



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type: **Regular Session #5**
Meeting Location: **Media Ctr. (Rm. 306) McConnell Center**
Meeting Date: **Monday, May 11, 2015**
Meeting Time: **7:00 pm**

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. CITIZENS' FORUM**
- E. AGENDA APPROVAL**
- F. APPROVAL OF MINUTES**
 - 1. Public Meeting to Enter Nonpublic Meeting #3, April 6, 2015
 - 2. Regular Session #4, April 13, 2015
- G. CONSENT AGENDA**
 - 1. Correspondence: None**
 - 2. Resignations/Retirements:**
 - a. Nora Jones, WPS Special Educator
 - b. Evan Hall, DHS Guidance
 - c. Joseph Flockerzi, Technical Support Services Manager
 - 2. Leaves of Absence: None**
 - 3. Nominations:**
 - a. Sheet 1: Nomination and Election of Business Administrator
 - b. Sheet 2: Nomination and Election of Teachers
 - 4. Extended Travel (Student Trips): None**
- H. STUDENT REPRESENTATIVE REPORT**
- I. POLICY – CHANGES – PROPOSALS:**
- J. POLICY ADOPTION:**
 - a. DALC Hiring and Advancement Policy
- K. RESOLUTIONS:**
 - a. Resolution of Recognition-DHS Winterguard
 - b. Dover Adult Learning Center Funding 2015-2016
 - c. Resolution-Additional Special Education Revenue and Expenses
 - d. Resolution--Dover School District Adequacy Grant
- L. OLD BUSINESS:**
 - 1. Budget Update
 - 2. Superintendent Evaluation and Contract Approval



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M. NEW BUSINESS:

1. Food Service Update
2. Approve Elementary, ALT, DMS, DHS, and DALC Handbook Changes
3. Donation Approval—GES PTA-Projector
4. Donation Approval—Private Donation-Jet Skis and Trailer
5. Donation Approval—DMS Liberty Mutual-\$1000
6. Donation Approval—DHS Class of 1984-\$750
7. Biz Ed Connect Discussion
8. Current and Future Facilities needs due to enrollment discussion
9. Scholarship and Trust Update
10. Policy IIBC Minimum Enrollment Numbers/Waiver
11. April Condition of Accounts

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

P. COMMITTEE REPORTS

Q. SCHOOL BOARD MATTERS OF INTEREST

R. ADJOURNMENT

Citizens are invited to public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements at all public meetings, unless a vote to the contrary is taken by the School Board. Statements shall be limited to three 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.

April 9, 2015

Dear Mr Boodey,

Please accept my resignation for the end of the 2014-2015 school year. It has been a wonderful experience. Everyone is so pleasant and enjoyable to work with. I will miss Woodman Park dearly.

With much appreciation,

A handwritten signature in cursive script that reads "Nora Jones". The signature is written in black ink and is positioned above the printed name.

Nora Jones

RECEIVED
4/10/15
BY HAND 8:30 AM
Patrick Boodey

Evan Hall
16 St. John St, APT B
Dover, NH 03820
774-238-0747
Evand.hall@yahoo.com

001945546100

5/4/2015

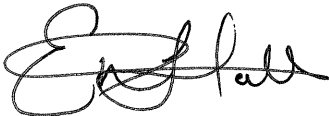
Peter Driscoll
Principal
Dover High School and Career Technical Center
25 Alumni Dr
Dover, NH 03820

Dear Mr. Driscoll,

Please accept this letter as a formal notification that I am resigning from my position with Dover High School at the end of the 2014-2015 school year. If I could provide any assistance with training my replacement or otherwise facilitating the transition, I would be happy to do so.

Thank you for the opportunities for professional and personal development that you have provided me during the last year. I have enjoyed working for you and the Dover High School community. I appreciate the support you provided me during my time at Dover High School.

