



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #8
Meeting Location:	City Hall, Council Chambers
Meeting Date:	Monday, August 11, 2025
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 School Board Matters of Interest)*
- F. APPROVAL OF MINUTES**
 - 1. Regular Meeting, July 14, 2025 (revised)
 - 2. Non-Public Meeting, July 30, 2025
- G. SUPERINTENDENT'S REPORT**
- H. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Ceili Barnes – Guidance Administrative Assistant / Registrar – Dover Middle School – Resignation (8/15/25)
 - b. Haley Gilmore – School Counselor – Dover Middle School – Resignation (7/24/25)
 - c. Maureen Lagrua – School Counselor – Dover High School - Resignation (7/28/25)
 - d. Raenya Morann – ESL Interventionist - Dover Middle School – Resignation (7/22/25)
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DAA Nomination and Request for One-Year Certificate of Eligibility under 189:39(b) (See New Business)
 - b. DPA Nominations
 - c. DTU Nominations
 - d. Non-Union Nominations
 - e. Fall Coaching Nominations
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** None
- I. STUDENT REPORT**
- J. FINANCIAL REPORT**
- K. POLICIES – CHANGES – PROPOSALS:** None
- L. POLICY ADOPTION:**
 - 1. AB – New Hampshire Parental Bill of Rights – New Policy – First and Second Reading
 - 2. JICJ – Unauthorized Communication Devices – New Policy – First and Second Reading
- M. RESOLUTIONS:** None



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N. OLD BUSINESS:

1. Dover Middle School HVAC Capital Project Update

O. NEW BUSINESS:

1. One-Year Certificate of Eligibility Request / Nomination – Patrick Colonna - Dean of Students – Dover High School
2. Title I Required Documents
 - a. Dover Middle School Title I Plan
 - b. Woodman Park School Title I Plan
 - c. LEA and School Title I Family Engagement Policy
 - d. Title I Parent-School Compact
3. Dover School District Student and Family Handbook Revisions
 - a. Dover High School
 - b. Dover Middle School
 - c. Elementary Schools
4. Dover Adult Learning Center (DALC) Staff Handbook Revisions
5. Capital Improvement Plan (CIP) Discussion/Approval
6. Revised MS-22 and MS-26C Approval
7. Fiscal Year 2027 Draft Budget Preparation Adoption Schedule

P. SUBMISSION AND PAYMENT OF BILLS

Q. COMMITTEE REPORTS

R. SCHOOL BOARD MATTERS OF INTEREST

S. ADJOURNMENT

All meetings conducted by the School Board are open to the public except for times when the School Board enters non-public session.

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.



DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting #7
Meeting Location: City Hall, Council Chambers
Meeting Date: Monday, July 14, 2025
Meeting Time: 7:00 p.m.

A. CALL TO ORDER: Chairperson Robin Trefethen called a meeting of the Dover School Board to order on Monday, July 14, 2025, at 7:06 p.m.

B. ROLL CALL: Present were Robin Trefethen, Micaela Demeter, Elizabeth Goldman, and Craig Flynn. Carolyn Mebert, Michelle Clancy and Maggie Fogarty were excused.

Also present were Chief Financial Officer Michael Limanni, District Administrator's Travis Bickford, Kiley Hemphill, Peter Driscoll, and Patrick Boodey.

C. PLEDGE OF ALLEGIANCE: Craig Flynn led the Board in the Pledge of Allegiance.

D. AGENDA APPROVAL:

Robin Trefethen requested agenda item (1) of New Business be moved forward to immediately follow approval of the agenda.

Craig Flynn moved; Elizabeth Goldman seconded to approve the amended agenda. **An Oral Vote PASSED 4/0.**

New Business item (1):

Peter Driscoll introduced former Dover High School graduates and business partners Judah Payeur (Class of 2023) and Teddy Lipinski (Class of 2022). Mr. Payeur and Mr. Lipinski addressed the Board, sharing their passion for the district's unified program and the importance of giving back to their community. They highlighted the recent scholarship they awarded to a Dover student, and the charity golf tournament they organized that benefited the high school's unified program, which raised nearly \$4,000. Additionally, they spoke about their business NOOTRO, a caffeine company offering a healthier alternative to nicotine products.

E. CITIZEN'S FORUM:

No citizens were present.

The Board tabled Citizen's Forum to follow Committee Reports.

F. APPROVAL OF MINUTES:

1. Non-Public Meeting, June 9, 2025
2. Non-Public Meeting, June 9, 2025
3. Regular Meeting, June 9, 2025
4. Special Session, June 17, 2025

Elizabeth Goldman moved; Craig Flynn seconded approval of the minutes. **An Oral Vote PASSED 4/0.**

G. SUPERINTENDENT'S REPORT: None

H. CONSENT AGENDA:

1. **Correspondence:** None
2. **Resignations/Retirements:**
 - a. Shannon Colson – Special Education Teacher - Dover Middle School – Resignation (06/30/2025)



DOVER SCHOOL
DISTRICT

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting #7
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- b. Sue Piper – Paraeducator – Woodman Park School – Resignation (06/30/2025)
- c. Madeleine Sawyer Paraeducator – Woodman Park School – Resignation (06/30/2025)
- 3. **Leaves of Absence:** None
- 4. **Job Shares:** None
- 5. **Nominations:**
 - a. DEOP Nomination
 - b. DTU Nominations
 - c. Non-Union Nomination
- 6. **Extended Travel (Student Trips):** None
- 7. **Donations:** July Donations

Craig Flynn moved; Micaela Demeter seconded approval of the amended agenda to include an additional nomination. **An Oral Vote PASSED 4/0.**

I. STUDENT REPRESENTATIVE REPORT: None

J. FINANCIAL REPORT:

Michael Limanni presented his financial report to the Board.

K. POLICIES – CHANGES - PROPOSALS: None

L. POLICY ADOPTION: None

M. RESOLUTIONS: None

N. OLD BUSINESS:

1. Update on Dover Middle School HVAC Capital Project

Mr. Limanni introduced representatives from Energy Efficient Investments (EEI) who provided an overview of the Dover Middle School HVAC project and discussed different options available to the district, including a geothermal system.

The PowerPoint presentation will be archived with the meetings minutes.

Elizabeth Goldman moved; Micaela Demeter seconded to give authorization to move forward with the next step of the geothermal solar project at Dover Middle School. **An Oral Vote PASSED 4/0.**

O. NEW BUSINESS:

1. Recognition of Judah Payeur and Teddy Lipinski

Moved to follow the agenda approval.

2. Memorandum of Understanding – Dover School District and The Granite YMCA Before and After School Childcare

Micaela Demeter moved; Craig Flynn seconded to approve the Memorandum of Understanding presented. **An Oral Vote PASSED 4/0.**



DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting #7
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3. Dover Adult Learning Center (DALC) Staff Handbook Revisions

Craig Flynn moved; Micaela Demeter seconded to approve the revisions made to the Dover Adult Learning Center Staff Handbook. **An Oral Vote PASSED 4/0.**

4. 2025-2026 Student Meal Prices

Micaela Demeter moved; Craig Flynn seconded to approve the student meal prices presented. **An Oral Vote PASSED 4/0.**

5. DTU Negotiations – Board Representatives

Robin Trefethen announced the receipt of an intent to bargain from the DTU Bargaining Committee. She requested Board members announce if they are interested in being a Board representative on the committee. She will reach out to members not in attendance to confirm final participation.

6. New Hampshire School Boards Association Proposed Resolutions

Micaela Demeter discussed her proposed resolution for the New Hampshire School Boards Association regarding open enrollment.

Elizabeth Goldman moved; Craig Flynn seconded to approve the submission of the resolution presented by Micaela Demeter to the NHSBA on behalf of the Board. **An Oral Vote PASSED 4/0.**

P. SUBMISSION AND PAYMENT OF BILLS:

~~Michelle Clancy~~ **Micaela Demeter** moved; ~~Micaela Demeter~~ **Elizabeth Goldman** seconded to direct the Superintendent to pay Manifest 26-A in the amount of \$4,173,027.82 for FY26 for the period of June 7, 2025, through July 11, 2025. **A Roll Call Vote PASSED 4/0.**

Robin Trefethen - Aye
Carolyn Mebert – Excused
Michelle Clancy - Excused
Maggie Fogarty - Excused
Elizabeth Goldman - Aye
Micaela Demeter - Aye
Craig Flynn - Aye

Q. COMMITTEE REPORTS:

Craig Flynn announced the Dover High School (DHS) Athletic Complex Joint Building Committee (JBC) met once since the last School Board meeting. They will meet again on July 15th at 6:00 p.m.

Micaela Demeter announced the Policy Review Committee has not yet met regarding the governor's recent signing of a cell phone ban in schools, to which Robin Trefethen responded that due to time constraints, a policy will be brought forward to the Board at their next meeting.

R. SCHOOL BOARD MATTERS OF INTEREST:



DOVER SCHOOL BOARD – MINUTES

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Robin Trefethen announced the receipt of an email sent by a Dover Middle School teacher who is in support of the geothermal project discussed earlier in the meeting.

Re-opening of Citizen's Forum: No citizens were present.

Craig Flynn moved; Micaela Demeter seconded to adjourn Citizen's Forum. **An Oral Vote PASSED 4/0.**

S. ADJOURNMENT:

Micaela Demeter moved; Elizabeth Goldman seconded adjourning the meeting at 8:28 p.m. **An Oral Vote PASSED 4/0.**

DRAFT



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Monday, August 11, 2025

SUPERINTENDENT BOARD REPORT: The purpose of the Superintendent's Board Report is to: (1) provide the Board with my insights and recommendations on agenda items; (2) update the Board on significant issues relevant to its governance role; and (3) share important informational updates regarding the Dover School District.

BOARD AGENDA ITEMS:

F. APPROVAL OF MINUTES

1. Regular Meeting, July 14, 2025 (revised)
2. Non-Public Meeting, July 30, 2025

G. SUPERINTENDENT'S REPORT: See below.

H. CONSENT AGENDA

1. Correspondence: None
2. Resignations/Retirements:
 - a. Ceili Barnes – Guidance Administrative Assistant / Registrar – Dover Middle School – Resignation (8/15/25)
 - b. Haley Gilmore – School Counselor – Dover Middle School – Resignation (7/24/25)
 - c. Maureen Lagrue – School Counselor – Dover High School - Resignation (7/28/25)
 - d. Raenya Morann – ESL Interventionist Dover Middle School – Resignation (7/22/25)
3. Leaves of Absence: None
4. Job Shares: None
5. Nominations:
 - a. DAA Nomination and Request for One-Year Certificate of Eligibility under 189:39(b) (See New Business)
 - b. DPA Nominations
 - c. DTU Nominations
 - d. Non-Union Nominations
 - e. Fall Coaching Nominations
6. Extended Travel (Student Trips): None
7. Donations: None

Superintendent Recommendations: I recommend the Board pull resignations 2(b) and 2(c) and vote on those items separately. The employees in 2(b) and 2(c) are part of the DTU and there is an MOA with the DTU that states we will not release DTU employees who resign after July 1, 2025, unless their positions have been filled. The positions are posted but we have not filled those positions as of the date of this report.

J. FINANCIAL REPORT: Mr. Limanni will present his financial report to the Board.

K. POLICIES – CHANGES – PROPOSALS: None

L. POLICY ADOPTION:

1. **AB – New Hampshire Parental Bill of Rights – New Policy – First and Second Reading:** New sample policy AB was created in response to the passage of the New Hampshire Parental Bill of Rights (HB2, chaptered as 2025 N.H. Laws 141:455 and codified in new RSA 189-B). The full statute has several other policy and practice impact provisions which, unlike the pieces in this sample, do not require printing in student and employee handbooks. NHSBA will provide further information about those impacts in the 2025 Legislative Summary due out in late July/early August, with policy responses to be included in the 2025 Fall Policy Update due out in late Summer and early Fall.

Superintendent's Recommendation: I recommend the Board waive the first reading and approve the policy presented.

2. **JICJ – Unauthorized Communication Devices – New Policy – First and Second Reading:** Amendments made to RSA 189:1-a created a “bell-to-bell” cell phone ban in schools. This policy has been replaced in its entirety to reflect the required changes.

Superintendent's Recommendation: I recommend the Board waive the first reading and approve the policy presented.

M. RESOLUTIONS: None

N. OLD BUSINESS:

1. **Dover Middle School HVAC Capital Project Update:** During the July 14 School Board Meeting, the DMS HVAC Project received authorization to move forward with the next steps of Geothermal (Oral Vote Passed 4/0). Mr. Limanni will give a brief update and answer any questions the Board may have about the project.

O. NEW BUSINESS:

1. **One-Year Certificate of Eligibility Request / Nomination – Patrick Colonna – Dean of Students – Dover High School:** Mr. Colonna holds a Principal certification from the State of Ohio. To obtain NH Principal Certification, Mr. Colonna will need to complete a transcript and work history review, administrator assessments through Pearson as well as a Basic Academic Skills Assessment. Because of the proximity of his hire, to the start of the school year, we will need an alternative pathway to ensure he is covered for certification while he transfers his certificate to New Hampshire.

Superintendent's Recommendation: I recommend the Board approve the request for a One-Year Certificate of Eligibility. Mr. Colonna has met the requirements for this certificate and NH-ED has confirmed that eligibility with me.

2. **Title I Required Documents**

- a. **Dover Middle School Title I Plan:** This outlines how Dover Middle School will use Title I funds to support academic achievement, including goals, strategies, and interventions for students who need additional support.
- b. **Woodman Park School Title I Plan:** Similar to the middle school plan, this document details Woodman Park School's approach to utilizing Title I resources to improve student outcomes.
- c. **LEA and School Title I Family Engagement Policy:** This policy describes how both the Local Education Agency (LEA) and individual schools will engage families in the educational process, including communication strategies, involvement opportunities, and support services.
- d. **Title I Parent-School Compact:** A collaborative agreement between parents and the school outlining shared responsibilities for student learning, including expectations for communication, homework, attendance, and academic support.

These documents are required to be submitted and approved annually, prior to the start of the instructional year. They will be posted on our website and the Parent-School Compact will be sent to parents of students in Title I programs.

Superintendent's Recommendation: I recommend the Board approve the documents presented. These can be voted on as a whole and then need to be signed by the Board's representative.

3. Dover School District Student and Family Handbook Revisions

- a. Dover High School**
- b. Dover Middle School**
- c. Elementary Schools**

Superintendent's Recommendation: I recommend the Board approve the revisions made to the Student and Family Handbooks. The Elementary Handbooks are well aligned due to the work of the Principal's and Deans to ensure parity between the documents.

4. Dover Adult Learning Center (DALC) Staff Handbook Revisions: Dover Adult Learning Center has requested specific revisions be made to their Staff Handbook.

Superintendent's Recommendation: I recommend the Board approve the revisions made to DALC's Staff Handbook.

5. Capital Improvement Plan (CIP) Discussion/Approval: CIP plans need to be approved and submitted to the City so the documents can be prepared for the October 1 City Council Meeting. Changes to our current plan include the DHS Athletic Complex and the HVAC project at DMS.

Superintendent's Recommendation: I recommend the Board approve the CIP plan recommended by Mr. Limanni.

6. Revised MS-22 and MS-26C: The City Council approved debt financing of an appropriation for the Dover High School Athletic Complex resulting in an additional debt service obligation for the School department at an estimated amount of \$1,740,571.00, which the amount was not contained in the FY2026 operating budget previously adopted on April 2, 2025.

Superintendent's Recommendation: I recommend the Board approve the revised MS-22 and MS-26C.

7. Fiscal Year 2027 Draft Budget Preparation Adoption Schedule: Mr. Limanni has created a draft adoption schedule for review. While the date to present the District budget to City Council is currently tentative, the School Board will want to consider the workshop dates considering holidays and the School Board Orientation meeting that is required by policy on January 5, 2026. We would like feedback on the schedule so we can bring a final schedule to you for approval at the September meeting.

Superintendent's Recommendation: N/A

SUPERINTENDENT'S REPORT: Summary of key activities and events that transpired during July 2025.

July has been a quiet month spent preparing for the return of students and staff.

Four members of the leadership team attended a PLC at Work Conference to support our collaborative teams at the building level

Two CIA Directors attended a conference regarding the new 306 Rules that will support our work in drafting policies in response to the numerous changes in the regulations. More to come September through December as the policy committee works on draft policies to bring to the Board.

The District Leadership Team (Directors, Principals, Deans) held our annual retreat. This included three days of professional development focusing on the strategic goals, use of the data dashboard Branching Minds in support of student achievement as well as a legislative update from the NHSBA Executive Director Barrett Christina.

We are very pleased to have added a skilled HR Director to our team, Kimberly Cox who started July 1 and we are grateful for her knowledge and expertise as we head into negotiations for multiple collective bargaining agreements. As of August 6th, we are 93% staffed. Our largest category of open positions are paraeducators and related service providers such as counselors, RN's and psychologists.

