board approve the MOU with Life Bridge, Inc.

2. **2023-2024 Parent and Student Handbooks** – Annually the Dover schools review and revise their Parent and Student Handbooks. The Board is receiving a copy of the revisions that are being made. When approved, the handbooks become policies for the school. The principals will be available to answer questions pertaining to the revisions. **Superintendent's Recommendation:** I recommend the Board approve the revisions in each of the schools Handbooks.
3. **Title I**
 - a. **Needs Assessment** - The Co-CIA directors will be available to answer questions pertaining to the Title I Needs Assessment.
 - b. **Title I 2023-2024 District Plan** - The Board is requested to act on the Plan. The Co-CIA directors will be available to answer questions pertaining to the Plan. **Superintendent's Recommendation:** I recommend the Board approve the Title I 2023-2024 District Plan.
4. **Title III**
 - a. **LAU Plan (ESOL)** –Kiley Hemphill will be available to answer questions relating to the Plan. **Superintendent's Recommendation:** I recommend the Board approve the LAU Plan.
 - b. **ESOL Teacher Job Description** – The Teaching and Learning Department has created the job description for the ESOL Teacher. **Superintendent's Recommendation:** I recommend the Board approve the ESOL Teacher Job Description.
 - c. **ESOL Interventionist Job Description** - The Teaching and Learning Department has created the job description for the ESOL Paraprofessional. **Superintendent's Recommendation:** I recommend the Board approve the ESOL Interventionist Job Description.
 - d. **Cultural Liaison Job Description** - The Teaching and Learning Department has developed a Cultural Liaison Job Description. **Superintendent's Recommendation:** I recommend the Board approve the ESOL Cultural Liaison Job Description.
5. **Woodman Park School Sewer Line Replacement** – Mr. Limanni will be present to discuss the Woodman Park School Sewer Line Replacement.
6. **Dover School District 2023-2024 Re-Entry Plan and PAPE** – The District is required to review the Re-Entry Plan every six months to qualify for Federal Grant Funds. The approval will continue until September 2024. The 2023-2024 Entry Plan has been reviewed and revised to reflect the least restrictive COVID-19 Protocols. This will require school and community spread to be monitored. If there is an increase in school and/or community spread, the district will need to take the necessary measures that are permitted to mitigate the risk of spread in the Dover School District. The district will strive to continue in-person learning throughout the entire school year. A PAPE has been developed to correspond to the 2023-2024 Re-Entry Plan. **Superintendent's Recommendation:** I recommend the Board approve the 2023-2024 Re-Entry Plan and the revised 2023-2024 PAPE.
7. **Fiscal Year 2025 Budget Preparation Adoption Schedule** – The FY25 Budget Preparation Adoption Schedule has been developed to align with the City of Dover's FY25 budget timeline. Mr. Limanni held a FY25 training

with the Leadership Team on Monday, August 7. **Superintendent's Recommendation:** I recommend the Board approve the FY25 Budget Preparation Schedule.

8. **Condition of Accounts** – Mr. Limanni will present the monthly condition of accounts.

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

The following is a summary of the activities that have occurred in July.

Project Work: Throughout the month, the Superintendent's office has actively engaged in various summer projects that are tied to wrapping up the previous school year and preparing for the current school year.

Title III Grant Oversight and ESOL Program Review: Kiley Hemphill initiated a thorough review of the ESOL Program in preparation for the NHED review. This comprehensive evaluation serves a dual purpose – fulfilling ESEA requirements for annual ESOL program reviews and providing a robust starting point for district-wide program enhancements. This process aims to streamline programming and support stakeholders.

The Director's meeting encompassed diverse topics such as NHLI contracts, Teacher Inquiry Process, UpRiver Education Report, job description evaluations, summer program updates, and more. In-depth discussions led to informed decisions.

SAU Directors' Meeting Highlights: At the SAU Directors' meeting, a range of important topics were addressed, including updates to the UNH Learning Through Teaching program, planning for future learning pathways, RTI training for Principals and Deans, clarifications on paraeducators' professional development, introducing a new Dean of Students, revising job descriptions, finalizing meeting schedules, and reviewing committee structures.

Apprenticeship Pathway for Paraeducators: Dr. Mary J. Ford presented an apprenticeship program developed in collaboration with the U.S. Department of Labor Office of Apprenticeship. This program aims to establish an apprentice pathway for paraeducators to become certified teachers. The initiative is under further consideration.

EPIC Program for Positive Interventions: Discussions were held concerning the Empowering Positive Interventions for Children (EPIC) Program. The program envisions offering positive interventions as an alternative to out-of-school suspension for cases involving vaping, substance use, sexting, and similar incidents. It focuses on in-school intervention, tailored to at-risk youth, to prevent out-of-school suspension and engage community members.

Life Bridge One-to-One Mentoring Program: Andrew Johnson, Executive Director of Life Bridge, introduced a mentoring program designed to provide academic and emotional support to students. Mentors undergo rigorous training and background checks and commits to dedicating time weekly to support their mentees' growth. The program targets students referred by counselors from Dover Middle School and Dover High School. An MOU is being presented to the Board on behalf of Life Bridge.

Deans of Students Orientation: Newly appointed Deans of Students – Brian Rice, Meredith Lapointe, and Ashley Mowatt are undergoing orientation and integration into the district. Meetings have been scheduled with various departments to familiarize them with the district's functioning.

Strategic Planning and Stakeholder Engagement: Efforts are underway to develop the district's Strategic Plan with a focus on engaging stakeholders. Carolyn Eastman from NHLI is assisting in identifying responsible groups for gathering insights. The potential integration of ChatGPT is being explored to enhance stakeholder engagement, with a focus on linking the plan with the Portrait of a Learner.

Equitable Teacher Transfer: The decision was made to transfer a teacher from Garrison School to Frances G. Hopkins School. Initially focusing on class size equality, the transfer now prioritizes equity for FGH students.

Book Advisory Committee Meeting: The Book Advisory Committee held a meeting to review the book challenge for "*Boy Toy*" on July 26.

Mental Health Alliance By-laws Drafting: The Dover Mental Health Steering Committee held a mini retreat to draft by-laws for the Dover Mental Health Alliance, aiming to formalize the organization's structure that are in line with new fiscal agent requirements.

Teacher Interviews: Teacher interviews have been conducted to fill current vacancies. The process is ongoing. The Board is receiving weekly updates on the progress of staffing.