Sincerely,



Evan Hall

Joseph T. Flockerzi
19 Roberts Rd
Rochester, NH 03867
(603) 822-1468
j.flockerzi@dover.k12.nh.us

May 4, 2015

Dr. Elaine M. Arbour
Superintendent
SAU11
61 Locust St, Suite 409
Dover, NH 03820

Dear Dr. Arbour,

The purpose of this resignation letter is to inform you that I will be leaving my position at the Dover School District effective May 22, 2015. I will be relocating to the state of Tennessee in the near future. I have selected this date to ensure that the Smarter Balanced testing will be completed in a satisfactory manner. I have appreciated being part of the Dover School District team and the opportunities that I have had while working for the district the past 2 years.

Sincerely,


Joseph T. Flockerzi

MAY 4 2015 11:37

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

TO: DOVER SCHOOL BOARD

DATE: May 11, 2015

MEMORANDUM: Renomination of Administrators.

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 2015-2016 school year.

DISTRICT-WIDE

Taylor, Karen, Business Administrator

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

TO: **DOVER SCHOOL BOARD**

DATE: May 11, 2015

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 2015-2016 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY
DiNitto, Catherine	English Teacher	Dover High School	Previously One-Year Only	\$39,211.00
Donlon, Tyler	English Teacher	Dover High School	Previously One-Year Only	\$40,466.00
West, C. Patrick	Grade 2 Teacher	Horne Street School	Conall Loughlin- previously hired until end of FY15	\$37,996.00

DOVER SCHOOL DISTRICT	POLICY CODE: <u>GCFA</u>
DATE OF ADOPTION:	2 PAGES

SECOND READING

ADULT EDUCATION PROFESSIONAL STAFF:
HIRING AND ADVANCEMENT POLICY FOR ADULT EDUCATION PROFESSIONAL STAFF

Approved by DALC Board March 17, 2015

Professional staff members hired for the Dover Adult Education Program will be placed at an appropriate step of the Dover Adult Education Staff Pay Scale as recommended by the DALC director and approved by the Superintendent of Schools and the Dover School Board. **Professional staff members will include teaching or counseling in the adult diploma and adult basic education programs. Enrichment class teaching, tutoring, or other services not compensated at the professional level, service in other educational programs, and staff development training hours shall not be included.**

In recommending professional staff members for an appropriate step, the DALC director shall take into consideration professional experience in education at all levels and particularly in adult education. Relevant industrial experience shall also be taken into consideration for vocational teachers. These experiences shall be evaluated and placement recommendation made according to the guidelines indicated here below. The Dover School Board reserves the right to make exceptions to the guidelines.

Progression to the next higher step on the adult education salary schedule will require the completion of 250 additional hours of successful professional services at Dover Adult Learning Center prior to the beginning of the academic year for which the salary level is being set. **Successful professional service shall include teaching or counseling in the adult diploma, vocational and adult basic education programs, Enrichment class teaching, tutoring, or other service not compensated at the professional level, service in other educational programs, and staff development training hours shall not be included.**

Professional staff members are contracted to work for a specific period of time: a semester, a course or a year. Renewal of contracts is subject to grant funding and performance. A teacher may retain the same teaching load and schedule from year to year, provided grant funding allows and performance is satisfactory. Teachers may request changes to their schedule mid-year or from one year to the next and may swap with one another for time slots, subject or level with program coordinator's recommendation and director's approval. If a teacher vacates a position without taking on another to replace it, that position will be posted internally, and applications taken and reviewed. If no suitable candidates are found, the position will be posted externally.

Guidelines for Initial Placement of Staff Members on the Adult Education Salary Schedule

STEP 1 under 250 hours adult education OR 1-8 years teaching, industrial

DOVER SCHOOL DISTRICT	POLICY CODE: <u>GCF</u>A
DATE OF ADOPTION:	2 PAGES

STEP 2250-499 hours adult education OR 9 -16 years other teaching, industrial

STEP 3500-749 hours adult education OR 17 + years other teaching, industrial

STEP 4750 hours adult education

(Dover School Committee – Adopted 7/81)

STEP 5 professional staff member with master's degree or above, ten or more years of successful adult education experience, and currently employed by DALC for twenty hours per week or more.