Respectfully Submitted,

Christine R. Boston, Ed.D.
Superintendent of Schools

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

TO: **DOVER SCHOOL BOARD**

DATE: August 11, 2025

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 2025-2026 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Armstrong, Elissa	Paraprofessional	Dover High School	Open	\$22.00	G2, Step 7
Curley, Emma	Paraprofessional	Woodman Park School	Sue Piper	\$16.73	G2, Step 1
Lampel, Maryellen	Paraprofessional	Woodman Park School	Darcie Blodgett (transferred to DPA)	\$19.97	G3, Step 1
Lucey, Joshua	Paraprofessional	Woodman Park School	Tess Amendola (transferred to DEOP)	\$16.73	G2, Step 1
Niles, Madeline	Paraprofessional	Dover High School	Unfilled 24-25	\$16.73	G2, Step 1
Soris, Barbara	Paraprofessional	Woodman Park School	Madeline Martin	\$30.38	G4, Step 7

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

TO: **DOVER SCHOOL BOARD**

DATE: August 11, 2025

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 2025-2026 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Brodeur, Sheila	1:1 Nurse	Garrison Elementary School	N/A	\$78,902	BA, Step 17
Rose, Beverly	Grade 7 Social Studies Teacher	Dover Middle School		TBD	TBD

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

TO: DOVER SCHOOL BOARD

DATE: August 11, 2025

MEMORANDUM: Nomination and Election of Non-Union Employees

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2025-2026 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY
Batchelder, Ginny	Accounting Specialist	SAU	Kristen Rup	\$67,500
Marshall, Timothy	Noon Aide	Woodman Park School	Angel Stout	\$13.00/hr
Pond, Tracy	Noon Aide	Woodman Park School	Thushidha Ravich	\$13.00/hr

Recommendations

To: Dr. Christine Boston
 From: Josh Knight
 Re: Fall Coaching Recommendations - 2025
 Date: July 2025
 Cc: Lindsay Dube, Peter Driscoll, Tammy Badger

I am recommending the following individuals be nominated for FALL 2025 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	Matthew Glode	\$3920	Eric Carrier
Boys JV Soccer	Paul Barnes	\$2720	John Leggett
Boys Reserve Soccer		\$2160	Pat Sampson
Middle School B. Soccer	Brian Snow	\$2160	
Girls Var. Soccer	Rick Pelletier	\$3920	
Girls JV Soccer	James Wares	\$2720	
Middle School G. Soccer	Christen Wilhelm	\$2160	
Head Football	Eric Cumba	\$5960	
V Asst Football	David Lopez	\$3960/2	Matt Kimball
	Kevin Hebert		
JV Football	Joshua Droesch	\$3960	
JV Football	Chris Stamoulis	\$3960	David Lopez
Frosh Football	Justin Crowley	\$3400/2	
	Jon Mcinnes		
Frosh Football	Anthony Gayhart	\$3400/3	Chris Stamoulis
	Matt Brown		
	Derrick Delvecchio		
Head Field Hockey	Sarah Michaud	\$3920	
JV Field Hockey	Emily Segarra	\$2720	Haley Wood
MS Varsity Field Hockey	Jillian Brickley	\$1720	
MS JV Field Hockey	Olivia Rivers	\$1280	Jane Salach
Girls Varsity Volleyball	Whitney Carrier	\$3920	
Girls JV Volleyball	Katie Lynch	\$2720	
Reserve	Gloria Tawalujan		
MS Varsity Volleyball	Steve Warren	\$2160	Molly Misner
MS JV Volleyball		\$1,720	
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	Bryan Towle	\$1720	

B/G Golf	Matt Fennessy	\$2120
B/G JV Golf	Keith Tetreault	\$500 (Coaching Contingency Acct.)
		Joe Tenuta

Dover School District Monthly Financial Report

TO: Members Dover School Board
Dr. Christine Boston, Superintendent of Schools

FROM: Michael Limanni, CFO

DATE: August 7, 2025

RE: Condition of *School* Accounts

The July update to the previous months Condition of Accounts is attached for review.

Business Office Update:

This is the first monthly report of the new FY26 fiscal year. Most major contracts have been encumbered, and all filled positions have been generated through 6/30/2026. Currently there are 57 open vacancies totaling \$2,117,429 in wages.

Note, over \$7 million in debt service has not been encumbered (this is a City PO) in this report.

DOVER SCHOOL DISTRICT
Condition of Accounts - July 2025

DISTRICT-WIDE Expenditures						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 28,289,050	\$ 41,608	\$ 28,247,442	\$ 26,850,825	\$ 1,396,617
1200	SPECIAL EDUCATION PROGRAMS	\$ 21,505,598	\$ 1,273,224	\$ 20,232,374	\$ 16,070,562	\$ 4,161,812
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 3,189,599	\$ 29,471	\$ 3,160,128	\$ 2,925,679	\$ 234,449
1400	OTHER EDUCATIONAL PROGRAMS	\$ 815,030	\$ 22,855	\$ 792,175	\$ 323,815	\$ 468,360
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 285,446	\$ 27,905	\$ 257,541	\$ 257,067	\$ 474
2100	SUPPORT SERVICES - Students	\$ 6,099,836	\$ 64,826	\$ 6,035,011	\$ 5,301,087	\$ 733,923
2200	SUPPORT SERVICES - Instructional Staff	\$ 2,270,716	\$ 137,428	\$ 2,133,288	\$ 1,557,593	\$ 575,694
2300	SUPPORT SERVICES - General Admin.	\$ 2,054,446	\$ 131,959	\$ 1,922,487	\$ 1,522,186	\$ 400,301
2400	SUPPORT SERVICES - School Admin.	\$ 3,688,068	\$ 329,523	\$ 3,358,545	\$ 3,267,135	\$ 91,409
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 6,564,780	\$ 302,971	\$ 6,261,809	\$ 5,594,356	\$ 667,453
2700	SUPPORT SERVICES - Student Transportation	\$ 5,912,427	\$ 49,988	\$ 5,862,440	\$ 2,967,703	\$ 2,894,737
2800	SUPPORT SERVICES - Centralized Services	\$ 2,157,733	\$ 631,424	\$ 1,526,309	\$ 1,134,455	\$ 391,854
2900	SUPPORT SERVICES - Other	\$ 32,295	\$ -	\$ 32,295	\$ -	\$ 32,295
5200	FUND TRANSFERS OUT	\$ 255,000	\$ -	\$ 255,000	\$ -	\$ 255,000
6900	SCHOOL DEBT - Principal & Interest	\$ 7,868,995	\$ -	\$ 7,868,995	\$ -	\$ 7,868,995
TOTAL GENERAL FUND EXPENDITURES:		\$ 90,989,019	\$ 3,043,182	\$ 87,945,837	\$ 67,772,462	\$ 20,173,375
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,838,238	\$ 578	\$ 1,837,660	\$ 1,541,866	\$ 295,794
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 4,065,940	\$ 302,623	\$ 3,763,317	\$ 2,423,267	\$ 1,340,050
Summarized Condition of District Expenditures:		\$ 96,893,197	\$ 3,346,383	\$ 93,546,814	\$ 71,737,596	\$ 21,809,218

DISTRICT-WIDE Revenue						
Account	Description	Budget	YTD Transactions	Balance	Est. Remaining	Budget Balance
01311.3410	TUITION - REGULAR FROM PARENTS	\$ -	\$ 16,868	\$ (16,868)	\$ -	\$ (16,868)
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ -	\$ -	\$ -	\$ -	\$ -
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ -	\$ -	\$ -	\$ -	\$ -
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 105,923	\$ -	\$ 105,923	\$ -	\$ 105,923
01321.3390	TUITION - BARRINGTON	\$ 3,595,805	\$ -	\$ 3,595,805	\$ -	\$ 3,595,805
01321.3390	TUITION - NOTTINGHAM	\$ 1,989,706	\$ -	\$ 1,989,706	\$ -	\$ 1,989,706
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ 8,000
01321.3390	TUITION - BELLAMY ACADEMY	\$ 490,500	\$ -	\$ 490,500	\$ -	\$ 490,500
01322.3390	TUITION - SPED AIDES	\$ 311,255	\$ -	\$ 311,255	\$ -	\$ 311,255
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 220,000	\$ -	\$ 220,000	\$ -	\$ 220,000
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ 35,000
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ 30,000
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ -	\$ 104,000	\$ -	\$ 104,000
01980.3599	MISC REVENUE	\$ -	\$ 71	\$ (71)	\$ -	\$ (71)
01990.3599	OTHER LOCAL REVENUE DW	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 10,000
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 10,263,591	\$ -	\$ 10,263,591	\$ -	\$ 10,263,591
03210.3700	SCHOOL BUILDING AID	\$ 368,722	\$ -	\$ 368,722	\$ -	\$ 368,722
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 2,344,636	\$ -	\$ 2,344,636	\$ -	\$ 2,344,636
03241.3700	CTE TUITION AID	\$ 465,000	\$ -	\$ 465,000	\$ -	\$ 465,000
03242.3700	CTE TRANSPORTATION AID	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ 1,500
03290.3700	OTHER RESTRICTED STATE AID	\$ -	\$ -	\$ -	\$ -	\$ -
04210.3599	INDIRECT COST ALLOCATION	\$ 107,520	\$ -	\$ 107,520	\$ -	\$ 107,520
04220.3599	ABE ALLOCATION	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ 25,000
04580.3311	MEDICAID DISTRIBUTION	\$ 250,000	\$ 49,957	\$ 200,043	\$ -	\$ 200,043
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND REVENUE:		\$ 20,726,158	\$ 66,897	\$ 20,659,261	\$ -	\$ 20,659,261
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,838,238	\$ 1,419,079	\$ 419,159	\$ -	\$ 419,159
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 4,065,940	\$ -	\$ 4,065,940	\$ -	\$ 4,065,940
Summarized Condition of District Revenue:		\$ 26,630,336	\$ 1,485,976	\$ 25,144,361	\$ -	\$ 25,144,361

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 20,726,158	\$ 66,897
State Wide Property Tax:	\$ 7,348,967	\$ 6,937,255
Local Property Tax:	\$ 62,913,894	\$ 57,034,234
*TOTAL GF Revenue:	\$ 90,989,019	\$ 64,038,386
TOTAL GF Expenditure:	\$ (90,989,019)	\$ (70,815,644)
Ending GF Fund Balance:	\$ -	\$ (6,777,259)
TOTAL FS Revenue:	\$ 1,838,238	\$ 1,419,079
TOTAL FS Expenditures:	\$ (1,838,238)	\$ (1,542,444)
Ending FS Fund Balance:	\$ -	\$ (123,365)
TOTAL Other SR Fund Revenue:	\$ 4,065,940	\$ -
TOTAL Other SR Fund Expenditures:	\$ (4,065,940)	\$ (2,725,890)
Ending Grant Fund Balance:	\$ -	\$ (2,725,890)

DOVER SCHOOL DISTRICT	POLICY CODE: AB
DATE OF ADOPTION:	Page 1 of 3

FIRST AND SECOND READING – NEW POLICY

NEW HAMPSHIRE PARENTAL BILL OF RIGHTS

A. New Hampshire Parental Bill of Rights

- I. All parental rights are reserved to the parents / legal guardians of a minor child in this state without obstruction or interference from any school. These rights include, but are not limited to the right:
 1. To direct the upbringing and the moral or religious training.
 2. To direct the education, including the right to choose to enroll the minor child in an assigned resident public school, a public charter school, a non-public school, including a religious school, a home education program, or any other state-based education program, as authorized by law, as an alternative to public education, as set forth in RSA 193:1 and RSA 194-F:1, et seq.
 3. To request that a minor child be enrolled in a public school other than the public school assigned to them by their residence to avoid a manifest educational hardship, as set forth in RSA 193:3.
 4. To enroll their minor child in gifted or special education programs if the child qualifies for such programs.
 5. To inquire of the school or school personnel and promptly receive accurate, truthful, and complete disclosure regarding any and all matters related to their minor child, unless an immediate answer cannot be provided when the initial request is made, in which case, the answer shall be provided no later than 10 business days after the request.
 6. To be informed of the school's policy regarding discipline policies and procedures, as set forth in RSA 193:13.
 7. To obtain access for a minor child to public curricular courses and co-curricular programs offered by the local school district where the student resides while choosing to enroll their child in a non-public, public chartered, home education, or any other state-based education program, as set forth in RSA 193:1-c and RSA 194-F:2, II(d).
 8. To inspect any instructional material used as part of the educational curriculum within a reasonable period following a request, as set forth in 20 U.S.C. section 1232h(c)(1)(C).
 9. To opt out of health or sex education and any other objectionable material, as set forth in RSA 186:11, IX-b and IX-c.
 10. To be advised of and have the right to opt the minor child out of any nonacademic survey or questionnaire.

DOVER SCHOOL DISTRICT	POLICY CODE: AB
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11. To opt out of any district-level data collection relating to their minor child not required by federal or state law.
 12. To exempt their public-school minor child from participating in required statewide assessments in English, language arts, mathematics, and/or science, as set forth in RSA 193-C:6.
 13. To receive information regarding the level of achievement and academic growth of their minor child in the state academic assessments in English, language arts, mathematics, and/or science, as set forth in the Every Student Succeeds Act, 20 U.S.C. section 1112 (e)(1)(B)(i).
 14. To receive a school report card and be informed of their minor child's attendance requirements and compliance with such requirements.
 15. To access and review all education records relating to their minor child within ten (10) business days after the day the school receives a request for access, as set forth in RSA 189:66, IV and 34 C.F.R. 99.5.
 16. To consent in writing before the state or any of its political subdivisions, including, without limitation, any school pursuant also to the provisions of RSA 189:68, III-V, makes a video or voice recording, unless such recording is made during or as part of a court proceeding or part of a forensic interview in a criminal or other investigation by the bureau of child protective services or it is to be used solely for the purpose of a safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles.
 17. To be notified whenever seclusion or restraint has been used on their minor child as set forth in RSA 126-U:7.
 18. To access and review all medical records of their minor child maintained by a school or school personnel, unless otherwise prohibited by law.
 19. To exempt their minor child from immunizations if, in the opinion of a physician, the immunization is detrimental to the child's health or because of religious beliefs, as set forth in RSA 141-C:20-a and RSA 141-C:20-c.
- II. Federal law provides for additional parent / legal guardian and family involvement for schools that are receiving Title I, Part A; Title I, Part C (migrant); Title III, Part A (EL) funds, including:
1. The right to receive information, including student reports, in an understandable and uniform format and to the extent practicable, in a language that parents / legal guardians can understand, as set forth in 20 U.S.C. sections 1112(e)(4); 1114(b)(4); 1116(e)(5); and 1116(f).
 2. Upon request of the parent / legal guardian, the right to receive information regarding state qualifications of their minor child's classroom teachers and paraprofessionals providing services to their child, as set forth in 20 U.S.C. section 1112(e)(1)(A)(i-ii).

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3. The right to receive an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency, as set forth in 20 U.S.C. section 1111(h)(2)(A-B)(i-iii).

B. Dissemination

Pursuant to RSA 189-B:5, II, the Board directs that the Superintendent to cause a complete copy of Section A (the Parental Bill of Rights) of this policy to be published:

1. Permanently on the District's website; and
2. Each year in every Student and Family, and Employee Handbook.

Policy History
Adopted:

DOVER SCHOOL DISTRICT	POLICY CODE: JICJ
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FIRST AND SECOND READING – NEW POLICY

UNAUTHORIZED COMMUNICATION DEVICES

A. Purpose

The District is committed to providing students with a learning environment free from disruptions. Use of personal communication devices (cell phones, tablets, laptops, other communication devices, smartwatches, etc.) for nonacademic means often leads to disruptions in the learning environment for both individual students, and the classroom.

For the purposes of this policy, a personal communication device is defined as any non-district provided internet / cellular-capable device that can support voice or video calls, texts, emails, or instant messages. Personal communication devices include, but are not limited to: cellphones, tablets, laptops, and smartwatches. For ease of reference, devices provided by the District for instructional use shall be referred to as "District-owned" or "District-provided" devices.

B. Restrictions

Student use of personal communication devices is strictly prohibited from when the first bell rings to start instructional time, until the dismissal bell rings to end the academic school day (referred to as "the school day"). The school day includes lunch periods, passing time, and recesses.

Students participating in extracurricular activities, co-curricular activities, field trips or other activities outside of the school day shall abide by the rules and consequences established for personal communication devices set by the coach, instructor, sponsor or other designated supervisor for the activity. However, in no event shall personal communication devices (or any other device with photographic or recording capabilities) be used in locker rooms, bathrooms, or any other location where such use could violate another person's reasonable expectation of privacy.

If digital devices are used to enhance learning in the classroom, the District is responsible for providing District-owned devices.

While it is best practice that these devices are not brought to school, if these devices are brought to school, they shall be kept with the power turned off in a student's assigned locker, backpack, or handbag. The District will not be responsible for loss, damage or theft of any electronic communication device brought to the school.

C. Exceptions

Students with medical needs, such as insulin pumps and glucose sensors, or disabilities that require a device to support their learning as identified by their individualized education program (IEP) or plan developed under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 794, or a multilingual student with appropriate language access programs and services pursuant to Title VI of the Civil Rights Act of 1964 shall be exempt from this policy. Additionally, the superintendent

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or their designee may approve additional exceptions on a case-by-case basis or through an administrative decision recorded in the student handbook, with respect to student medical, disability, or language proficiency needs.

D. Consequences and Violations

Students are not permitted to use any electronic device to record audio or video media or take pictures of any student or staff member without their permission. The distribution of any unauthorized media may result in disciplinary action. The school reserves the right to monitor, inspect, copy, and review a student's personal electronic device subject to the limitations of RSA 189:70, if there is reasonable suspicion to believe that a student has violated Board policies, regulations, school rules, or has engaged in other misconduct while using their personal electronic device.

Consequences for violations of this policy will be pursuant to the Student Code of Conduct / Family and Student Handbook. Additionally:

1. First Offense: Warning and confiscation of the device for the remainder of the school day.
2. Second and Subsequent Offenses: The electronic communication device will be confiscated. A disciplinary referral will be written. The student's parent/legal guardian must pick up the device from the principal or superintendent's office. Offenses subsequent to a second offense will be addressed in accordance with policy JICD and the school Code of Conduct.

E. Review

The superintendent shall annually review the policy in collaboration with parent/ legal guardian(s) and teachers with a report and recommendations for policy changes to be delivered to the Board no later than April 1 of each school year.

F. Dissemination

The superintendent shall ensure that information regarding the prohibition against using personal communication devices during the school day is included in all Family and Student Handbooks and included in "beginning of school year" materials provided to parent/legal guardian(s).

*Policy History
Adopted:*



Empowering all Learners

DOVER SCHOOL DISTRICT SAU 11

McConnell Center | 61 Locust Street, Suite 409 | Dover, NH 03820-4132
Phone: 603-516-6800 | Fax: 603-516-6809 | dover.k12.nh.us

To: Dover School Board
From: Dr. Christine Boston, Superintendent
Date: August 11, 2025
Re: Nomination of Dover High School Dean of Students - Request for One Year Certificate of Eligibility

It is with pleasure that I nominate Patrick Colonna as the Dover High School Dean of Students.

Mr. Colonna comes to us as an experienced high school administrator having worked in both public and private school settings. He has experience as an Assistant Principal and Director of College Counseling. He earned his M.ED in Education Leadership from George Washington University.

As Mr. Colonna's Principal credential is out of the state of Ohio, I am requesting the Board approve a One Year Certificate of Eligibility under 189:39. This will allow Mr. Colonna to begin his position in a timely manner and allow him time to transfer his Ohio credentials to New Hampshire.

Mr. Colonna's start date in his new position will be mid-August with a salary of \$103,797.36 annualized for the 2025-2026 school year, with no additional stipends and/or contractual obligations. This is in keeping with School Board policy GCBD.

The district looks forward to his leadership and expertise in his new role as Dean of Students.



New Hampshire Department of Education ESEA Local Educational Agency Title I, Part A Plan 2025-2026

Bureau of Instructional Support
Office of ESEA Programs
25 Hall Street
Concord, NH 03301

Purpose

The purpose of this document is to provide all subrecipients with information regarding the New Hampshire Department of Education (NHED), Office of ESEA Programs, Local Educational Agency (LEA) Title I, Part A Plan and if applicable, Schoolwide Program Plan.

The approval of a LEA Title I, Part A Plan by the NHED is a requirement for receiving Federal funding subgrants under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). The LEA Title I, Part A Plan includes specific descriptions and assurances as outlined in the provisions included in ESEA. In essence, the LEA Title I, Part A Plans describe the actions that LEAs will take to ensure that they meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Title I, Part A Plans summarize assessment data, school goals and activities.