(approved by DALC Board 9/96)

DRAFT

Dover High School 2015 Winter Color Guard

Resolution of Commendation

- WHEREAS** The DHS 2015 Winter Color Guard has been rehearsing diligently since November 2014, putting in at least 12 hours a week of focused practice time, and
- WHEREAS** The DHS 2015 Winter Color Guard competed in ten competitions during the winter season of the New England Scholastic Band Association, and
- WHEREAS** The DHS 2015 Winter Color Guard won 1st place in 7 competitions and 2nd place in 2 competitions in which they participated, and
- WHEREAS** The DHS 2015 Winter Color Guard received their highest score of the season at the New England Championships, held at Salem High School, Salem, MA on April 4th, 2015, winning their division for the tenth consecutive, and
- WHEREAS** The DHS 2015 Winter Color Guard performed their show, "The Planes", under the direction of a creative team of advisors, including: Jessica Cabral, coordinator, Robert Mulvanity, show designer, Bridget Mulvanity, equipment and dance coach, and Claudia Wigger, Maddie Retrosi, Meg Hauschildt, and Kevin Riley, assistant coaches, and
- WHEREAS** The DHS 2015 Winter Color Guard students, Samantha Baker, Tori Brooks, Summer Busching, Shannon Corbett, Jessica Daigle, Addie Dugmore, Madeline Epperson, Eryn Frost, Shaelyn Frost, Emma Gibbons, Andi Grove, Kate Hicking, Davyn McDonald, Emily McDonald, Elayna Messenger (Captain), Erin Pierce, Kunthea Relinski, Grace Roy, Kaeli Rumore, Holly Scammon, Julia Schultz (Captain), Sydney Seaver, Jenny Stevens, and Caitlin Zabielski should be recognized for their extraordinary skill and talent, shown by their devotion to long hours of rehearsal in order to produce exciting performances throughout the winter competition season, and
- WHEREAS** The DHS 2015 Winter Color Guard was supported by their parents and the rest of the Dover Parents' Music Club, with both time, energy and financial help, and
- WHEREAS** The DHS 2015 Winter Color Guard had the support of the DHS music staff, faculty and administration as they continued to strive for excellence and represented Dover High School through their unwavering good sportsmanship and dedication,

NOW, THEREFORE, BE IT RESOLVED that the Dover School Board and the Dover community acknowledge the outstanding achievement of the 2015 DHS Winter Color Guard and their staff in winning the New England Championships for the tenth straight year.

SUBMITTED BY:

Amanda L. Russell, Chairperson

Betsey Andrews Parker, Vice Chairperson

Kathleen Morrison, Secretary

Doris Grady

Sarah Greenshields

Michelle Muffett-Lipinski

Carole Soule McCammon

May 11, 2015

RESOLUTION # 1
MAY 11, 2015

RE:**Dover Adult Learning Center of Strafford County Education
Funding 2015-2016**

WHEREAS the Dover Adult Learning Center Director, after consultation with staff, recommends the following utilization of state & federal adult education funding for FY 16:

Adult Learner Services (Tutorial Program)
Adult Basic Education/ESOL Program
English Language/Civics Education Program
Adult High School Diploma Program
Adult Post-secondary Transitions Program

in such amounts as designated by the Bureau of Adult Education or
as required for anticipated programming in 2015-2016

NOW, THEREFORE, BE IT RESOLVED that the Dover School Board authorize the Superintendent or his designee to apply for 2015-2016 adult education program funding from the Bureau of Adult Education, New Hampshire Department of Education, for FY16 in support of the programs listed above.

SUBMITTED BY: Amanda Russell, Chairperson
Dover School Board
At Large

MAY 11, 2015

RESOLUTION

RESOLUTION FOR CHANGE IN FY 2015 NON-PROPERTY TAX REVENUE AND EXPENDITURE ESTIMATES FOR DOVER SCHOOL DISTRICT BUDGET

WHEREAS: on June 4, 2014 the Dover City Council adopted a budget for the Dover School District that included Revenue Estimates of \$37,500 for Tuition – SPED Paraprofessionals and \$250,000 for Medicaid Reimbursement; and

WHEREAS: the Dover School District has exceeded the expense budget associated with Out of District Special Education Costs and SPED Paraprofessionals required for Non-Resident students; and

WHEREAS: the Dover School Board has identified that the Dover School District has recaptured non-property tax revenues in excess of current budgeted amounts, specifically \$125,000 in Medicaid Reimbursements and \$95,000, in Tuition – SPED Paraprofessionals;

NOW, THEREFORE – The City Council adopt a Fiscal Year 2015 budget amendment to adjust non-property tax revenues to reflect a net increase of \$125,000 from, Medicaid Distribution and \$95,000 from Tuition – SPED Paraprofessionals; and further, to increase the expense lines associated with Out of District Costs and High School SPED Paraprofessionals by the same amounts. This resolution does not increase the FY2015 property tax levy but does increase appropriations for the School District. The revenue accounts and expense accounts to be adjusted as follows for will result in a total change of \$220,000.00.

\$125,000 - Medicaid Distribution - 1000.2.600.04580.3311.00000.00.000.000.R70

\$95,000 - Tuition-SPED Paraprofessionals - 1000.2.600.01322.3390.00000.00.000.000.R70

\$95,000 – Salaries SPED Paraprofessionals – 1000.2.630.01210.4110.00000.00.000.140.100

\$125,000 – Tuition Private SR High – 1000.2.630.01210.4563.00000.00.000.000.300

RESOLVED, this 11th day of May, 2015.

SUBMITTED BY:

Amanda Russell, Chairperson

Betsey Andrews Parker, Vice Chairperson

Kathleen Morrison, Secretary

Doris Grady

Sarah Greenshields

Michelle Muffett-Lipinski

Carole Soule McCammon

May 11, 2015

ELAINE M. ARBOUR, Ed.D.
Superintendent of Schools
e.arbour@dover.k12.nh.us

KAREN M. TAYLOR
Business Administrator
k.m.taylor@dover.k12.nh.us



CHRISTINE BOSTON
Director of Pupil Personnel Services
c.boston@dover.k12.nh.us

PAULA GLYNN
Director of Curriculum, Instruction and
Assessment
p.glynn@dover.k12.nh.us

THE DOVER SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE UNIT #11
McCONNELL CENTER
61 LOCUST STREET SUITE 409
DOVER, NEW HAMPSHIRE 03820-4132
TEL (603) 516-6800
FAX (603) 516-6809

RESOLUTION

RESOLUTION RE: DOVER SCHOOL DISTRICT ADEQUATE EDUCATION GRANT

WHEREAS: The Department of Education will issue Fiscal Year 2016 Adequate Education Grant amounts for each School District; and

WHEREAS: Under RSA 198:41, Determination of Education Grants, the Dover School District is entitled to receive an Adequate Education Grant in the estimated amount of \$9,072,755 that is due in Fiscal Year 2016; and

WHEREAS: The Dover School District to date has not received \$5,896,471 in Adequate Education Grant funding from Fiscal Year 2012 through Fiscal Year 2015 as a result of the existing cap on Adequate Education Grant awards; and

WHEREAS: The Dover School District will again receive up to an additional \$1,449,556 less Adequate Education Grant funding in Fiscal Year 2016 should a cap remain in place, totaling up to \$7,346,027 in Adequate Education Grant funding to which the Dover School District is legally entitled but will not have received by the end of Fiscal Year 2016;

NOW THEREFORE BE IT RESOLVED, that the Dover School Board respectfully requests that the New Hampshire State Legislature repeal the cap on the total Adequate Education Grant amount distributed to a municipality in a fiscal year, effective July 1, 2015.

SUBMITTED BY:

Amanda Russell, School Board Chairperson

Betsey Andrews Parker, School Board Vice Chairperson

Kathleen Morrison, Secretary

Doris Grady

Sarah Greenshields

Carole Soule McCammon

May 11, 2015

Michelle Muffett-Lipinski

Dover School District Mission Statement

Strengthening our community by educating every child, every day!