Guidance

ESEA Section 1112 indicates that a LEA may receive a Title I, Part A subgrant for any fiscal year only if such agency has on file with the State educational agency (SEA) a plan, approved by the SEA, that is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a LEA that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools. Consultation must not interfere with the timely submission of the LEA Title I, Part A Plan.

ESEA Section 1112(b) provides the LEA with plan components to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

In addition, ESEA Section 1114(b), requires an eligible school operating a schoolwide program develop a comprehensive plan. A LEA that identifies as a Schoolwide Program school is required to address additional schoolwide components within the LEA Title I, Part A Plan.

The LEA is required by ESEA Section 1112(a)(3)(A) to file the plan according to a schedule established by the SEA. The SEA may then approve the LEA's plan prior to being granted federal funds at the start of the fiscal year, only if the SEA determines that the LEA's plan provides that the schools served substantially help children meet the challenging State academic standards.

The LEA Title I, Part A Plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually review and, as necessary, revise its plan.

Per 2 CFR § 200.334 the request, form, supporting documentation, and NHED's response must be maintained for record retention purposes.

Local Educational Agency Title I, Part A Plan and Schoolwide Program Plan (if applicable)



To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency (LEA) shall complete the following information and submit the plan to the New Hampshire Department of Education (NHED) as part of the application for federal funding. Each component of each question must be addressed, if applicable, for the plan to be considered complete.

The LEA must submit their plan to NHED by emailing ESEA@doe.nh.gov **and** uploading the document to the specific grant page in the Grants Management System (GMS).

Local Educational Agency (LEA) Information

District Name: Dover School District

LEA Official Name and Title: Siobhan Mehalek, Co-Director Curriculum, Instruction & Assessment

LEA Official Contact Phone: 603-516-6805

LEA Official Contact Email: s.mehalek@dover.k12.nh.us

For questions, please reach out to your federal program manager contact.

By signing below, you affirm that information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA.

Siobhan Mehalek
LEA Official Name

Siobhan Mehalek
LEA Official Signature

April 19, 2024
Date

NHED Use Only

I, on behalf of NHED, certify that I have reviewed the LEA Title I, Part A plan below and have determined the LEA:

- ☒ Has submitted a LEA Title I, Part A plan that meets the provisions of ESEA Section 1112(b) and Section 1114(b), if applicable.
- This document will be fully executed and returned to the LEA noting approval. The LEA must upload this document to GMS under the appropriate grant.
- ☐ Has not submitted a LEA Title I, Part A plan that meets the provisions of ESEA Section 1112(b) and Section 1114(b), if applicable.
- This document will be fully executed and returned to the LEA noting it has been denied. The LEA must revise their LEA Title I, Part A plan and re-submit to the SEA.

Christina Dotson - Educational Consultant
Printed Name and Title

Christina Dotson
Signature

4/22/2024
Date

June 2, 2025

3

Local Educational Agency Title I, Part A Plan Annual Review and Schoolwide Program Plan (if applicable)



The local educational agency (LEA) plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually review and, as necessary, revise its plan. By doing so, the LEA assures the NHED that the information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA. If the LEA identifies as a Schoolwide Program school, after the initial approval of their Title I, Part A Plan, they must revise their approved plan to address the schoolwide program components.

The LEA must upload their annual review to the LEA Homepage in the Grants Management System (GMS) before being granted federal funds at the start of the fiscal year.

If revisions are made, the LEA must utilize Track Changes.

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

Siobhan Mehalek

Siobhan Mehalek

4/19/2024

LEA Official Name

LEA Official Signature

Date

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

Siobhan Mehalek

LEA Official Name

LEA Official Signature

Date

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

LEA Official Name

LEA Official Signature

Date

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

LEA Official Name

LEA Official Signature

Date

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

LEA Official Name

LEA Official Signature

Date

June 2, 2025

ESEA Section 1112(b) Title I, Part A Plan Components



If a component refers to another section of the ESEA, there is a link in the question itself to the referenced section of the law for informational purposes.

1. Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by—
 - (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
 - (B) identifying students who may be at risk for academic failure;
 - (C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
 - (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Answer:

[\(A\) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;](#)

In alignment with the mandate to develop and implement a well-rounded program of instruction to meet the academic needs of all students, we have strategically designed and implemented a Multi-Tiered System of Supports (MTSS) framework to ensure that every learner receives high-quality instruction tailored to their individual needs.

In our commitment to monitoring the academic progress of middle school students in grades 5-8, our Local Education Agency (LEA) adopted a new English Language Arts (ELA) program.

During the past school year, *Into Reading* by Houghton Mifflin Harcourt (HMH) was implemented in Grade 5, while Grades 6–8 adopted *Into Literature* by HMH. These programs were selected through a collaborative process involving a diverse committee of stakeholders to ensure alignment with district goals and student needs. Both programs are grounded in the science of reading, supported by research-based methodologies, and highly rated by EdReports. Their implementation supports a comprehensive, differentiated instructional approach and equips educators with evidence-based reading strategies to address the varied academic needs of our students.

Additionally, our middle school adopted a new Social Studies curriculum for grades 5–8 through TCI. This program was selected for its engaging content and strong emphasis on disciplinary literacy, including structured reading and writing components that align closely with ELA standards. Recognizing the interconnectedness of literacy across subject areas, we are fostering collaboration between ELA and Social Studies educators to reinforce students' reading comprehension and writing proficiency across the curriculum.

To ensure effective implementation, the LEA will continue to provide ongoing professional development for teachers, focused on instructional strategies specific to the adopted ELA and Social Studies programs, formative assessment practices, and data-informed instruction. Formative and summative assessments aligned with state academic standards will be regularly administered, and their analysis will guide instructional planning and targeted interventions. Our continuous improvement cycle includes regular reviews of assessment data, instructional efficacy, and curriculum impact to ensure our instructional approach evolves to meet the needs of all learners.

Another example of evidence-based programming within our Tier I instruction is our math programs. We have selected rigorously vetted curricula such as Bridges in Mathematics for 5th grade and Illustrative mathematics for grades 6-8. This year, we updated our Tier 1 curricula to Bridges 3rd Edition and Illustrative 360 and began a pilot of Spring Math in Title 1. The preliminary data and feedback are very positive.

We currently have a Title I Coordinator and 3 Title I interventionists who provide reading interventions for students who meet the eligibility criteria. 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 students. Homeless students automatically qualify for Title I programs in their respective schools.

By adopting these strategies, our LEA is dedicated to cultivating a comprehensive program of instruction that guarantees the academic success of all students in middle school grades 5-8, laying a strong foundation for their achievement of challenging State academic standards.

(B) identifying students who may be at risk for academic failure;

The identification process for Title I students in middle school (grades 5-8) is grounded in a thorough and comprehensive evaluation utilizing multiple objectives, educationally related criteria. To initiate this process, the STAR assessment is administered three times per year, serving as a universal screener to assess students' academic performance. Specifically, students who fall within the 25th percentile and below on the STAR assessment may be flagged as potentially at risk for academic challenges.

In addition to the STAR assessment, aimswebPlus data, and SAS (Student Achievement System) data, teacher recommendations play a crucial role in the comprehensive evaluation. Teachers, who have direct and continuous interaction with students, provide valuable insights into their academic progress and potential areas of concern. The combination of multiple assessments and teacher recommendations allows for a more holistic understanding of students' academic strengths and areas that may require additional support.

Furthermore, our approach considers available human resources, ensuring that we can provide appropriate and effective interventions based on the identified needs of at-risk students. This refined process, incorporating teacher recommendations, aims to proactively identify middle school students who may be at risk for academic failure. It allows us to tailor our Title I services to address their specific needs and support them in achieving academic success.

(C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and

In our commitment to addressing the unique needs of individual students who require additional educational assistance in meeting challenging State academic standards, our Local Education Agency (LEA) adopts an inclusive approach. Students, including those who may be economically disadvantaged, English Language Learners (ELL), learning disabled, or migrant students, are considered for support on the same basis as all other students. Migrant and foster care students have access to Title I services based on criteria consistent with the general student population, while homeless students automatically qualify for Title I programs in their respective schools.

Eligible students, identified through a comprehensive evaluation process, will be enrolled in the Title I program with the consent of their parents or guardians. Collaborating closely with classroom teachers and other support personnel, the Title I teacher will develop a tailored Student Needs, Goals, and Instructional Plan for each student, ensuring a targeted and personalized approach to their academic growth.

Regular progress monitoring remains a cornerstone of our strategy, and students who exhibit significant improvement and meet instructional goals on assessments, including NH statewide assessments, aimswebPlus, STAR, and classroom reading and math assessments, may be considered for discharge from the Title I program. This decision will be made in consultation with classroom and/or content-specific teachers to ensure a comprehensive understanding of the student's academic progress.

In instances where openings become available in the Title I program; priority will be accorded to the most academically challenged students based on a transparent ranking process. This refined approach ensures that our Title I program remains dynamic, responsive, and focused on providing targeted assistance to individual students, fostering their success in meeting and exceeding challenging State academic standards.

Summer Support:

In our efforts to combat summer learning loss, we offer several opportunities for support.

In alignment with our commitment to evidence-based practices and maximizing student outcomes, our district is shifting our approach to summer interventions. Instead of a traditional summer school model, we will be offering one-on-one targeted tutoring sessions. This decision is grounded in a thorough examination of research, which unequivocally indicates that targeted, intensive tutoring yields a significantly greater impact on student learning and achievement. By transitioning to individualized tutoring sessions, we aim to provide students with tailored support that addresses their specific academic needs. This personalized approach allows for focused attention on areas where students may require additional reinforcement or enrichment, ensuring that learning gaps are effectively addressed and that students are better equipped to succeed academically.

We will also distribute summer learning kits to all middle school students who are receiving Title 1A services 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.

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

In our role as a Title I Targeted school for middle school grades 5-8, our Local Education Agency (LEA) is deeply committed to identifying and implementing strategic measures to fortify academic programs and enhance overall school conditions for optimal student learning outcomes.

This commitment is manifested through the integration of Professional Learning Communities (PLCs) where educators collaboratively analyze academic performance data, identify instructional strategies, and share best practices. This collaborative effort ensures that our interventions align with the diverse learning styles and needs of middle school students.

Our school embraces the use of Learning Academy blocks as dedicated time for targeted academic support and enrichment. During these blocks, students receive personalized assistance based on their individual learning needs, fostering a responsive and differentiated approach to education. Additionally, Title I support serves as an additional layer of assistance, tailored to individual student needs. The intensity of this support varies, considering factors like teacher-student ratio, session length, frequency, and duration of the intervention.

Through small and flexible groups, students benefit from explicit and targeted remedial instruction specifically designed to address their unique skill gaps. These instructional goals guide the teaching approach and enable continuous monitoring of each student's progress. To ensure minimal disruptions to their core instruction, Title I students receive supplemental services at appropriate times, allowing them to fully engage in their regular classroom activities. This integrated approach, combining WIN blocks and Title I support, enhances the overall educational experience for our students, promoting personalized learning and addressing their specific academic needs.

Moreover, anticipating the forthcoming ELA and Social Studies adoptions, we are poised to introduce innovative, research-based curricula that align seamlessly with challenging State academic standards. These adoptions reflect our ongoing commitment to staying at the forefront of effective instructional practices, ensuring that students benefit from state-of-the-art educational resources.

Recognizing that a supportive and conducive school climate is vital, we continue to invest in resources, technology, and professional development opportunities for educators. This includes fostering a culture of continuous improvement, where teachers participate in ongoing professional development to implement evidence-based instructional strategies.

In addition to the comprehensive range of school services and instructional interventions, Title I students 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 a part-time social worker in the Title I program at Dover

Middle School aims to create a holistic support system. This trained professional works closely with students, families, and teachers to identify and address barriers that may hinder a student's academic progress. The role of the social worker within the Title I program encompasses 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, the social worker ensures that the instructional approach aligns with each student's emotional and behavioral needs.

Regular assessments and feedback mechanisms are integral to our strategy, allowing us to gauge the effectiveness of implemented instructional strategies and adjust our approach as needed. Through these concerted efforts and the utilization of our social worker, PLCs, WIN blocks, and upcoming ELA and Social Studies adoptions, our Title I Targeted school aims to exceed challenging State academic standards, providing a comprehensive and supportive learning environment for every student in grades 5-8.

2. Describe how the LEA will identify and address, as required under State plans as described in Section [1111\(g\)\(1\)\(B\)](#), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Answer:

Our Local Education Agency (LEA) is dedicated to ensuring equitable educational opportunities for all students, including those from low-income and minority backgrounds in our middle school grades 5-8. To address potential disparities, we have developed a comprehensive plan in alignment with State requirements outlined in Section 1111(g)(1)(B) of the reference.

Our process for identifying ineffective, out-of-field, or inexperienced teachers involves regular assessment and evaluation through observations, feedback mechanisms, and the use of relevant data points. We specifically analyze data disaggregated by socio-economic status and ethnicity to identify any existing disparities.

To ensure an equitable distribution of effective teachers, we implement strategies such as transparent teacher assignment processes, professional development opportunities, and mentorship programs to support the growth of all educators. Additionally, we invest in professional development programs tailored to address the specific needs of teachers working with diverse student populations.

Our LEA utilizes a data-driven approach to continually monitor and assess the distribution and effectiveness of teachers. This involves analyzing student achievement data, teacher evaluation results, and feedback from parents and the community. Any identified disparities are promptly addressed through targeted interventions and support mechanisms.

We are committed to transparency and accountability, regularly evaluating and publicly reporting our progress in ensuring that low-income and minority students are not disproportionately taught by ineffective, out-of-field, or inexperienced teachers. This information is made accessible to the community, fostering a collaborative approach to addressing disparities.

By implementing these measures, our LEA aims to create a learning environment that upholds the principles of equity and ensures that all students, regardless of socio-economic status or ethnicity, have access to high-quality teaching that propels them toward academic success.

3. Describe how the LEA will carry out the responsibilities under paragraphs (1) and (2) of [Section 1111\(d\)](#) if the LEA were to be identified. (School Improvement requirements for CSI and TSI identified schools.)

Answer:

In the event of our Title I targeted middle school being identified, our Local Education Agency (LEA) is prepared to take comprehensive action in partnership with stakeholders, including principals, school leaders, teachers, and parents. Upon receiving information from the State, the LEA will collaboratively develop and implement a comprehensive support and improvement plan for the school, focusing on improving student outcomes.

This plan will be informed by all indicators described in subsection (c)(4)(B), encompassing student performance against State-determined long-term goals. Evidence-based interventions will be a central component of the plan, ensuring a research-backed approach to address identified needs. The development of the plan will be grounded in a school-level needs assessment, allowing for a targeted and responsive strategy.

To address resource inequities, the plan will involve a review of local educational agency and school-level budgeting. The comprehensive support and improvement plan, once developed, will undergo approval by the school, local educational agency, and State educational agency. Following approval and implementation, the plan will be periodically reviewed by the State educational agency to ensure ongoing effectiveness.

In addition to the comprehensive support and improvement plan, the LEA may provide students enrolled in the identified school with the option to transfer to another public school served by the local educational agency, unless prohibited by State law. Priority in offering this option will be given to the lowest-achieving children from low-income families, as determined by the local educational agency for fund allocation purposes under section 1113(a)(3). Students opting to transfer will be enrolled in classes and other activities at the new public school in the same manner as all other students, ensuring equitable treatment.

4. Describe the poverty criteria that will be used to identify eligible school attendance areas under [Section 1113](#).

Answer:

The poverty criteria that will be used to identify eligible school attendance areas under Section 1113 will be the Free and Reduced Lunch (FRL) percentages. Currently, Woodman Park Elementary School has been identified as a whole school Title I school at 41% FRL. Dover Middle School has the second highest FRL percentage in the district at 22% and has been identified as our targeted Title I school.

5. Describe, in general, the nature of the programs to be conducted by such agency's schools under Sections 1114 – Schoolwide Programs and 1115 – Targeted Assistance Programs and, where appropriate, educational services outside applicable schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Answer:

The programs conducted by our Local Education Agency (LEA) under Sections 1115 – Targeted Assistance Programs are designed to provide targeted support and resources to improve academic outcomes for students facing specific challenges, particularly those identified as in need of additional assistance. These programs focus on meeting the unique educational needs of eligible children in middle school grades 5-8. The nature of these programs encompasses tailored interventions to address the specific academic needs of students identified as requiring additional assistance, including small-group instruction and personalized learning plans targeting areas of academic challenge, with a focus on core subjects such as English Language Arts and Math.

Our LEA places a strong emphasis on ongoing professional development opportunities for educators, enriching their ability to meet diverse student needs within a targeted assistance setting. This includes training programs to support teachers in implementing effective instructional strategies, utilizing data for decision-making, fostering a positive and inclusive learning environment, and incorporating restorative practices and circles.

Additionally, the LEA conducts family and community engagement programs that actively involve families and the community in supporting student learning and success. Outreach initiatives ensure parents are informed about their child's progress, engaged in their education, and equipped with resources to support learning at home. Social and emotional support initiatives are integrated into the programs, addressing student well-being and creating a positive and inclusive school climate. This includes the implementation of restorative practices and circles, fostering healthy relationships and conflict resolution skills.

Where applicable, our LEA extends educational services to children living in local institutions for neglected or delinquent children and those in community day school programs. This involves tailored educational plans considering the unique circumstances and needs of children in local institutions, as well as collaboration with institutional staff to ensure a seamless transition between institutional and school settings. Partnerships with community day school programs are established to provide educational services to neglected and delinquent children in these settings, with coordination efforts ensuring continuity of education for students transitioning between community programs and traditional school environments.

Through these comprehensive programs and services, our LEA is dedicated to creating an educational framework that supports the academic success and overall well-being of all students, integrating restorative practices and circles as crucial components of a holistic approach to education in middle school grades 5-8.

6. Describe the services that will be provided to homeless children and youths, including services provided with funds reserved under [Section 1113\(c\)\(3\)\(A\)](#), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Answer:

The Title I managers collaborate with the designated McKinney-Vento Liaison, whose position is partially 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 school 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 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.

The McKinney-Vento Liaison has been actively engaging the community to support homeless students by organizing awareness campaigns through local media outlets and community events, collaborating with shelters and service providers to ensure resources are accessible, and establishing partnerships with businesses and organizations for donations and sponsorship programs. Additionally, the liaison has facilitated workshops and training sessions to educate community members about homelessness issues and has coordinated volunteer opportunities for individuals and groups to directly contribute to supporting homeless students. Direct community support has been instrumental in this endeavor, with Dover Individual Citizens and Groups providing warm blankets, pillows, clothing, and donations towards essential items like food and footwear, as well as storage units for unhoused families. The Dover American Legion Riders have generously provided holiday meals and food for families, while Sleep In Heavenly Peace offers beds and bedding for children. Gentle Giant Movers have contributed by offering free moving services for domestic violence victims and families. The Dover Police, Fire, and Rescue Departments have shown their support by providing winter jackets, holiday gifts, and meals to students and families. Organizations such as End 68 Hours of Hunger and Operation Blessing have stepped in to provide food, clothing, and household goods to children and families in need. Additionally, the SENH Habitat for Humanity Restore offers household goods to families, while the Lions Club provides glasses for children and serves youth through scholarships, recreation, and mentoring. The Rotary Club has also contributed by providing clothing, footwear, food, toiletries, and other essential items to students. These collective efforts underscore the community's commitment to addressing the needs of homeless students and creating a supportive environment for their education and well-being.

In addition to community support, our school provides a range of resources and services to support homeless students, utilizing Title I funding where applicable. These include assistance with school registration and obtaining necessary documentation, access to our food pantry and hygiene products across all schools, as well as snacks, clothing, shoes, and school supplies as needed. Academic support is also offered through Title I funds, especially for McKinney-Vento students in non-Title One schoolwide or targeted assistance schools. Moreover, Title I funds are allocated to provide essential services such as food, clothing, counseling, eye glasses, hearing aids, course materials, cap and gown purchases, yearbook purchases for seniors, prom tickets, and parking passes for McKinney Vento juniors and seniors at Dover High School. Additionally, funding is directed towards facilitating transportation needs, both to and from school and for related activities, including gas cards or mileage reimbursement. Outreach services are coordinated with the McKinney/Vento Liaison, City

Welfare, Community Action Partnership, Dover Police Department Social Workers, Cross Roads House in

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Portsmouth, Waypoint in Rochester, and outreach social workers for homeless families and runaway youth programs, ensuring comprehensive support for our homeless student population.

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7. Describe the strategies that will be used to implement effective parent and family engagement under [Section 1116](#) – Parent and Family Engagement.

Answer:

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. Parents are invited to participate in our Title I stakeholder committee where we discuss needs within each of our buildings receiving Title I funding and how best to utilize those funds to meet the needs of students and families.

Our commitment to family engagement is exemplified by allocating 1% of our Title I grant specifically for parent engagement initiatives. Each fall, during our Open House, we host a Title I Annual Meeting where parents meet Title I staff, gain insights into the program, and understand how they can actively participate in their child's learning journey. We seek family input on the Parent Involvement Policy and Home School Compact, ensuring awareness of their "Right to Know" regarding teacher and paraprofessional certification and qualifications. These materials are included in permission packets, which require a return signature.

As part of our family engagement initiative, each student receives a "welcome bag" containing 2 new books of their choice, a readers' notebook, 2 bookmarks, and 2 pencils—all neatly packaged in a drawstring "gym" bag. This thoughtful gesture encourages family involvement in their child's reading journey and promotes a positive home-school connection.

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 encompass informational programs, family nights, monthly newsletters, activity clubs, handbooks, and take-home materials designed to foster family participation. Communication channels include Google Classroom, school websites, phone calls, emails, face-to-face meetings, student progress reports, and parent conferences, all contributing to building strong relationships between home and school.

To further encourage family participation and input, parents are invited to engage in PTA or school committees. At our targeted middle school, Dover Middle School, only Title I families, along with their teachers and administrators, are invited to Title I events. Additionally, the middle school hosts one family engagement night each trimester, providing a platform for meaningful interactions and a deeper understanding of the school community.

Striving to support parents in their child's learning journey, we provide tools and resources that can be utilized to reinforce academic skills at home. In compliance with federal legislation, we provide a state-approved 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. In our ongoing efforts, we focus on strengthening the dual capacity of the partnership between home and school. This commitment to family and community engagement, including the "welcome bag" initiative and trimester family engagement nights, remains a focal point of our District and Title I program, ensuring a collaborative and supportive environment for the success of all students in grades 5-8.

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8. Describe how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs, if applicable.

Answer:

N/A

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9. Describe if operating an applicable school, how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under [Section 1115](#), will identify the eligible children most in need of services under this part.

Answer:

In our targeted assistance school program under Section 1115 for middle school (grades 5-8), the identification of eligible children most in need of services under this part is a comprehensive process rooted in a thorough evaluation employing multiple objectives, educationally-related criteria.

To initiate the identification process, the STAR assessment is administered three times per year, acting as a universal screener to assess students' academic performance. Specifically, students falling within the 25th percentile and below on the STAR assessment may be flagged as potentially at risk for academic challenges.

In conjunction with the STAR assessment and SAS (Student Achievement System) data, teacher recommendations play a pivotal role in the comprehensive evaluation. Teachers, with their direct and continuous interaction with students, offer valuable insights into their academic progress and potential areas of concern. This combination of multiple assessments and teacher recommendations ensures a holistic understanding of students' academic strengths and areas requiring additional support.

Moreover, our identification approach integrates available human resources to guarantee the provision of appropriate and effective interventions based on the identified needs of at-risk students. This refined process, which includes teacher recommendations, is designed to proactively identify middle school students who may be at risk for academic failure. It allows us to tailor our targeted assistance services precisely to address their specific needs and provide the necessary support for them to achieve academic success.

The consultative approach involving teachers, school leaders, parents, administrators, paraprofessionals, and specialized instructional support personnel ensures that the identification process is dynamic and well-rounded. Regular consultation meetings facilitate ongoing adjustments, ensuring that eligible children most in need of services under Section 1115 are accurately identified and receive the targeted assistance necessary for their academic success.

10. Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—
(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Answer:

(A) through coordination with institutions of higher education, employers, and other local partners; and
Our Local Education Agency (LEA) is committed to facilitating effective transitions for students from middle grades to high school and from high school to postsecondary education. This commitment is reflected in a multifaceted approach that involves coordination with institutions of higher education, employers, and various local partners.

One key aspect of our transition strategy is the implementation of orientation days for incoming 5th graders and rising 9th graders. These students benefit from a dedicated half-day orientation session held the day before the official start of the school year for the rest of the students. During this orientation, students meet their teachers, follow an abbreviated schedule, receive a guided tour of the building, and attend presentations from school leadership, including the principal, deans, and school counselors. This provides an invaluable opportunity for students to familiarize themselves with their new environment and establish a sense of belonging.

In addition to these orientation days, our middle school offers a Life Skills class. This class is designed to equip students with essential skills for life beyond the classroom, including cooking, financial planning, and college and career planning. As part of this course, students receive tours of high school programs, showcasing the diverse academic and vocational opportunities available at the high school level. Special emphasis is placed on introducing students to our exemplary Career and Technical Education (CTC) program at the high school, allowing them to explore potential career pathways and make informed decisions about their academic journey.

Furthermore, our LEA actively coordinates with institutions of higher education, employers, and local partners to enrich the transition experience. Partnerships with higher education institutions provide students with insights into postsecondary opportunities, academic expectations, and available resources. Collaboration with employers facilitates the alignment of our educational programs with workforce demands, ensuring students are well-prepared for future careers.

The comprehensive approach to transitions, which encompasses orientation days, Life Skills classes, exposure to high school programs, and collaboration with external partners, ensures that our students navigate the crucial transitions from middle school to high school and from high school to postsecondary education with confidence and preparedness.

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Our Local Education Agency (LEA) is committed to providing students with expanded opportunities for academic and career development. This commitment is realized through increased access to early college high school, dual or concurrent enrollment opportunities, and support from our school counselors who guide students through comprehensive career exploration.

Our school counselors play a crucial role in helping students identify their interests and skills. They provide personalized guidance, helping students understand their aptitudes and explore potential career pathways. Through individualized counseling, students can align their academic choices with their future goals, fostering a holistic approach to career development within the school setting.

In addition to the assistance provided by our school counselors, we have incorporated Xello software to enrich the career exploration experience. Backed by academic research and scientific validation, Xello's acclaimed

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program empowers students by placing them at the core of their planning journey. Students actively document their progress, develop self-knowledge, explore diverse post-secondary options, and formulate plans. The software facilitates continuous reassessment as students acquire new knowledge, skills, and experiences, fostering a dynamic and responsive approach to career and academic planning within the school environment.

By supporting increased access to early college high school and dual or concurrent enrollment opportunities with robust support from our school counselors and the innovative Xello software, our LEA ensures that students are well-equipped to make informed decisions about their academic and professional journeys. This multifaceted approach empowers students to pursue their aspirations and thrive in the evolving landscape of higher education and career opportunities.

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11. Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in [Section 1111\(c\)\(2\)](#).

Answer:

Our middle school is committed to cultivating a positive and inclusive learning environment, prioritizing support and value for all students. To minimize the reliance on disciplinary measures that remove students from the classroom, we have adopted a comprehensive strategy addressing the underlying causes of behavioral challenges and promoting proactive interventions.

At the core of our approach is the implementation of a Multi-Tiered System of Supports for Behavior (MTSS-B), providing a tiered system to identify and address students' diverse needs. All deans of students and behavior specialists in grades K-8 attended the Behavior Solutions conference this summer, gaining insights to lead that our now informing our district's efforts to strengthen the MTSS-B framework. School personnel engaged with research- and evidence- based practices related to positive behavior with a focus on enhancing school culture, improve promoting prosocial behaviors, and addressing inequities in school discipline.

For Tier I Social-Emotional Learning (SEL) programming at the middle school, we ~~have chosen~~ chose the Responsive Classroom framework. This evidence-based approach focuses on building positive relationships, fostering a sense of community, and teaching vital social and emotional skills that contribute to overall well-being and academic success. Furthermore, we are expanding our Tier 2 and 3 supports.

Emphasizing the critical role of teacher language in shaping classroom dynamics, we will ~~utilize Title I funds for an additional~~ provide a professional development session titled "Improving Teacher and Student Language." This session aims to equip teachers with strategies for effective communication, conflict de-escalation, and creating a positive classroom environment, emphasizing restorative practices and circles.

In addition, our district is committed to identifying and supporting schools with high discipline rates, examining data disaggregated by student subgroups. Leveraging technology, we have integrated the Panorama Student Success platform into our toolkit for enhanced data analysis and visualization capabilities. Panorama also integrates an Early Warning System related to a student's coursework, attendance, and social-behavioral needs. These indicators can be preset to automatically detect and alert educators when students are at-risk for poor outcomes and may need additional supports and services. Panorama enables a granular examination of discipline data, disaggregated by various student subgroups, providing insights into patterns and trends related to disciplinary actions.

This data-driven approach empowers us to identify areas of concern and specific student groups disproportionately affected by disciplinary measures. By tailoring interventions based on informed decisions, our district is actively working towards a more equitable and supportive learning environment for all students, in line with our commitment to reducing the overuse of disciplinary practices and fostering a positive and inclusive atmosphere.

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12. If the LEA determines this to be appropriate, describe how the LEA will support programs that coordinate and integrate—
- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
 - (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Answer:

N/A

13. Describe any other information on how the funds will be used to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:
- (A) assist schools in identifying and serving gifted and talented students; and
 - (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Answer:

(A) assist schools in identifying and serving gifted and talented students; and

Not applicable

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

As part of our ongoing efforts to support the development of digital literacy skills and enhance academic achievement, our district is committed to assisting schools in establishing effective school library programs. These programs serve as invaluable resources for students, providing them with access to a wide range of materials and opportunities to engage in activities that promote literacy and learning.

One notable initiative supported by Title I funds is the establishment of a lending library for staff at Dover Middle School. This lending library houses classroom sets of high-interest books, ensuring that students have access to engaging reading materials that cater to their diverse interests and preferences. Additionally, Title I funds have been utilized for this lending library to enhance our collection of high/low books, providing teachers with science of reading aligned resources to address specific skill needs for students as they navigate the complexities of applying what they have learned in the context of skill work.

We recognize the importance of extending access to literacy resources beyond the confines of the school year. To this end, we have implemented a traveling library program over the summer months. This traveling library offers a range of activities, including read-aloud sessions, literacy skill games, and hands-on activities designed to foster a love for reading and support continued learning during the summer break.

One of the key features of our traveling library program is its accessibility. By bringing literacy resources directly to students' neighborhoods, we actively remove barriers to access for many students who may face challenges in accessing traditional library services. This proactive approach ensures that all students have equitable access to high-quality reading materials and educational opportunities, regardless of their geographic location or socioeconomic status.

Dover Middle School's efforts to support effective school library programs are integral to our broader mission of promoting literacy skills and improving academic achievement. Through targeted investments, such as the lending library at Woodman Park School and the traveling library program, we are dedicated to fostering a culture of literacy and learning that empowers all students to succeed.



ESEA Section 1114(b) Schoolwide Program Components (if applicable)

If a component refers to another section of the ESEA, there is a link in the question itself to the referenced section of the law for informational purposes.

14. Describe the strategies that the school will be implementing to address school needs, including a description of how such strategies will-

- (a) provide opportunities for all children, including each of the subgroups of students (as defined in section [1111\(c\)\(2\)](#)) to meet the challenging State academic standards;
- (b) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- (c) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-
 - i. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

Answer:

N/A

15. If programs are consolidated, describe the specific SEA and LEA programs and other Federal programs that will be consolidated in the schoolwide program.

Answer:

N/A

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ESEA References for Components of a LEA Title I, Part Plan

Component #2 **SECTION 1111 (g) OTHER PLAN PROVISIONS**

GO BACK TO COMPONENT #2

- 1) Descriptions – Each State plan shall describe—
- (B) how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description (except that nothing in this subparagraph shall be construed as requiring a State to develop or implement a teacher, principal, or other school leader evaluation system);

Component #3 **SECTION 1111(d) SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES.— (A & C are SEA responsibilities)**

GO BACK TO COMPONENT #3

(1) COMPREHENSIVE SUPPORT AND IMPROVEMENT.—

- (B) LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—
- (i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against State-determined long-term goals;
 - (ii) includes evidence-based interventions;
 - (iii) is based on a school-level needs assessment;
 - (iv) identifies resource inequities, which may include a review of local educational agency and school- level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
 - (v) is approved by the school, local educational agency, and State educational agency; and
 - (vi) upon approval and implementation, is monitored periodically reviewed by the State educational agency.

(D) PUBLIC SCHOOL CHOICE.—

- (i) IN GENERAL.—A local educational agency may provide all students enrolled in a school identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) with the option to transfer to another public school served by the local educational agency, unless such an option is prohibited by State law.
- (ii) PRIORITY.—In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest-achieving children from low-income families, as determined by the local educational agency for the purposes of allocating funds to schools under section 1113(a)(3).
- (iii) TREATMENT.—A student who uses the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school.

SPECIAL RULE.—A local educational agency shall permit a student who transfers to another public school under this paragraph to remain in that school until the student has completed the highest grade in that school.

(2) TARGETED SUPPORT AND IMPROVEMENT.—

(B) TARGETED SUPPORT AND IMPROVEMENT PLAN.— Each school receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that—

- (i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against long-term goals;
- (ii) includes evidence-based interventions;
- (iii) is approved by the local educational agency prior to implementation of such plan;
- (iv) is monitored, upon submission and implementation, by the local educational agency; and
- (v) results in additional action following unsuccessful implementation of such plan after a number of years as determined by the local educational agency.

Component #4 SEC. 1113. 20 U.S.C. 6313 ELIGIBLE SCHOOL ATTENDANCE AREAS.

[GO BACK TO COMPONENT #4](#)

(a) DETERMINATION.—

(1) IN GENERAL.—A local educational agency shall use funds received under this part only in eligible school attendance areas.

(5) MEASURES.—

(A) IN GENERAL.—Except as provided in subparagraph (B), a local educational agency shall use the same measure of poverty, which measure shall be the number of children aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), the number of children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid Program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency—

- (i) to identify eligible school attendance areas;
- (ii) to determine the ranking of each area; and
- (iii) to determine allocations under subsection (c).

Component #6 **(c) ALLOCATIONS.—**

[GO BACK TO COMPONENT #6](#)

(3) RESERVATION OF FUNDS.—

(A) IN GENERAL.—A local educational agency shall reserve such funds as are necessary under this part, determined in accordance with subparagraphs (B) and (C), to provide services comparable to those provided to children in schools funded under this part to serve—

- (i) homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live;
- ii) children in local institutions for neglected children; and
- (iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

Component #7 **SECTION 1116 – PARENT AND FAMILY ENGAGEMENT**

[GO BACK TO COMPONENT #7](#)

(a) LOCAL EDUCATIONAL AGENCY POLICY

(1) IN GENERAL.—A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY.—Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY.—

(1) IN GENERAL.—Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

[GO BACK TO COMPONENT #9](#)

(c) ELIGIBLE CHILDREN.—

(1) ELIGIBLE POPULATION.—

(A) IN GENERAL.—The eligible population for services under this section is—

- (i) children not older than age 21 who are entitled to a free public education through grade 12; and
- (ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.— From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.

(2) CHILDREN INCLUDED.—

(A) IN GENERAL.—Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part.

(C) MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN.—A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

Component #11 **SECTION 1111 (c) (2) STATEWIDE ACCOUNTABILITY SYSTEM.—**

[GO BACK TO COMPONENT #11](#)

(1) IN GENERAL.—Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).

(2) SUBGROUP OF STUDENTS.—In this subsection and subsection (d), the term “subgroup of students” means—

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;
- (C) children with disabilities; and
- (D) English learners.

Component #14 **SECTION 1111 (c) (2) STATEWIDE ACCOUNTABILITY SYSTEM**

[GO BACK TO COMPONENT #14](#)

(1) IN GENERAL.—Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).

(2) SUBGROUP OF STUDENTS.—In this subsection and subsection (d), the term “subgroup of students” means—

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;
- (C) children with disabilities; and
- (D) English learners.



New Hampshire | LIVE FREE AND LEARN
Department of Education

**New Hampshire Department of Education ESEA
Local Educational Agency Title I, Part A Plan
2025-2026**

Bureau of Instructional Support
Office of ESEA Programs
25 Hall Street
Concord, NH 03301

Purpose

The purpose of this document is to provide all subrecipients with information regarding the New Hampshire Department of Education (NHED), Office of ESEA Programs, Local Educational Agency (LEA) Title I, Part A Plan and if applicable, Schoolwide Program Plan.

The approval of a LEA Title I, Part A Plan by the NHED is a requirement for receiving Federal funding subgrants under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). The LEA Title I, Part A Plan includes specific descriptions and assurances as outlined in the provisions included in ESEA. In essence, the LEA Title I, Part A Plans describe the actions that LEAs will take to ensure that they meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Title I, Part A Plans summarize assessment data, school goals and activities.

Guidance

ESEA Section 1112 indicates that a LEA may receive a Title I, Part A subgrant for any fiscal year only if such agency has on file with the State educational agency (SEA) a plan, approved by the SEA, that is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a LEA that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools. Consultation must not interfere with the timely submission of the LEA Title I, Part A Plan.