**EMPLOYMENT AGREEMENT BETWEEN
SAU #11 AND Elaine Arbour**

1. **Preamble.** This agreement is entered into this eleventh day of May 2015; between the School Administrative Unit #11 School Board of Dover, New Hampshire, hereinafter referred to as “SAU”, and Elaine Arbour, hereinafter referred to as “Superintendent.”
2. **Employment and Term.** The SAU agrees to employ the Superintendent, and the Superintendent agrees to accept employment in the position of Superintendent of Schools for a term of 2 year commencing on July 1, 2015. The Superintendent shall be accessible during regularly scheduled SAU hours and present at scheduled meetings unless approved by the SAU School Board. A satisfactory evaluation will serve as the declaration for renewal. The Superintendent’s annual review and contract renewal will be held no later than May 15 of any given year.
3. **Compensation/Salary.** The Superintendent shall receive a salary during the first year of this Agreement of \$126,690 (3% increase) payable in no fewer than 26 installments and subject to such deductions as may be authorized or as may be required by law. The Superintendent shall receive a salary of no less than \$129,857 (2.5% increase) during the second year of this agreement, payable in no fewer than 26 installments and subject to such deductions as may be authorized or required by law with terms to be determined no later than February 1, 2016.
4. **Authority and Responsibility.** Per NH RSA 194-C:4, the Superintendent shall administer and supervise the schools of School Administrative Unit #11 in accordance with the laws of the State of New Hampshire, the rules and regulations of the State Board of Education, and the policies and regulations of SAU #11.
5. **Certification.** The Superintendent shall be required to hold for the life of this Agreement, as a condition of employment, a valid certificate for Superintendent of Schools, properly registered and issued by the State of New Hampshire.
6. **Renewal of Contract.** If the SAU does not intend to renew this Agreement, it will notify the Superintendent in writing no later than six months prior to the end of this Agreement. If the SAU does not give such notice, this Agreement shall extend for a period not to exceed one (1) additional year, upon the same terms and conditions set forth herein. If the Superintendent does not intend to seek renewal of this Agreement, she shall provide the SAU written notice of no less than six months prior to the expiration of the Agreement. In the event the SAU does not renew this Agreement, the Superintendent may make a formal presentation to the SAU Board.

7. **Termination for Cause.** This agreement may be terminated by the SAU at any time for immorality, incompetence, insubordination, or failure on the part of the Superintendent to conform to, abide by, and/or properly implement the laws of the State of New Hampshire, the rules and regulations of the State Board of Education, the policies and regulations of the SAU, and/or the policies and regulations of the local School Board within the SAU, or when the interests of the SAU require termination. Termination of the Agreement for one or more of these reasons shall take place only following written notification to the Superintendent. Unless the Superintendent submits to the SAU, within twenty (20) days of receipt of such notification, a written request for a hearing before the Board of the SAU, the Agreement is considered terminated as of the date which falls thirty (30) days after the Superintendent's receipt of notification. If the Superintendent requests such a hearing, the SAU shall hold this hearing within thirty (30) days of receipt of the request. The SAU shall render a written decision to the Superintendent within thirty (30) days following the hearing.
8. **Termination with Payment.** The SAU may relieve the Superintendent of her duties under the Agreement at any time, provided that the SAU continues to pay for six (6) months of the Agreement or any extension thereof, full salary and economic benefits accorded the Superintendent under the provisions of the Agreement reduced by any compensation or benefits earned by the Superintendent following termination which she was not earning prior to termination.
9. **Termination by Mutual Consent.** This agreement may be terminated at any time by the mutual consent of the SAU and the Superintendent.
10. **Termination for Illness or Disability.** In the event the Superintendent is unable to perform all or substantially all of her duties for a period of nine (9) months during any school year by reason of illness, accident, or other cause beyond her control, and such disability is not job related so as to be covered by Workers Compensation under RSA 281-A, the Board may make a proportionate deduction from the salary then in effect, and if such disability exists for a period of twelve (12) months or earlier if this disability is classified as permanent, the Board may then terminate this agreement by written notice without need of a hearing as required in paragraph 7 above, since that section will not apply in this instance.
11. **Resignation of the Superintendent.** The Superintendent may, at her option, resign and thus terminate this agreement without cause. Except for extenuating personal or medical circumstances, if the Superintendent does not provide written notice of resignation at least 60 days in advance of the resignation date, the Superintendent agrees to pay the SAU the sum of \$5,000 in liquidated

damages, with such sum recognized as a portion of the cost of conducting a search for a new superintendent.