ESEA Section 1112(b) provides the LEA with plan components to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

In addition, ESEA Section 1114(b), requires an eligible school operating a schoolwide program develop a comprehensive plan. A LEA that identifies as a Schoolwide Program school is required to address additional schoolwide components within the LEA Title I, Part A Plan.

The LEA is required by ESEA Section 1112(a)(3)(A) to file the plan according to a schedule established by the SEA. The SEA may then approve the LEA's plan prior to being granted federal funds at the start of the fiscal year, only if the SEA determines that the LEA's plan provides that the schools served substantially help children meet the challenging State academic standards.

The LEA Title I, Part A Plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually review and, as necessary, revise its plan.

Per 2 CFR § 200.334 the request, form, supporting documentation, and NHED's response must be maintained for record retention purposes.

Local Educational Agency Title I, Part A Plan and Schoolwide Program Plan (if applicable)



To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency (LEA) shall complete the following information and submit the plan to the New Hampshire Department of Education (NHED) as part of the application for federal funding. Each component of each question must be addressed, if applicable, for the plan to be considered complete.

The LEA must submit their plan to NHED by emailing ESEA@doe.nh.gov **and** uploading the document to the specific grant page in the Grants Management System (GMS).

Local Educational Agency (LEA) Information

District Name: Dover School District

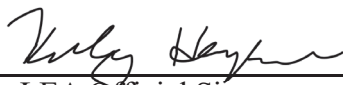
LEA Official Name and Title: Kiley Hemphill, Co-Director, Curriculum, Instruction, & Assessment

LEA Official Contact Phone: (603) 516-1316

LEA Official Contact Email: k.hemphill@dover.k12.nh.us

For questions, please reach out to your federal program manager contact.

By signing below, you affirm that information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA.

<u>Kiley Hemphill</u>	<u></u>	<u>4/19/2024</u>
LEA Official Name	LEA Official Signature	Date

NHED Use Only

I, on behalf of NHED, certify that I have reviewed the LEA Title I, Part A plan below and have determined the LEA:

- ☒ Has submitted a LEA Title I, Part A plan that meets the provisions of ESEA Section 1112(b) and Section 1114(b), if applicable.
- This document will be fully executed and returned to the LEA noting approval. The LEA must upload this document to GMS under the appropriate grant.
- ☐ Has not submitted a LEA Title I, Part A plan that meets the provisions of ESEA Section 1112(b) and Section 1114(b), if applicable.
- This document will be fully executed and returned to the LEA noting it has been denied. The LEA must revise their LEA Title I, Part A plan and re-submit to the SEA.

Christina Dotson - Educational Consultant
Printed Name and Title

Christina Dotson
Signature

4/22/2024
Date

The LEA must upload their annual review to the LEA Homepage in the Grants Management System (GMS) before being granted federal funds at the start of the fiscal year.

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

Date _____

Date _____

Date _____

Date

Date _____



ESEA Section 1112(b) Title I, Part A Plan Components

If a component refers to another section of the ESEA, there is a link in the question itself to the referenced section of the law for informational purposes.

1. Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by—
 - (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
 - (B) identifying students who may be at risk for academic failure;
 - (C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
 - (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Answer:

(A) [developing and implementing a well-rounded program of instruction to meet the academic needs of all students;](#)

In alignment with the mandate to develop and implement a well-rounded program of instruction to meet the academic needs of all students, we have strategically designed and implemented a Multi-Tiered System of Supports (MTSS) framework to ensure that every learner receives high-quality instruction tailored to their individual needs. With our Title I allocation for the 2025-2026 school year, we plan to continue a new position called an MTSS Building Coordinator (MBC). The MBC will play a crucial role at all Tiers of instruction. At Tier 1, the MBCs will collaborate with grade level teams and instructional coaches to support strong and cohesive core instruction. They will help teams collect and interpret assessment data, collaborate on implementing class wide interventions, and ensure alignment with our MTSS framework. At the Tier 2 level, they will assist collaborative teams in identifying and addressing student needs related to essential standards. At the Tier 3 level, the MBCs will collaborate with the reading specialist, Title I Coordinator, and special educators to provide direct instruction to students requiring targeted and intensive intervention, adapting strategies based on progress monitoring and individual student needs.

Central to our approach is the integration of evidence-based programs within our Tier I instruction. At the elementary level, we have selected rigorously vetted curricula such as Bridges in Mathematics for mathematics and Amplify CKLA, coupled with Heggerty at the kindergarten and 1st grade level, for reading. These programs have demonstrated effectiveness in fostering foundational skills and conceptual understanding, providing a strong academic scaffold for all students.

We are committed to continuous improvement and have recently concluded the process of implementing our new English Language Arts (ELA) program during the 2024-2025 school year. This selection process was led by a diverse committee of stakeholders, ensuring that various perspectives and needs were considered in the decision-making process. By selecting Amplify CKLA which aligns with research-based best practices including the Science of Reading, and meets the diverse needs of our student population, we aim to further enhance the quality and inclusivity of our core instructional offerings. We continue to make plans to refine and improve our implementation by reengaging our diverse stakeholders.

We also recognize the critical role of socio-emotional development in academic success. As part of our holistic approach to education, we are actively working towards a goal of having at least 80% of all K-8 staff trained in the Responsive Classroom framework. This evidence-based approach promotes a positive classroom environment, fosters strong teacher-student relationships, and enhances social-emotional learning skills, ultimately contributing to a well-rounded educational experience for all students.

Our district's efforts are squarely focused on developing and implementing a well-rounded program of instruction that addresses the academic needs of all students. Through the integration of evidence-based curricula, the adoption of inclusive practices, and a commitment to ongoing professional development, we are dedicated to

ensuring that every student has the opportunity to thrive academically, socially, and emotionally.

(B) identifying students who may be at risk for academic failure;

The process for selecting students for Title I supports is based on a comprehensive evaluation using multiple criteria. The STAR assessment (grades 2-8) and mClass DIBELS assessment (grades K-4) are given three times per year and act as universal screeners. mClass DIBELS also serves as the dyslexia screener. Students who fall in the “well below benchmark” category may be eligible for Title I services, based upon data from other assessments as well as the human resources available. We currently have a Title I Coordinator and 5 Title I interventionists who provide reading interventions for students who meet the eligibility criteria. Additionally, The MTSS Building Coordinator, Reading Specialist, and Special Educators make up the full Tier 3 team and provide tier 3 services to students as determined by the team, based on data. 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 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 knowledge of their parents or guardians. Collaborating with classroom teachers and other support personnel, the Title I team creates a customized intervention 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, mClass DIBELS, 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.

(C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and

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 mCLASS Intervention, Orton_Gillingham strategies, UFLI, Lindamood-Bell programs, and Wilson programs. These tools are employed for direct instruction and targeted practice, focusing on decoding, comprehension, 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.

Summer Support:

In our efforts to combat summer learning loss, we offer several opportunities for support.

In alignment with our commitment to evidence-based practices and maximizing student outcomes, our district is shifting our approach to summer interventions. Instead of a traditional summer school model, we will be offering one-on-one or small group targeted tutoring sessions. This decision is grounded in a thorough examination of research, which unequivocally indicates that targeted, intensive tutoring yields a significantly greater impact on student learning and achievement than does traditional summer school.

By transitioning to individualized tutoring sessions, we aim to provide students with tailored support that addresses their specific academic needs. This personalized approach allows for focused attention on areas where students may require additional reinforcement or enrichment, ensuring that learning gaps are effectively addressed and that students are better equipped to succeed academically.

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 literacy skill development activity, and check books out to bring home and read with their families.

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Every student at Woodman Park Elementary will be provided access to a comprehensive range of school services, including core instruction, instructional interventions, and progress monitoring. 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 and their families 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 a full-time social worker in the Title I program at Woodman Park Elementary aims to create a holistic support system. This trained professional will work closely with students, families, and teachers to identify and address barriers that may hinder a student's academic progress. 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, the social worker will ensure that the instructional approach aligns with each student's emotional and behavioral needs.

Furthermore, the social worker 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.

2. Describe how the LEA will identify and address, as required under State plans as described in Section [1111\(g\)\(1\)\(B\)](#), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Answer:

Our Local Education Agency (LEA) is dedicated to ensuring equitable educational opportunities for all students, including those from low-income and minority backgrounds in Woodman Park Elementary School.. To address potential disparities, we have developed a comprehensive plan in alignment with State requirements outlined in Section 1111(g)(1)(B) of the reference.

Our process for identifying ineffective, out-of-field, or inexperienced teachers involves regular assessment and evaluation through observations, feedback mechanisms, and the use of relevant data points. We specifically analyze data disaggregated by socio-economic status and ethnicity to identify any existing disparities.

To ensure an equitable distribution of effective teachers, we implement strategies such as transparent teacher assignment processes, professional development opportunities, and mentorship opportunities to support the growth of all educators. Additionally, we invest in professional development programs tailored to address the specific needs of teachers working with diverse student populations.

We are committed to transparency and accountability, regularly evaluating and publicly reporting our progress in ensuring that low-income and minority students are not disproportionately taught by ineffective, out-of-field, or inexperienced teachers. This information is made accessible to the community, fostering a collaborative approach to addressing disparities.

By implementing these measures, our LEA aims to create a learning environment that upholds the principles of equity and ensures that all students, regardless of socio-economic status or ethnicity, have access to high-quality teaching that propels them toward academic success.

June 2, 2025

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3. Describe how the LEA will carry out the responsibilities under paragraphs (1) and (2) of [Section 1111\(d\)](#) if the LEA were to be identified. (School Improvement requirements for CSI and TSI identified schools.)

Answer:

In the event of our Title I Whole School, Woodman Park Elementary School, being identified, our Local Education Agency (LEA) is prepared to take comprehensive action in partnership with stakeholders, including principals, school leaders, teachers, and parents. Upon receiving information from the State, the LEA will collaboratively develop and implement a comprehensive support and improvement plan for the school, focusing on improving student outcomes.

This plan will be informed by all indicators described in subsection (c)(4)(B), encompassing student performance against State-determined long-term goals. Evidence-based interventions will be a central component of the plan, ensuring a research-backed approach to address identified needs. The development of the plan will be grounded in a school-level needs assessment, allowing for a targeted and responsive strategy.

To address resource inequities, the plan will involve a review of local educational agency and school-level budgeting. The comprehensive support and improvement plan, once developed, will undergo approval by the school, local educational agency, and State educational agency. Following approval and implementation, the plan will be periodically reviewed by the State educational agency to ensure ongoing effectiveness.

In addition to the comprehensive support and improvement plan, the LEA may provide students enrolled in the identified school with the option to transfer to another public school served by the local educational agency, unless prohibited by State law. Priority in offering this option will be given to the lowest-achieving children from low-income families, as determined by the local educational agency for fund allocation purposes under section 1113(a)(3). Students opting to transfer will be enrolled in classes and other activities at the new public school in the same manner as all other students, ensuring equitable treatment.

June 2, 2025

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4. Describe the poverty criteria that will be used to identify eligible school attendance areas under [Section 1113](#).

Answer:

The poverty criteria that will be used to identify eligible school attendance areas under Section 1113 will be the Free and Reduced Lunch (FRL) percentages. As over October 2024, Dover Middle School has the second highest FRL percentage in the district at 22%. Woodman Park Elementary School has been identified as a whole school Title I school at 41% FRL. As the second highest population of students receiving federal funding for meal support, Dover Middle School has been identified as our targeted Title I school.

June 2, 2025

5. Describe, in general, the nature of the programs to be conducted by such agency's schools under Sections 1114 – Schoolwide Programs and 1115 – Targeted Assistance Programs and, where appropriate, educational services outside applicable schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Answer:

At Woodman Park Elementary, we implement a Title I schoolwide program. The programs conducted by our Local Education Agency (LEA) under Sections 1114 – Schoolwide Programs are designed to provide targeted support and resources to improve academic outcomes for students facing specific challenges, particularly those identified as in need of additional assistance. These programs focus on meeting the unique educational needs of eligible children in elementary grades K-4. The nature of these programs encompasses tailored interventions to address the specific academic needs of students identified as requiring additional assistance, including small-group instruction and personalized learning plans targeting areas of academic challenge, with a focus on core subjects such as English Language Arts and Math.

Our LEA places a strong emphasis on ongoing professional development opportunities for educators, enriching their ability to meet diverse student needs within a targeted assistance setting. This includes training programs to support teachers in implementing effective instructional strategies, utilizing data for decision-making, fostering a positive and inclusive learning environment, and incorporating restorative practices and circles.

Additionally, the LEA conducts family and community engagement programs that actively involve families and the community in supporting student learning and success. Outreach initiatives ensure parents are informed about their child's progress, engaged in their education, and equipped with resources to support learning at home. Social and emotional support initiatives are integrated into the programs, addressing student well-being and creating a positive and inclusive school climate. This includes the implementation of positive and proactive discipline practices, fostering healthy relationships and conflict resolution skills.

Where applicable, our LEA extends educational services to children living in local institutions for neglected or delinquent children and those in community day school programs. This involves tailored educational plans considering the unique circumstances and needs of children in local institutions, as well as collaboration with institutional staff to ensure a seamless transition between institutional and school settings. Partnerships with community day school programs are established to provide educational services to neglected and delinquent children in these settings, with coordination efforts ensuring continuity of education for students transitioning between community programs and traditional school environments.

Through these comprehensive programs and services, our LEA is dedicated to creating an educational framework that supports the academic success and overall well-being of all students, integrating restorative practices and circles as crucial components of a holistic approach to education in middle school grades 5-8.

6. Describe the services that will be provided to homeless children and youths, including services provided with funds reserved under [Section 1113\(c\)\(3\)\(A\)](#), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Answer:

The Title I managers collaborate with the designated McKinney-Vento Liaison, whose position is partially 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 school 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 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.

The McKinney-Vento Liaison has been actively engaging the community to support homeless students by collaborating with shelters and service providers to ensure resources are accessible, and establishing partnerships with businesses and organizations for donations and sponsorship programs. Direct community support has been instrumental in this endeavor, with Dover Individual Citizens and Groups providing warm blankets, pillows, clothing, and donations towards essential items like food and footwear, as well as storage units for unhoused families. The Dover American Legion Riders have generously provided holiday meals and food for families, while Sleep In Heavenly Peace offers beds and bedding for children. Gentle Giant Movers have contributed by offering free moving services for domestic violence victims and families. The Dover Police, Fire, and Rescue Departments have shown their support by providing winter jackets, holiday gifts, and meals to students and families. Organizations such as End 68 Hours of Hunger and Operation Blessing have stepped in to provide food, clothing, and household goods to children and families in need. Additionally, the SENH Habitat for Humanity Restore offers household goods to families, while the Lions Club provides glasses for children and serves youth through scholarships, recreation, and mentoring. The Rotary Club has also contributed by providing clothing, footwear, food, toiletries, and other essential items to students. These collective efforts underscore the community's commitment to addressing the needs of homeless students and creating a supportive environment for their education and well-being.

In addition to community support, our school provides a range of resources and services to support homeless students, utilizing Title I funding where applicable. These include assistance with school registration and obtaining necessary documentation, access to our food pantry and hygiene products across all schools, as well as snacks, clothing, shoes, and school supplies as needed. Academic support is also offered through Title I funds, especially for McKinney-Vento students in non-Title One schoolwide or targeted assistance schools. Moreover, Title I funds are allocated to provide essential services such as food, clothing, counseling, eye glasses, hearing aids, course materials, cap and gown purchases, yearbook purchases for seniors, prom tickets, and parking passes for McKinney Vento juniors and seniors at Dover High School. Additionally, funding is directed towards facilitating transportation needs, both to and from school and for related activities, including

gas cards or mileage reimbursement. Outreach services are coordinated with the McKinney/Vento Liaison. City

Welfare, Community Action Partnership, Dover Police Department Social Workers, Cross Roads House in Portsmouth, Waypoint in Rochester, and outreach social workers for homeless families and runaway youth programs, ensuring comprehensive support for our homeless student population.

7. Describe the strategies that will be used to implement effective parent and family engagement under [Section 1116](#) – Parent and Family Engagement.

Answer:

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. Parents are invited to participate in our Title I stakeholder committee where we discuss needs within each of our buildings receiving Title I funding and how best to utilize those funds to meet the needs of students and families.

Each fall, we host several options for a Title I Annual Meeting, providing parents and caregivers 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 Title I information packets, which require a return signature. In collaboration with Title I Federal Grant Administrators, building administrators, Title I School Coordinators, Title I interventionists, families, and the Family Outreach Coordinator, we organize a variety of events tailored to meet the unique needs of families at Woodman Park 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. 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.

In compliance with federal legislation, we provide a state-approved 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. The inclusion of a full time social worker/Family Engagement Coordinator as addressed in Component 1 is another layer of support and connection between families and Woodman Park School.

8. Describe how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs, if applicable.

Answer:

Our district is dedicated to supporting a seamless transition for students from early childhood education programs to local elementary school programs. While we do not currently have a comprehensive Title I-funded readiness program, we are taking proactive steps to enhance kindergarten readiness for incoming students, particularly in the area of early literacy.

In response to the fall '24 mCLASS DIBELS data, which revealed that only 26% of beginning kindergarteners met the benchmark for early literacy measures such as letter naming, we are leveraging Title I funds at Woodman Park to provide all incoming kindergarten students with magnetic letters to use over the summer when they come in for screening. This initiative aims to bolster foundational literacy skills and foster a strong foundation for future academic success.

Furthermore, we recognize the importance of engaging families as partners in their children's education. To that end, we will include guidance for families on how they can use the magnetic letters to playfully address kindergarten readiness skills at home. This collaborative approach empowers families to support their child's learning and development in a meaningful and accessible way, reinforcing the importance of early literacy skills in preparing students for success in kindergarten and beyond.

Additionally, pre-school students frequently attend Woodman Park School family engagement events with their school-aged siblings and are always encouraged to fully participate in all activities including taking books and games home, as applicable. Our social worker frequently supports families with a wide range of age spans, helping them with skills that build independence and school readiness.

9. Describe if operating an applicable school, how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under [Section 1115](#), will identify the eligible children most in need of services under this part.

Answer:

Not applicable

10. Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—
(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Answer:

Not applicable

11. Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in [Section 1111\(c\)\(2\)](#).

Answer:

Our district is committed to fostering a positive and inclusive learning environment where all students feel supported and valued. As part of our efforts to reduce the overuse of discipline practices that remove students from the classroom, we have implemented a multifaceted approach that addresses the root causes of behavioral challenges and promotes proactive interventions.

Central to our strategy is the implementation of Multi-Tiered System of Supports for Behavior (MTSS-B), which provides a framework for identifying and addressing the varying needs of students in a tiered system of support. We will be sending all K-8 deans of students and behavior specialists to the Behavior Solutions conference this summer to gain an understanding and lead the district's effort to further establish our MTSS-B framework. School personnel will learn about research- and evidence-based practices related to positive behavior supports in order to boost school culture, improve prosocial behaviors, and address inequities in school discipline.