12. **Performance Evaluation.** The SAU will provide the Superintendent with at least one written evaluation each year of the Superintendent's performance. The Superintendent and the School Board Chair, or designee, will meet annually to establish mutually agreed upon performance goals. Goals will be approved by the full School Board no earlier April 1st and no later than September 1st. If the School Board does not provide a written evaluation, it is assumed that performance is satisfactory. The evaluation will be performed and written prior to May 15th of each year after the first year of this contract.
13. **Benefits.** As determined by the SAU, the Superintendent will be extended benefits such as medical insurance, dental insurance, life insurance, and disability insurance. A listing of specific benefits is attached hereto as "Exhibit A."
14. **Physical Examination.** The SAU requires the Superintendent to have a physical examination by a physician selected by mutual agreement once each year with the cost of such examination to be borne by the SAU unless covered under the Superintendent's medical insurance policy. Any report of the medical examination shall be given directly and exclusively by the examining physician to the SAU Human Resource office to be kept on file by the Human Resource office. The physician shall advise the SAU Board in writing if the Superintendent has a physical or mental impairment which would substantially interfere with her ability to perform the required duties. Such report shall be confidential.
15. **Travel and Expense Reimbursement.** The Superintendent shall be reimbursed for all SAU approved travel and other expenses for the business of the SAU inside or outside of the geographic boundaries of the School Administrative Unit. Such travel and expense reimbursement shall conform to all applicable SAU policies. The Superintendent shall also be reimbursed for other SAU approved expenses which she incurs in professional development activities and attendance at national, regional, or state professional conferences, seminars, workshops, or committee meetings provided all such expenses are within the approved SAU budget, and conform to all applicable SAU policies. In year two of this Agreement, the District shall reserve \$2,000 for the Superintendent to engage in professional development activities, including but not limited to national, state, and local conferences.
16. **Professional Associations.** The SAU shall pay the Superintendent's dues to the American Association of School Administrators, the New Hampshire School

Administrators Association, and such other professional association(s) as may be mutually determined by the SAU and the Superintendent.

17. **Professional Activities.** Only upon prior written approval of the SAU, may the Superintendent engage in activities such as teaching, lecturing, or consulting, in addition to employment with the SAU.
18. **Savings Clause.** This Agreement is subject to all applicable laws, rules, and regulations of the State of New Hampshire. Invalidity of any portion of this Agreement under the Laws of the State of New Hampshire or of the United States shall not affect the validity of the remainder of the Agreement.

EXHIBIT A - BENEFITS

The Superintendent will receive any and all benefits pertaining to other groups of personnel in the Dover school system, including, but not limited to, the following:

1. Sick Leave

The Superintendent shall receive eighteen (18) days sick leave with pay for personal illness for each year cumulative to three hundred (300) days. The Superintendent may be asked by the SAU Board for confirmation of an illness by a physician for an absence of five (5) or more consecutive days.

2. Vacation Leave

The Superintendent shall receive 20 vacation days annually.

Vacation days shall be cumulative to twenty (20) days. All vacation days exceeding accumulation shall be taken within two (2) months of the year in which it is earned. It may be extended by prior agreement with the SAU School Board to six (6) months of the year in which it is earned for unusual or extenuating circumstances.

3. Personal/Emergency Leave

Administrative personnel may request up to a total of five (5) days personal/emergency leave in a given contract year without loss of salary.

4. Funeral Leave

Pay shall not be deducted for up to five (5) days of absence related to the death of a member of the Superintendent's immediate family, defined as spouse, child,

parent, or sister or brother residing in the household. Such leave shall be granted for up to three days for the death of a sister, brother, sister-in-law, brother-in-law, daughter-in-law, son-in-law, parent-in-law, or of a relative living in the household. Such leave shall also be granted for one day for the death of a grandparent, aunt, uncle, or close personal friend.