We have identified the Responsive Classroom framework as our Tier I Social-Emotional Learning (SEL) programming at the K-8. This evidence-based approach emphasizes the importance of building positive relationships, fostering a sense of community, and teaching students essential social and emotional skills that contribute to their overall well-being and academic success. Additionally, we are expanding our Tier 2 and 3 supports to help reduce the overuse of discipline practices that remove students from the classroom such as: Bounce Back, Social Skills Improvement Systems (SSIS), and Be Good People.

In addition to this programming, we recognize the critical role that teacher language plays in shaping classroom dynamics and student behavior. To further support our efforts in promoting positive discipline practices, we used Title I funds to provide an additional professional development session for Woodman Park staff entitled, "Improving Teacher and Student Language." This session equipped teachers with strategies and techniques for effectively communicating with students, de-escalating conflicts, and fostering a positive and supportive classroom environment.

Furthermore, our district is committed to identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. By examining discipline data through a disaggregated lens, we can better understand and address disparities in disciplinary practices, ensuring that all students receive fair and equitable treatment. Our district is leveraging technology to enhance our data analysis and visualization capabilities. We are incorporating the Branching Minds platform into our toolkit to assist us in this endeavor. Branching Minds provides powerful tools for data analysis and visualization, allowing us to examine discipline data with a granular focus and disaggregate it by various subgroups of students.

By utilizing Branching Minds, we can gain deeper insights into patterns and trends related to disciplinary actions, helping us to identify areas of concern and pinpoint specific groups of students who may be disproportionately affected by disciplinary measures. Branching Minds also integrates an Early Warning System related to a student's coursework, attendance, and social-behavioral needs. These indicators can be preset to automatically detect and alert educators when students are at-risk for poor outcomes and may need additional supports and services. This data-driven approach enables us to make informed decisions and tailor interventions that address the unique needs of each subgroup, ultimately promoting a more equitable and supportive learning environment for all students.

Our district is taking proactive steps to reduce the use of discipline practices that remove students from the classroom. Through the implementation of evidence-based SEL programming, targeted professional development opportunities, and a commitment to addressing disparities in disciplinary practices, we are dedicated to fostering a positive and inclusive learning environment where all students can thrive.

12. If the LEA determines this to be appropriate, describe how the LEA will support programs that coordinate and integrate—
- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
 - (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Answer:

Not applicable

13. Describe any other information on how the funds will be used to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:
- (A) assist schools in identifying and serving gifted and talented students; and
 - (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Answer:

(A) assist schools in identifying and serving gifted and talented students; and

Not applicable

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

As part of our ongoing efforts to support the development of digital literacy skills and enhance academic achievement, our district is committed to assisting schools in establishing effective school library programs. These programs serve as invaluable resources for students, providing them with access to a wide range of materials and opportunities to engage in activities that promote literacy and learning.

One notable initiative supported by Title I funds is the establishment of a lending library for staff at Woodman Park School. This lending library houses classroom sets of high-interest books, ensuring that students have access to engaging reading materials that cater to their diverse interests and preferences. Additionally, Title I funds have been utilized for this lending library to enhance our collection of decodable readers, providing teachers with science of reading aligned resources to address specific skill needs for students as they navigate the complexities of applying what they have learned in the context of skill work.

We recognize the importance of extending access to literacy resources beyond the confines of the school year. To this end, we have implemented a traveling library program over the summer months. This traveling library offers a range of activities, including read-aloud sessions, literacy skill games, and hands-on activities designed to foster a love for reading and support continued learning during the summer break.

One of the key features of our traveling library program is its accessibility. By bringing literacy resources directly to students' neighborhoods, we actively remove barriers to access for many students who may face challenges in accessing traditional library services. This proactive approach ensures that all students have equitable access to high-quality reading materials and educational opportunities, regardless of their geographic location or socioeconomic status.

Woodman Park's efforts to support effective school library programs are integral to our broader mission of promoting literacy skills and improving academic achievement. Through targeted investments, such as the lending library at Woodman Park School and the traveling library program, we are dedicated to fostering a culture of literacy and learning that empowers all students to succeed.



ESEA Section 1114(b) Schoolwide Program Components (if applicable)

If a component refers to another section of the ESEA, there is a link in the question itself to the referenced section of the law for informational purposes.

14. Describe the strategies that the school will be implementing to address school needs, including a description of how such strategies will-

- (a) provide opportunities for all children, including each of the subgroups of students (as defined in section [1111\(c\)\(2\)](#)) to meet the challenging State academic standards;
- (b) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- (c) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-
 - i. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

Answer:

Woodman Park Elementary School is designated as a whole school Title I school. The Title I Program offers support to target academic skills, including academic enabling skills such as social emotional learning. 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 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 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 social-behavioral learning and support for our students participating in our Title I Program. We are currently funding through Title 1 a full-time Family Engagement Coordinator who is also a social worker. This staff member collaborates with school counselors, general educators, and special education case managers to develop and hone mental health and prosocial supports for students identified as needing additional supports beyond those offered within Tier 1 programming.

We consistently assess our students using various tools, including NH statewide assessments, mCLASS DIBELS, STAR, diagnostic as well as 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. This year, the primary intervention program used was mCLASS Intervention, which is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading and is a part of the Amplify "ecosystem" of products. Next year, we will use various Tier 3 interventions, based on the skill needs of the students. Our core academic interventions have recently been approved by the Curriculum Advisory Council and will also go before the school board for full approval this summer. These interventions are all evidence-based and have high effect sizes for students struggling to access literacy and math skills.

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 Master Plan. As part of the District Leadership Team, the Directors of Curriculum and Instruction who 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.

When appropriate, supplemental professional development is 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. An example of this is the additional Responsive Classroom workshop that was made available to Woodman Park staff last summer through Title I funds, focused on Improving Teacher and Student Language.

At Woodman Park, we prioritize seamless coordination, collaboration, and integration among various stakeholders to ensure the success of our Title I program. Title I staff 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 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.

We have established effective strategies for collaboration with other programs within the Dover School District as well. Title I teachers collaborate with ESOL teachers for Multilingual Learners (MLLs) and Special Education Case Managers for students identified with special needs. Furthermore, the Title I manager collaborates with school and district leadership to coordinate programs, services, and professional development targeted for Woodman Park staff. To promote highly effective teachers, student teachers from local universities are welcomed into Woodman Park Elementary 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 at Woodman Park.

15. If programs are consolidated, describe the specific SEA and LEA programs and other Federal programs that will be consolidated in the schoolwide program.

Answer:

Programs are not consolidated

INTENTIONALLY

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ESEA References for Components of a LEA Title I, Part Plan

Component #2 **SECTION 1111 (g) OTHER PLAN PROVISIONS**

GO BACK TO COMPONENT #2

- 1) Descriptions – Each State plan shall describe—
- (B) how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description (except that nothing in this subparagraph shall be construed as requiring a State to develop or implement a teacher, principal, or other school leader evaluation system);

Component #3 **SECTION 1111(d) SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES.— (A & C are SEA responsibilities)**

GO BACK TO COMPONENT #3

(1) COMPREHENSIVE SUPPORT AND IMPROVEMENT.—

- (B) LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—
- (i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against State-determined long-term goals;
 - (ii) includes evidence-based interventions;
 - (iii) is based on a school-level needs assessment;
 - (iv) identifies resource inequities, which may include a review of local educational agency and school- level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
 - (v) is approved by the school, local educational agency, and State educational agency; and
 - (vi) upon approval and implementation, is monitored periodically reviewed by the State educational agency.
- (D) PUBLIC SCHOOL CHOICE.—
- (i) IN GENERAL.—A local educational agency may provide all students enrolled in a school identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) with the option to transfer to another public school served by the local educational agency, unless such an option is prohibited by State law.
 - (ii) PRIORITY.—In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest-achieving children from low-income families, as determined by the local educational agency for the purposes of allocating funds to schools under section 1113(a)(3).
 - (iii) TREATMENT.—A student who uses the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school.

SPECIAL RULE.—A local educational agency shall permit a student who transfers to another public school under this paragraph to remain in that school until the student has completed the highest grade in that school.

(2) TARGETED SUPPORT AND IMPROVEMENT.—

(B) TARGETED SUPPORT AND IMPROVEMENT PLAN.— Each school receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that—

- (i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against long-term goals;
- (ii) includes evidence-based interventions;
- (iii) is approved by the local educational agency prior to implementation of such plan;
- (iv) is monitored, upon submission and implementation, by the local educational agency; and
- (v) results in additional action following unsuccessful implementation of such plan after a number of years as determined by the local educational agency.

Component #4 SEC. 1113. 20 U.S.C. 6313 ELIGIBLE SCHOOL ATTENDANCE AREAS.

[GO BACK TO COMPONENT #4](#)

(a) DETERMINATION.—

(1) IN GENERAL.—A local educational agency shall use funds received under this part only in eligible school attendance areas.

(5) MEASURES.—

(A) IN GENERAL.—Except as provided in subparagraph (B), a local educational agency shall use the same measure of poverty, which measure shall be the number of children aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), the number of children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid Program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency—

- (i) to identify eligible school attendance areas;
- (ii) to determine the ranking of each area; and
- (iii) to determine allocations under subsection (c).

Component #6 **(c) ALLOCATIONS.—**

[GO BACK TO COMPONENT #6](#)

(3) RESERVATION OF FUNDS.—

(A) IN GENERAL.—A local educational agency shall reserve such funds as are necessary under this part, determined in accordance with subparagraphs (B) and (C), to provide services comparable to those provided to children in schools funded under this part to serve—

- (i) homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live;
- ii) children in local institutions for neglected children; and
- (iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

Component #7 **SECTION 1116 – PARENT AND FAMILY ENGAGEMENT**

[GO BACK TO COMPONENT #7](#)

(a) LOCAL EDUCATIONAL AGENCY POLICY

(1) IN GENERAL.—A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY.—Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY.—

(1) IN GENERAL.—Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

[GO BACK TO COMPONENT #9](#)

(c) ELIGIBLE CHILDREN.—

(1) ELIGIBLE POPULATION.—

(A) IN GENERAL.—The eligible population for services under this section is—

- (i) children not older than age 21 who are entitled to a free public education through grade 12; and
- (ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.— From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.

(2) CHILDREN INCLUDED.—

(A) IN GENERAL.—Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part.

(C) MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN.—A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

Component #11 **SECTION 1111 (c) (2) STATEWIDE ACCOUNTABILITY SYSTEM.—**

[GO BACK TO COMPONENT #11](#)

(1) IN GENERAL.—Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).

(2) SUBGROUP OF STUDENTS.—In this subsection and subsection (d), the term “subgroup of students” means—

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;
- (C) children with disabilities; and
- (D) English learners.

Component #14 **SECTION 1111 (c) (2) STATEWIDE ACCOUNTABILITY SYSTEM**

[GO BACK TO COMPONENT #14](#)

(1) IN GENERAL.—Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).

(2) SUBGROUP OF STUDENTS.—In this subsection and subsection (d), the term “subgroup of students” means—

- (A) economically disadvantaged students;
- (B) students from major racial and ethnic groups;
- (C) children with disabilities; and
- (D) English learners.



DOVER SCHOOL DISTRICT SAU 11

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Empowering all Learners

Dover School District, Title I Parent and Family Engagement Policy

Dover School District

School Year: 2025-2026

Revision Date:

In support of strengthening student academic achievement, Woodman Park Elementary School and Dover Middle School, receive Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

Woodman Park Elementary and Dover Middle School agree to implement the following requirements as outlined by Section 1116:

- Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory

children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.

- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.

- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) families play an integral role in assisting their child's learning;

- (B) families are encouraged to be actively involved in their child's education at school;

- (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

- (D) other activities are carried out, such as those described in Section 1116 of the ESSA.

Description of how the school will implement required school parent and family engagement policy components:

JOINTLY DEVELOPED

Woodman Park Elementary School and Dover Middle School will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Families will be involved in the planning, review, and improvement of family engagement programs in the following ways:

- Invited to stakeholder meetings
- Invited to annual Title I meeting
- Invited to Title I/SOCC Family engagement events and survey given to gather feedback
- PTO and PTA involvement

- Open House
- Parent/caregiver conferences

ANNUAL TITLE I MEETING

Woodman Park Elementary School and Dover Middle School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the families' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact:

- Provide Title I information at Open House; Title I Coordinators available to answer questions and receive feedback.
- Annual meeting times: 1 before school and 1 after school.
- Title I information sent out at the beginning of the year to all caregivers of students receiving or eligible for Title I services, including telling families about their rights.
- PTO/PTA meetings can additionally be used to share Title I information covered during the annual meeting.

COMMUNICATIONS

Woodman Park Elementary School and Dover Middle School will provide families of participating children the following:

- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:

Woodman Park Elementary School and Dover Middle School will share the above information in the following ways:

- Title I policies will be sent home at the beginning of the school year
- Title I documents will be posted on the schools' websites
- Family engagement nights will be shared through email and visual flyers
- Newsletters will be sent home periodically to inform families about Title I-related news and information
- Letters and documents are translated as frequently as possible and whenever requested. Interpretation services will be provided whenever requested.

SCHOOL-PARENT COMPACT

Woodman Park Elementary School and Dover Middle School will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state's high standards:

- There will be an agenda item in the Annual Meeting for family feedback on the School-Parent Compact.
- Title 1 presentation at PTO/PTA meeting will provide opportunities for input and feedback.
- Family involvement and invitation to quarterly Title I stakeholder meetings will be extended.

RESERVATION OF FUNDS

Woodman Park Elementary School and Dover Middle School will take the following actions to involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

- Engaging the Title I stakeholder committee, which includes caregivers, on the 1% family engagement funds, currently spent on:
 - Family Services Counselor
 - Family engagement events
 - The Traveling Tales summer program
- Family Engagement events
 - We survey families on input on family engagement activities
 - A representative from the PTO is a part of the team which plans the family engagement events

COORDINATION OF SERVICES

Woodman Park Elementary School and Dover Middle School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:

- The Family Services Counselor is a staff member at Woodman Park Elementary School who works to help connect families to resources and supports within the school and greater community.

- The Seymour Osman Community Center (SOCC) operates with the Dover Housing Authority and is a close partner of Woodman Park Elementary School in after-school programming as well as with family engagement events.
- The Dover Rotary partners with the Title I program to support the Traveling Tales summer program.
- Woodman Park Elementary School houses our district's integrated preschool program.

BUILDING CAPACITY OF SCHOOL STAFF

Woodman Park Elementary School and Dover Middle School will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of families, in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate parent programs, and build ties between families and the school by:

- Each building has a parent organization - Parent Teacher Organization (PTO) at Woodman Park Elementary, and Parent Teacher Association (PTA) at Dover Middle School. These organizations function as avenues for collaboration and communication between families and the school.
- The state and national ESEA conferences held each year include many sessions related to strategies for building and enhancing positive family engagement. Title I staff frequently attend these conferences and will make a priority to attend sessions related to family engagement.
- At Woodman Park Elementary, the position of Family Services Coordinator will be a resource to building and district staff for enhancing family engagement.
- Inviting families to participate in Title I stakeholder meetings will allow another avenue for families to share their perspectives and their ideas for strategies to increase collaboration and communication.



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Empowering all Learners

Dover School District, Title I School-Family Compact

Please sign and date below to acknowledge that you have read, received, and agree to this School-Family Compact. Once signed, please return the form to your child's teacher. A copy of the compact can be located on the Title I webpage for each school. The School-Family Compact will be discussed with you throughout the year at different school-family events as we work together to help your student succeed in school. We look forward to our school-family partnership!

Signatures

School Official: _____

Date: _____

Caregiver/Parent: _____

Date: _____

Student: _____

Date: _____

****Please sign and return****

Dover School District, Title I School-Family Compact

Woodman Park Elementary School and Dover Middle School, and the caregivers of the students participating in activities, services, and programs funded by Title I, Part A of the ESEA, agree that this compact outlines how caregivers, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and caregivers will build and develop a partnership to help children achieve the challenging State academic standards.

This school-parent compact is in effect during school year: **2025-2026**

School Responsibilities:

Woodman Park Elementary School and Dover Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State academic standards as follows;

- Implement high-quality, evidence-based Tier 1 curriculum aligned to state standards, including CKLA and Bridges in Mathematics at the elementary level and Into Reading/Into Literature and Bridges in Mathematics/Illustrative Mathematics at the middle level, to support strong literacy and mathematics development.
- Use a Multi-Tiered System of Supports (MTSS) framework to provide data-informed instruction, interventions, and enrichment tailored to meet the diverse academic and behavioral needs of all students.
- Foster a safe, respectful, and inclusive learning environment through the Responsive Classroom approach, which promotes student engagement and a positive school climate.
- Provide ongoing professional development and use regular assessments to ensure effective, differentiated instruction and continuous monitoring of student progress toward mastering grade-level essential standards.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held during the December Teacher Workshop Day each year.

3. Provide caregivers with frequent reports on their student's progress. Specifically, the school will provide reports at the end of each trimester, available by accessing Infinite Campus, or making a direct request to the school's office for a hard copy. Elementary students receiving Title I services will also receive regular progress monitoring reports to keep families informed regarding specific literacy skill development.

4. Provide caregivers reasonable access to staff. Specifically, staff will be available for consultation with parents as follows;

- Direct email (please allow 1 school day for a response)
- Leaving a message with the front office (please allow 1 school day for a response)
- Pre-arranged meeting

5. Provide caregivers opportunities to volunteer and participate in their child's class, and to observe classroom activities by contacting the teacher/s or school directly and arranging such an opportunity. Please note that all adult volunteers and chaperones must be fingerprinted - contact the SAU for more information.

Caregiver Responsibilities:

We, as caregivers, will support our student's learning in the following ways:

- Help my student be at school on time
- Communicate with the school and/or teachers, as needed
- Engage in and support the school's behavioral expectations and processes
- Communicate with teachers about late and/or missing work
- Help my student establish good homework habits (such as a quiet workspace and dedicated time to complete assignments)
- Speak positively to my student about taking age-appropriate responsibility for their own learning

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will support our own learning in the following ways:

- Be ready to learn
- Support my classmates ability to focus on learning
- Cooperate with adults in the school community
- Give my best effort, even if the work or assignment is hard

- Ask for help if I don't understand something
- Follow building rules

Many of the Student Handbook adjustments for the 2025-2026 school year continue to reflect adjustments to support onboarding the MTSS and the mindset “all means all”.

Page #	Current Reading	Change
6	Respect and Responsibility = Success at DHS Chart	Respect and Responsibility = Success at DHS Chart and keep the Portrait of a Learner graphic
7	Contacts: Data Coordinator Dean of Instruction New MSW position Guidance Counselor Student Resource Officer Dean of Student Services Dean of Bellamy Academy Dean of Students	Updated: Danielle Zanairi Meredith Lapoint Linda Fagan Tbd Officer Jacob Watkins Robin Lyndes Steve Coco Tbd
7	N/A	Addition of bell schedule and calendar
14	The Physical Examination Forms must be uploaded to FinalForms OR be on file in the Athletic Director's Office.	All physical examination forms must be uploaded to FinalForms AND if that is not possible the athlete will drop it off for the Athletic Office to upload. This makes all forms available to coaches and the trainer.
18	Spring – quarter 2 and 3 of the present school year.	Add: Spring – quarter 2 and 3 of the present school year AND quarter 4 final grades for seniors.
42	N/A	ADD Detector Protocol (See below)
23	REMOVE Students may possess a cell phone and personal electronic devices but the devices must remain off and out of sight while students are in class, assemblies or other school activities where their use would be a distraction. Dover High School offers an array of technology resources for students to use as part	ADD <i>following</i> Policy adoption JICJ: Unauthorized Communication Devices (See below)

	of their educational journey, so there is diminished need to rely on personal electronic devices for educational purposes. All technology resources (hardware, software and network access) are to be used ethically, responsibly and in compliance with student acceptable use policy EHAA-S. During instructional time a teacher may provide permission for students to use personal electronic devices in their classroom. Students may use their devices during transition times and non-instructional time. Any use of cell phones or other electronic devices that violates any Board policy/procedure or school policy is strictly prohibited. In addition, accessing, viewing, posting, forwarding or displaying any materials that are defamatory, abusive, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal is prohibited. Videotaping, photographing or audio recording of any individual without their knowledge and consent is prohibited. Distributing audio or video recordings of individuals without their express knowledge and consent is prohibited. The recording and or taping of fights or other inappropriate conduct may result in disciplinary action. Students who violate these guidelines will be reviewed under school policy, and the appropriate steps necessary to maintain a safe and positive learning environment will be taken. Today's technology allows the widespread dissemination of a variety of means of communication (text, images,	
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	video, symbols, etc.) that can create the conditions that meet the parameters of bullying. Unauthorized collection of images and video of other students and/or their use in a manner that disrupts the normal operation of the building, defames or damages the reputation of another student or group of students, or causes an emotive experience for a student or a group of students will be investigated under all relevant policies.	
31	Unauthorized use of personal communication devices Taking unwanted pictures of students/staff. Circulating posts on social media that substantially disrupt the school building.	ADD Policy JICJ: Unauthorized Communication Devices, minor to SRO referral
35	Truancy Interventions After multiple instances of truancy, a face to face meeting with parents/guardian will be requested; a referral to the building level PAT team will be made or if identified with Special Education needs, a progress review meeting will be scheduled; additional summons may be issued; a copy of RSA 193:1 (Duty of Parent; Compulsory Attendance by Pupil) will be provided to parent either in hand or via registered mail; an attendance contract will be established including but not limited a team agreement of at what point a CHINS petition alleging habitual truancy will be filed with the courts.	Attendance hearing will be schedule
44	Glossary of Possible Interventions and Supports	UPDATE

	After School Intervention will be served for one hour in a room designated by the administration. Any student who is absent on a scheduled day of A.S.I. will automatically be rescheduled for the first day of return after the absence. All A.S.I. will be scheduled through the Dean's Office. Refusal to serve an ASI may result in additional consequences. The Pupil Assistance Team (PAT) is composed of the school psychologist, behavior intervention specialist, Dean(s), school counselors, and teachers. The team meets to discuss students with multiple indicators to review their current school performance. The goal of the group is to create interventions that interrupt lagging behaviors until the student can resume self-sufficient behaviors.	After school interventions are assigned by the discipline team for after-school, 60 minute skill-building sessions including time management, conflict resolution, emotional regulation, study habits and goal setting, digital citizenship and responsible decision-making. Staff are available to support students in completing assigned reflection forms, reteaching tasks, as well as communicate and collaborate with teachers, counselors, and administrators about student participation and progress. The Pupil Assistance Team (PAT) is composed of the Dean(s) and school counselors. The team meets to review early warning indicators to develop a success plan. The goal of the group is to create a plan to address lagging behaviors and support age-appropriate independence. ADD behavioral contract, due process, LADAC, morning meeting, lunch detention, student referral (See below).

Detection Protocol

A. Purpose

The School District acknowledges that every student has a right to a substance-free school and that it is the responsibility of students, parents/guardian, school personnel, and the community at large to work together to achieve this goal. Our school is committed to providing students with a

learning environment free from prohibited substances and prohibits the use of alcohol, tobacco, drugs, and other impairing substances during related activities of any kind on school property at any time by anyone, including at school related, sponsored, or sanctioned events regardless of location.

We have taken several steps to support a safe environment:

- faculty and staff are assigned to building zone duties,
- several bathrooms remain closed during high traffic times,
- vape detectors are installed.

It is our belief this will increase safety at our school.

B. Daily Process

What follows are the expectations when students leave the classroom and find themselves in or near a bathroom when a detector sounds. All students should remain in the area to remove their name from the investigation or they run the risk of violating school procedure. All students will sign off on the DHS detector practice confirming they have read the handbook and had the opportunity to ask questions. This will be viewed as an obligation that needs to be on file to attend extra-curricular activities. Students participating in extra-curricular and co-curricular activities carry a responsibility to themselves, fellow students, coaches/advisors, parents/guardians, and school to set the highest possible example of conduct, sportsmanship, and training. These responsibilities include avoiding any involvement with prohibited substances. (See Policy JICH, part h).

Students leaving the classroom will,

1. Sign out of class and/or receive a pass to confirm they have permission.
2. Show the pass to an adult should an adult be present. The adult may ask the student to wait or redirect based on what is occurring in the bathroom.
3. Use the bathroom and promptly return to class.

Students in or near a bathroom when the detector sounds will,

4. Wait outside the bathroom for an administrator to validate their pass. The administrator will initial the pass to acknowledge the delay and permit the student to return to class.

Furthermore,

5. Students without a pass or frequently in and near the bathroom during an alarm, or found with contraband will be managed by the office.

6. All students that exhibit a pattern of behavior will follow the school discipline and due process policy JICD. Violations will follow graduated consequences and interventions that include communication home, reteaching how things work, and discipline. This may include missing extracurricular activities until an intervention is complete or the student demonstrates continuous improvement on a long term plan.

Personal Device Use in School

A. Purpose

It is the School District's belief that students are capable of changing their phone habits in ways that support social development, effective time management, and a strong sense of safety in our school community. In support of this shift, we encourage students to begin leaving their phones at home or in their cars as we work together to build healthier replacement habits as a school. By limiting access to personal devices during the school day, we aim to support students' overall well-being, improve attention and academic performance, and build a safe, welcoming space for all.

The District is committed to fostering a learning environment that is free from the disruptions often caused by personal communication devices, including cell phones, tablets, laptops, smartwatches, and similar technology. When used for nonacademic purposes, these devices can interfere with student focus, increase anxiety, and reduce meaningful interpersonal interactions.

While we understand that some families may have concerns about safety and communication, we want to provide reassurance: our offices and classrooms are fully equipped with phones that allow for immediate contact if necessary.

B. Daily Process

What follows are the expectations when students arrive at school and the process for handling violations. It is important to note that if students choose to bring a phone onto school grounds then they do so at their own risk. The school and district will not be responsible for loss, damage or theft of any electronic communication device brought to the school.

Students will:

1. Power it down and place it in their back pack until the end of the day. Phones should be out of sight and not worn on the student's clothing.
2. Place phone accessories including air buds, airpods, and headphones in bags for the whole day. Phones should not be connected to smart watches.

3. Persist with back packs on a designated wall and will not delay the start of class. Students may be redirected once as we all learn to adapt to the new policy. All other violations will be available for pick up at the end of the day by student or parent depending on the circumstances.

Furthermore,

4. Students will sign off on the DHS Electronic Device Policy confirming they have read the policy and had the opportunity to field handbook questions. This will be viewed as an obligation that needs to be on file to attend extra-curricular activities.

Violations:

5. Students that exhibit a pattern of behavior violating the school plan will follow the policy JICD tiers of intervention. This means communication at home, reteaching how things work, and even time after school. This may further result in missing extracurricular activities until the intervention is complete.
 - a. First offense: warning and confiscation for the remainder of the day.
 - b. Second and subsequent offenses: The electronic communication device will be confiscated. A disciplinary referral will be submitted and managed using the school's tiered interventions. The device will be placed in the office for a parent to pick up.

Definitions in anticipation to frequently asked questions:

- Personal Devices: any non-district provided internet/ cellular-capable device that can support voice or video calls, texts, emails, or instant messages. Personal communication devices include, but are not limited to cellphones, tablets, laptops, and smartwatches.
- “District owned” or “District provided”: devices provided by the district for instructional use. Furthermore, the School District monitors student activity on these devices using Guardian and Gagle software.
- Instructional Time: school sanctioned time or “bell-to-bell”, block 3 lunches, and transitions between the hours of 7:40 - 2:30.
- School Day: a warning bell at 7:33 am will provide students with a reminder to finish their communication, power down their devices, and put their personal communication devices away should they choose to bring one to school. All personal devices should be stowed away and out of sight between 7:40 - 2:30.

- **Storage Options:** Students that choose to bring a personal device will follow the storage options provided by the school. Options include stored in a zipped backpack against the wall, locked in a school issued locker, and/or in the office sealed and labeled after powering off the device.
- **School Grounds:** students riding to and from school on a bus must follow handbooks and policy. This time falls outside the bell-to-bell restrictions placed on personal devices. Students may use their personal devices on the bus. However, any violations involving a personal device on the school bus will be managed by the building administration and policies JICC: STUDENT CONDUCT ON SCHOOL BUSES and JICD: STUDENT DISCIPLINE AND DUE PROCESS.

D. Exceptions

Students with medical needs or disabilities that require a device to support their learning as identified in their Individual Education Program (IEP) or plan developed under 504 of the Rehabilitation Act of 1973, 29 USC section 794, or a multilingual student with appropriate language access programs and services pursuant to Title VI of the Civil Rights Act of 1964 shall be exempt from this policy.

E. In the Event of an Emergency

The school will follow district reunification plans. During an emergency situation we direct our students to safety first following our school emergency preparedness protocol. Students will not need their personal devices.

Cell phone use during an emergency creates significant challenges:

1. overloads in the district bandwidth,
2. can communicate information to unwelcome individuals,
3. heightens the unintentional spread of misinformation, and
4. increases traffic patterns that can block the access of emergency vehicles.

Glossary of Terms and Supports:

Behavior Contract

A structured agreement to support a student's successful re-entry into the school environment following a behavior-related incident. The contract outlines clear terms for a period of 1:1 skill building, measurable improvement, and specific SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound). It serves as a collaborative plan between the student, family, school and staff to promote accountability, growth, and sustained positive behavior.

Due Process

Due process means that everyone has the right to be treated fairly by rules and laws. For example, if someone is in trouble at school or with the law, they must be given a chance to tell their side of the story, know what they're being accused of, and have a fair chance to explain or defend themselves before any decision is made.

LADAC (Licensed Alcohol and Drug Abuse Counselor)

A licensed professional available in the school setting to support students through 1:1 or small group sessions. Services may be accessed through student self-referral or as a follow-up to a discipline incident. The LADAC provides confidential support, education, and intervention related to substance use, decision-making, and wellness, aiming to promote healthy coping skills and informed choices.

Lunch Detention

A 20-minute student-centered session held during the student's lunch period with the Referral Manager. Lunch Detention is designed to help students learn school expectations, reflect on behavior, and set goals for improvement. Students may attend up to three lunch detentions with the Referral Manager to address a lagging skill and make positive changes before being referred to After School Intervention.

Morning Meeting

A 10-minute meeting between a student and teacher typically during 7:20 and the first bell of the school day. Morning Meetings provide a space to clarify misunderstandings, resolve issues, review expectations, or conference about matters from the previous day. These meetings can be initiated by either the teacher or the student to promote communication, accountability, and a fresh start.

Student Referral

A formal report submitted by a teacher documenting a student's behavior that falls into one of three categories: disruption, skipping, or for-information-only. Referrals initiate a follow-up process in which the Referral Manager connects with both the teacher and the student to review the incident and determine appropriate next steps, which may include support, reteaching, or intervention. A referral for more serious behaviors, violations, or patterns of behavior are managed by the administration.

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TO: Superintendent Boston and Dover School Board

FROM: Principal Dube, Dean Brickley, Dean Mowatt, and Dean Vail

DATE: August 1, 2025

RE: DMS Student & Family Handbook Changes (Text deleted is crossed out, Text added is bold/underlined)

Page 2: Welcome Letter: text deleted and added

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~~ three school values:

- Be Safe
- Be Respectful
- Be a Learner

We urge all students to honor these values by making good choices. **We look forward to a successful school year and working with you.**

~~Have a great year!~~

Your Administrative Team,

Principal Dube
Dean Brickley
Dean **Collopy**
Dean Mowatt
Dean Vail

Page 3: TABLE OF CONTENTS: text deleted

TABLE OF CONTENTS

20 & 26

~~** Media Permission Information (20) and Signature Form (26)~~

Page 6: Mission & Vision: text deleted & added

DOVER MIDDLE SCHOOL MISSION, SLOGAN AND CORE VALUES & Vision

MISSION: Working collaboratively to empower all learners to become dynamic citizens.

VISION: ~~Empowering all learners.~~ Dover Middle School aspires to:

- work collaboratively with staff, students, caregivers, and community members in support of student learning
- be compassionate, inclusive, and act with integrity
- uphold that all can achieve their fullest potential
- foster growth through challenges and commit to being lifelong learners

CORE VALUES: ~~Diversity, Opportunity, Voice, Engagement and Rigor~~

Page 6: Morning Entry Procedures: text added

MORNING ENTRY PROCEDURES

Buses unload students at 7:10 A.M. All students, including those who are dropped off by parents/guardians **before 7:10am**, enter the building through the cafeteria door. Students arriving after 7:30 A.M. are tardy **and** 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.

Page 6 & 7: School Transportation Policy: text deleted

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.

Page 7 & 8: Attendance: text deleted and added

ATTENDANCE

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.”

~~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.~~

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.

If absences should occur, the parent/guardian is requested to call the school attendance line at 603-516-7019 or email DMSAttendance@dover.k12.nh.us on the day of the absence as early as possible. The attendance line is available 24 hours a day.

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 or tardies 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).~~

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, unexcused or excused, will result in a letter being sent home and a copy placed in the student's cumulative file.

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)

Page 8: Truancy: text deleted and added

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 truancies.~~

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above as an excused absence will be considered an unexcused absence.

~~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 may include letter and telephone contact with parent/guardian, meetings with administration, **attendance plan, referral to Student Intervention Team**, home visits, truancy summons, or reporting education neglect to authorities.

Page 8: Tardiness to School: text deleted

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. Failure to serve a detention for unexcused tardies will result in an in-school suspension. At the beginning of each month, all tardies will be erased allowing students to start each month with a clean slate. Students who are chronically tardy may be referred to the truant officer.~~

Page 8 & 9: Dismissal from School: text deleted and added

DISMISSAL FROM SCHOOL

Appointments should be made for non-school hours. If a student must be dismissed during school hours for an appointment, the parent must inform the attendance office when the appointment is, what it is for, and how long the student will be gone from school.

Dismissal due to illness; if a student needs to be dismissed due to reasons of health, they need to go to the Health Office and see the school nurse. All phone calls need to be made by the school nurse in order to be dismissed for health reasons.

~~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.~~

Page 10: Homework: text deleted

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.

Page 10: Makeup Policy for Class: text deleted and added

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~~ **an IES**, 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.

Page 11: Passes: text added

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. **Students not in their designated area will be referred to the Dean's Office.**

Page 11 & 12: Disciplinary Practice/ Code of Conduct: text deleted and added

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:

- Talking or fooling around in class
- Wasting time in class
- Arriving for class unprepared
- Causing minor disruptions which impede the learning process
- Chewing gum or eating candy
- Littering in the classroom or corridor
- Arriving late for class
- Rude or discourteous behavior
- Dressed in inappropriate attire
- Inappropriate hallway behavior
- Showing public display of affection
- Plagiarism or Cheating (1st offense)
- Minor misuse of technology

Interventions concerning student conduct in the classroom may 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 1-10 days depending on the offense or the circumstances surrounding the offense. Suspensions will be assigned by a member of the administration team and parents/guardians will be notified.

Some examples may include:

- Bullying
- Harassment of staff or student that is physical, sexual, discriminatory or emotionally abusive
- Possession or use of dangerous objects (blades, lighters, etc.) including look alike objects, or controlled substances such as drugs, inhalants, aerosols, alcohol, tobacco, vaping materials, etc.
- Serious incidents of physical aggression or provoking a fight toward staff or student
- Any threatening act, whether in words or by actions, contempt, profanity
- Profane, obscene, or other improper language or gesture directed toward faculty, staff, or student
- Insubordination, defiance, disrespect, or failure to comply with a reasonable request from a staff member
- Making false accusations, false reporting, or starting rumors
- Acts of theft or vandalism
- Starting a fire or pulling a false alarm
- Cutting class, walking out of class without permission, or failing to report to an assigned area
- Misuse of technology
- Gambling, selling, or exchanging of goods
- Plagiarism or cheating (second offence or more)
- Using food or other objects as a projectile
- Failure to serve an administrative detention
- Student conduct that is characterized by frequent offenses
- Earning multiple referrals in one day
- **Attempting to interfere with a school investigation**

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.

Page 12: Behavior Contracts: text deleted and added

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, **team, and parent/guardian**. ~~Any student who has been suspended more than 10 days will require a behavioral contract.~~

Page 13: Vandalism or Theft: text deleted

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.

Page 13: False Alarm/ Bomb Scare/ Rumors/Arson: text added

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, **staff**, 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.

Page 15: Athletic Policy: text deleted and added

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 they **adhere to the athletic contract and requirements below:**

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).~~ **Athletes are required to have an up to date physical prior to the start of the season. Physicals are good for two years from exam.**
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, **and** engaging academically, ~~and being a respectful member of the DMS community.~~ **Students marked 'IES' in one or more standards in a subject area will be considered ineligible until progress is shown.**
3. The student-athlete should ~~avoid disciplinary infractions~~ **be a respectful member of the DMS community. This include avoiding** disciplinary infractions. **Multiple write-ups** ~~accumulation of infractions~~ may result in loss of eligibility. **Suspensions will result in loss of eligibility.**
4. The athlete returns all school material on time.
5. The athlete exhibits behavior that is pro-sportsmanship in the judgment of the coach, administration, official or athletic director.

6. The athlete refrains from consuming and/or possessing alcohol, using drugs/tobacco products, and does not engage in delinquent behavior.
7. The athlete attends school regularly unless there is a valid excuse by parent which qualifies as an excused absence.
8. 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.
9. The athlete obeys rules and regulations set forth by the individual coach.
10. The student-athlete treats other individuals respectfully and does not engage in hazing, bullying, harassment, or abusive behavior.
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

Page 16: Appropriate Attire: text deleted and added

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 ~~are some examples 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.
- Clothes must be worn in such a way that genitals, buttocks, breasts, **mid-drift**, and undergarments are fully covered with opaque fabric (not see-through), at all times. **All shirts must have straps.**
- 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:** Students are required to wear 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.

Page 16: Dances and Social Events: text deleted and added

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 may participate in school dances and social events 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.**
7. Students who are on loss of privileges **will not be able to attend dances and social events.** ~~or academic probation may not attend these functions.~~

Page 16 & 17: Electronic Devices: text deleted and added

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 (7:10am-2:20pm). Teachers may ~~allow~~ **give** 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 **on any device**. Students are responsible for any loss, theft, or damage of personal electronic devices. Bringing and using technology is a personal decision and privilege. Dover Middle School does not require the use of personal technology and 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.

Page 20: Media Permission: text deleted

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).~~

Page 21: Nutrition: text deleted and added

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. Fresh Picks Cafe 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 can be found on the school's website, 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.

Page 21: 2025-2026 School Meal Prices: text added

2025-2026 School Meal Prices

	"Type A" Lunch			"Type A" Breakfast		
	Full Price	Reduced	Adult	Full Price	Reduced	Adult
Elementary School	\$ 2.85	\$ 0.40	\$ 4.10	\$ 1.85	\$ 0.00	\$ 3.00
Middle School	\$ 3.35	\$ 0.40	\$ 4.10	\$ 2.15	\$ 0.00	\$ 3.00
High School	\$ 3.35	\$ 0.40	\$ 4.10	\$ 2.15	\$ 0.00	\$ 3.00

Amendments to the Elementary Student and Family Handbooks for 2025-2026

Rewritten portions

- Attendance
- Reporting Absences
- Vacation Schoolwork Guidelines

Additions for 2025-2026

- Cell Phone Policy - to add upon Board Approval

Less Revised portions

- Academics
 - English Language Arts
 - Math
 - Science & Social Studies

School-Specific Amendments

	2024-2025 Language	2025-2026 Language
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.	<u>Consistent, on-time attendance is essential for your child's success in school. Students learn best when they are present every day, on time, and ready to learn. Please notify the teacher and the front office for any absences or change in pick up plans by 8:15 am. Families of absent students that are not accounted for will be notified by phone. School begins promptly at 8:15 a.m. Students arriving after 8:20 a.m. will</u>

	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 or guardians should send a note to school following an absence. Students who are absent or dismissed early from school are not allowed to participate in any after school activity without prior written approval by an administrator. Please Note: There is a local city ordinance and a Dover School District policy regarding truancy and attendance. (See School Board Policy JH for additional information)	<u>be marked tardy</u>
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	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, unexcused or excused, per trimester 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	<u>The Dover School Board considers the following to be excused absences:</u> • <u>Illness</u> • <u>Recovery from an accident or injury</u> • <u>Required court attendance</u> • <u>Medical or dental appointments</u> • <u>Death in the immediate family</u> • <u>Religious observance of a bona fide holiday</u> <u>If your child is absent, please contact the school office at 516-6752 by 8:15 am. Please</u>

	received. Parents and guardians of absent children who 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. <i>*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.*</i> 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	<u>provide a medical note if your student has been seen by a medical professional. Failure to notify the school of absences may lead to home visits to ensure the safety of the student. If your family is experiencing challenges that may affect your child's attendance, please contact the school for support.</u> <u>Note: Any absence that does not meet the above criteria and/or are not reported will be considered unexcused. If you are planning a family vacation at the end of the school year, please do not schedule your vacation until after June 30. We strongly encourage families to travel during school breaks.</u> <u>Early Dismissal, Absences and After-School Activities</u> <u>Students who are absent for the day or dismissed early are not permitted to participate in after-school activities unless prior written approval is given by a school administrator.</u> <u>Chronic Absenteeism</u> <u>Missing more than 10% of the school year (about 17 days)—excused or unexcused—meets the definition of <i>federal</i> chronic absenteeism.</u>
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	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.	<u>Excessive absences may result in intervention meetings, truancy involvement, or possible retention.</u> • <u>5 or more absences per trimester</u> • <u>7 or more tardies/early dismissals per trimester</u> <u>Chronic absences will result in letters home and a copy placed in the student's cumulative file.</u> <u>Truancy</u> <u>Under New Hampshire state law, a student is considered truant after 10 half-days of unexcused absences (equivalent to five full days). Schools are required to intervene and may involve additional support teams or community agencies if unexcused absences continue. School Board Policy JH</u> <u>We are committed to working with families to address challenges that may affect attendance. Please don't hesitate to reach out for support.</u>
Vacation Schoolwork Guidelines	It is far more beneficial for students if families schedule vacations in conjunction with the	<u>Making Up Missed School Work</u> <u>While we understand that family travel can be</u>

Rewritten and moved under Reporting Absences	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 and guardians 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.	<u>a meaningful experience, families are strongly encouraged to schedule vacations during school breaks. Regular attendance is essential for student learning, and time away from the classroom cannot be fully recovered through makeup work.</u> <u>Please note that absences due to vacations are considered unexcused. In keeping with our belief that academic work should follow direct instruction, schoolwork will not be provided in advance. Missed assignments will be shared upon the student's return and may be adjusted at the teacher's discretion.</u> <u>Families who do travel during the school year are encouraged to support their child's learning through activities such as journaling, creating a scrapbook or photo diary, mapping travel routes, and especially by reading daily. These activities may be shared upon return.</u> <u>We appreciate your partnership in prioritizing consistent attendance and making the most of every instructional day.</u>
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		Additions for 2025-2026
Cell Phone and Electronic Use	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.	To be added upon Board Approval

	Less Revised Portions for 2025-2026
Academics: ELA	<u>English Language Arts (ELA)</u> The new adoption <u>implementation</u> of Amplify Core Knowledge Language Arts (CKLA) this year is an exciting development <u>continues to be</u> as our elementary literacy curriculum becomes aligned with a scientific approach. CKLA is a highly rated, research-based literacy program <u>that which</u> uses various methods to teach children how to decode (sound out) words while also exposing them to interesting and informative content through stories. <u>This helping</u> them learn to read and read to learn at the same time. Daily CKLA lessons are divided into "Skills" and "Knowledge" lessons, which are both critical to developing strong readers (120 minutes for grades K-3; 90 minutes for grade 4). Writing instruction and practice are embedded into these lessons, integrating reading and writing. At the beginning of each unit, you will receive a Caregiver Letter

	which will introduce you to the stories and content your student will be exploring, what they will learn within that study, and how you can support that learning at home. <u>CKLA is aligned to the Common Core State Standards.</u> Heggerty is a supplemental program designed for Kindergarten and 1st-grade students to improve their phonemic awareness 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. The Heggerty routines comprise roughly 10 minutes of daily instruction for Kindergarten and 1st grade students.
Academics: Math	<u>Mathematics</u> The Dover School District uses 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 <u>Bridges lessons include whole group, small group, and individual work</u> 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. <u>Number Corner is a daily component of Bridges which centers students on routines that preview and review skills all throughout the year.</u> 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. <u>Bridges in Mathematics is aligned to the</u>

	<u>Common Core State Standards.</u>
Academics: Science & Social Studies	<u>Science & Social Studies</u> Amplify CKLA integrates both science and social studies content within each unit. Developing deep content knowledge about specific topics over time is the most effective way to build strong reading comprehension, which is why CKLA devotes so much time to this within the "Knowledge" portion of each daily lesson. Learning about history, science, the arts, and cultures is an important component of an effective and equitable reading program. You can read about the content within each grade level by visiting Amplify CKLA's Caregiver Hub (https://amplify.com/caregiver-hub/amplify-ckla/) and scrolling to the bottom of the page. <u>The science units are aligned with The Next Generation Science Standards. The social studies units allow students to engage with standards within the New Hampshire Social Studies Framework. Many classrooms supplement science and social studies units with engaging activities, rich trade books, and digital resources such as Mystery Science or The Moose on the Loose.</u>

School Specific Amendments

- FGH at Horne Street
 - PTG Officer changes

Garrison

- Did not have a portrait of a learner information and graphic, added this on page 8 to align with other 2 handbooks.
- Added MTSS Building Coordinator section to align with the other 2 schools (we did not have this position last year, but will for 25-26)
- Changed lunch/recess times, changed name of behavior specialist

Woodman Park

- PTO Officer changes
- Changed lunch/recess times, updated Family Services Counselor name
- Food services - to reflect printing changes, update FRL access, Infinite Campus payments, and be more closely aligned with FGH and GES

~~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.~~

The 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.

Monthly menus are posted [here](#), though menus are subject to change due to supply issues.

For the 2025-26 school year, lunch prices are \$2.85 or \$.40 if eligible for reduced cost.

Breakfast will be \$1.85. Students eligible through the free and reduced meals program will receive free breakfast.

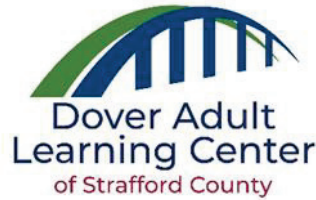
For convenience, lunch may be paid for by the week or month, by check or credit card. Please make checks payable to "The Dover Schools Lunch Program." You may also pay online via credit card by visiting www.mymealtime.com/ Cash is accepted, but discouraged. If paying by cash, please bring in money in an envelope clearly marked with the student's name and classroom teacher.

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 school will provide paper applications for guardians to complete and return to the schools. However, we are encouraging families to use the online application process whenever possible. The online forms can be completed and submitted through Infinite Campus.

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. The

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

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



TO: Dr. Christine Boston, Superintendent of Dover Schools, Dover School Board
FROM: Deanna Strand, Executive Director Dover Adult Learning Center
RE: Dover Adult Learning Center Staff Handbook Changes
DATE: August, 2025

DALC Student handbook, p. 7, Adult High School Diploma program

Who is Eligible to Enroll?

- ***All students must be NH residents and at least 16 years old.***
- People 18 years and older who are not presently enrolled in high school.
- In-school youth who have received permission from their schools.
- ~~Anyone aged 16 and older may take courses offered in the adult diploma program for personal enrichment or completion of high school credit.~~

DALC Student handbook, p. 8

High school level classes ordinarily require eighth grade reading level or above. Potential students may be referred to free Adult Basic Education classes to improve skills before beginning high school classes.

If a prospective student has 0-10 credits, then they may be required to take the Test of Adult Basic Education (TABE) to determine if they can do high school level work.

DALC Student handbook, p. 8

The Adult Diploma Counselor

The adult diploma counselor is available ~~to plan your class schedule~~ throughout your time in the adult diploma program and afterward. The counselor can work with you on:

- ***planning your course schedule***
- how to study
- how to work on any problems that affect your schoolwork and where to get assistance with personal or family concerns
- how to prepare for a job change or for further schooling after you graduate

Please ~~request an appointment call by calling (603)742-1030 during posted business hours to set up an appointment with the counselor.~~ ***completing the online form at www.doveradultlearning.org or in person in the counselor's office.***

The counselor will provide all diploma candidates with information about how to apply for Federal Financial Aid (FAFSA form) as required by New Hampshire state law.

DALC Student handbook, p. 8

Class Hours and Attendance-In-person, teacher-led, synchronous classes

A one-credit class generally meets for a total of 45 hours; a half-credit class generally meets for 22.5 hours. The schedule for a one credit class may include two class meetings a week for 2½ hours a night for a period of nine weeks (eighteen sessions total), or one meeting a week for 3 hours for a period of 15 weeks; some classes meet late afternoons. Half-credit classes typically meet once a week for 2.5 hours a night for a period of 9 weeks. Some scholarships are available; the counselor can tell you how to apply if necessary.

Classes cancelled by the adult learning center are made up by adding a day to the end of the schedule (unless other arrangements are agreed to between the instructor and the class). Remote, asynchronous assignments may substitute for class time.

Hours and Attendance-Online, self-paced, asynchronous classes

Online classes are self-paced and competency-based. All assignments, quizzes and tests must be completed and a passing score of 60% for the course to receive credit.

All students are expected to participate in their classes for a minimum of six (6) hours per week. Daily attendance is taken.

If a student does not participate for five (5) consecutive days or for at least six (6) hours per week, they are expected to communicate, in writing, with their adult high school diploma counselor.

If a student does not participate for an extended period of time, i.e., thirty consecutive days, and there is a prospective student waiting, then the non-participating student will be notified that their account is being deactivated. The student may be able to reactivate their account after a meeting with the counselor. If there are extenuating circumstances for the consecutive absences, then the director will have the sole discretion to keep the student active. The consecutive absences may not exceed 90 days, as the Bureau of Adult Education will automatically deactivate the student's account.

If a student does not complete at least one course within a year of being enrolled in that course, then they will be discharged from the adult diploma program due to a lack of educational progress.

If you don't have access to a computer and reliable internet, computers are available for use at the adult learning center. If a student is in need of a computer, they should inform their counselor. Loaner laptops may be available

You may be eligible to get FREE Internet Essentials through the Affordable Connectivity Program. Signing up is easy. Enroll in the Affordable Connectivity Program (ACP) when applying for Internet Essentials by selecting "Yes" in the application.

Apply for Internet Essentials

DALC Student handbook, p. 10-11

Records

The adult high school counselor will keep a cumulative record for each enrolled adult high school student. You are responsible for completing requirements and for carrying out the plans you make in your meetings with the counselor. Please call the counselor if you need assistance or have questions. ~~At the beginning of your final term,~~ **least three months before your anticipated completion date**, request a meeting with the counselor to be sure you are meeting all requirements for graduation.

DALC Student handbook, p. 11, ACADEMIC SKILLS: ADULT BASIC EDUCATION, HIGH SCHOOL EQUIVALENCY & ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Who is Eligible to Enroll?

In New Hampshire, a person who is 18 or older and who has not completed high school is eligible. People 16 and 17 years old may register only with authorization from the school district where the student is enrolled. Adults 18 and over who have earned a high school diploma or equivalent may be eligible to take ABE classes to build skills necessary for a training program, college entrance, or employment. **Homeschooled students may be accepted on a case-by-case and space available basis depending on results of assessment and testing.**

DALC Student handbook, p. 13

How do people register to take the official test?

1. Present a government-issued photo ID card as proof of age and identity at the time of testing.
2. Submit proof of having passed pre-tests, official practice tests if under 18 **and/or enrolled in high school.**
3. Documented school district approval if under 18.
4. Complete HiSET® or GED® registration online.
5. Schedule online at hiset.ets.org or ged.org
6. Pay the test fee online with a credit card or with a voucher purchased from the testing company. Scholarships are available for students over the age of 18 who need them.

DALC Student handbook, p. 15

TRANSCRIPTS

For an unofficial copy of your HiSET scores, log into your HiSET or GED account to download and/or print your transcript at home.

For an official transcript of your HiSET or GED scores from the State of NH Dept. of Education, call (603) 271-6699. There is a \$10 fee.

Copies of your transcript may be requested by calling the DALC office at (603) 742-1030 or by completing a form on the DALC website: doveradultlearning.org **There is a \$10 fee for official transcripts, sent directly to a college or employer by DALC.**

DALC Student handbook, p. 16-17

STUDENT CONDUCT/EXPECTATIONS

1. Acceptance into each program is dependent upon consent of the director, counselor, and/or instructor. Decisions are based on an interview by the counselor and on evaluation by appropriate staff.
2. Recommendations for entrance must be completed by staff members of the referring agency when applicable. Agency staff will work with a DALC counselor.
3. Students are expected to conduct themselves in a socially acceptable manner that is conducive to their learning and to the learning of fellow students. Students must:
 - a. Be able to exhibit self-control in class and on public/school property.
 - b. Be physically able to function in the program.
 - c. Follow DALC's conduct rules.
 - d. Arrange for their own transportation to and from classes. **Limited transportation assistance may be available.**
 - e. Be accompanied by support personnel from a referring agency at DALC's request, as necessary
 - f. Be able to work independently in a group setting.
 - g. Be capable of making academic progress.
 - h. Obey the laws of New Hampshire, including:
 1. No smoking on public/school property except in designated areas.
 2. No possession, sale, or being under the influence of alcohol or other drugs on public/school property.
 - i. Show respect for themselves, teachers, other students, and property. Disrespectful behavior will not be tolerated and may result in dismissal from the class. Examples of disrespectful behavior include:
 1. Disruptive behavior such as excessive talking or swearing, unauthorized use of a cell phone during class.
 2. Sexual harassment.
 3. Insubordination.
 4. Plagiarism or cheating.
 5. Lack of preparation, including not doing homework.
 6. Non-participation.

Administrative withdrawal from a class for disciplinary reasons is at the discretion of the DALC director after conferring with the counselor, teacher, and/or student. The director reserves the right to remove any student who shows disrespect for people or property.

(FY27) BUDGET PREPARATION ADOPTION SCHEDULE (8/11/25)

DATE	DESCRIPTION
2025	Administration Review
August 11	School Board to approve the FY27 Budget Adoption Schedule, set priorities, assumptions, and process.
September 25	Deadline for administrators to submit proposed budget data in IVEE and New Staff Request forms to the Business Office.
October 6-9	Multi-Department Review – SPED, TECH, Curriculum, Facilities, Chief Financial Officer, Superintendent, and Building Admin.
October 15-17	Chief Financial Officer formatting final budget docs for department-based tax-cap analysis.
October 21	Superintendent receives program wage & non-wage budget detail with tax cap analysis.
October 28	Leadership Team Review for Board Proposal.
November 6	Deadline for all remaining budget revisions.
November 17	School Board Special Meeting - Superintendent to present Proposed Budget.
2025 – 2026	School Board Review
November 24	School Board Budget Workshop (Department Presentations – Highlight Important Changes).
December 1	Budget Workshop.
December 8	School Board Regular Meeting & Budget Workshop.
December 15	Budget Workshop.
January 5	School Board Special Meeting to Adopt Budget & Send to City Council.
January 12	School Board Regular Meeting & Budget Workshop to Adopt Budget – Backup Date.
January 16	School Budget due to City Manager.
February 11	(TENTATIVE) City Manager Presents Overall Budget to City Council.
February 18	(TENTATIVE) School Budget Presentation to City Council.
March 4	(TENTATIVE) School Budget Public Hearing (City Council).
March 18	(TENTATIVE) City Budget Public Hearing.
April 1	(TENTATIVE) City Budget (including School Budget) Adoption (Backup Date – April 8, 2026).