5. Military Leave

Military leave shall be granted to the Superintendent if inducted or called to active duty in any branch of the armed forces of the United States. For the period of said call to active duty, said Superintendent will be compensated by the District paying the difference between their school district salary and their annualized military salary. Upon return from such leave, the Superintendent will be placed at the level which the Superintendent would have achieved had the Superintendent remained actively employed in the system during the period of the absence. Salary growth limit is equal to the period of original induction or period of call to active duty.

6. Jury Leave

The Superintendent on jury duty shall be entitled to pay differential and continued benefits while fulfilling this duty.

7. Health Insurance

The School Board shall provide health insurance for the Superintendent during the term of her employment through the SchoolCare program on the following basis: The district will pay ninety-five percent (95%) of the HMO or Consumer Driven Health Plan options. Should the Superintendent opt out of health insurance coverage, she shall receive a buyout of \$5,000.

8. Life Insurance

The School Board shall provide life insurance coverage for the Superintendent during the term of her employment in the amount of two (2) times your Basic Annual Earnings plus \$50,000, with a maximum benefit of \$250,000, for natural death and an amount equal to your amount of Life Insurance in force for accidental death. Coverage for new personnel will not begin until the first of the month following the completion of a thirty- (30) day waiting period.

9. Dental Insurance

The School Board shall provide and pay the premiums for dental insurance through the Delta Dental Insurance Plan or a substantially equivalent plan during the term of her employment. Coverage shall be for the Superintendent and/or her family, as appropriate, and coverage for new personnel will not begin until the first of the month following the completion of a thirty- (30) day waiting period.

10. Disability Insurance

The School Board shall provide for the Superintendent an income insurance program which will provide the following coverage: seventy percent (70%) of monthly salary up to \$7,000 maximum to begin after ninety (90) consecutive calendar days or expiration of accumulated sick leave, whichever is greater. Said insurance will run until age sixty-five (65) and shall be coordinated with Social Security benefits.

11. Severance Pay

A retiring Superintendent, as well as those leaving who have at least five (5) years of service in the Dover School District, shall receive severance pay in the amount of twenty (20) percent of their accumulated sick leave at their current per diem rate.

12. Tax-deferred Annuity

The School Board shall allow the Superintendent to take advantage of the federal law regarding tax-deferred annuities. Any new group must have at least ten (10) members.

13. Retirement

The Superintendent shall be reimbursed 25% for the cost of participation in the New Hampshire retirement program in the first year and 50% of the cost of participation in the New Hampshire retirement program in the second year of this Agreement.

16. Holidays

The Superintendent shall receive a total of 14 paid holidays designed by the SAU Board and commensurate with the usual and customary national, state, and local holidays.

17. Mobile Phone Reimbursement. The School Board agrees to reimburse the Superintendent \$40 per month for her mobile phone expenses. Reimbursement will be paid every 2 months.

In witness whereof, the parties have executed this Agreement this _____ day of _____, 2015.

Added and updated information and policy references for:

1. McKinney-Vento Act

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

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

- They are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason
- Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative accommodations
- Living in emergency or transitional shelters
- Abandoned in hospitals
- Awaiting foster care placement
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Unaccompanied youth who are youth not in the physical custody of a parent or guardian

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

2. Parental Right to Know

Through federal education law, parents have the right to request information on the professional qualifications of the teachers and paraprofessionals at our school. If you are interested in learning this information, please contact the school administration office at (603) 543-4200. Upon this request, you will receive a detailed explanation of the licensing, education and experience of each of our teachers. You will also receive information regarding the names and qualifications of the paraprofessionals at our school. At any time during the school year, parents must be notified if a child is assigned, or taught by, a teacher who is not highly qualified for four or more consecutive weeks. The parents' right-to-know provision also requires that each Title I school furnish, to each individual parent, information on the level of achievement of the parent's child in each of the state academic assessments required under the law.

3. Drug Free Campus

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

4. Standardized Testing

Students in grades 4 and 8 will complete the Science NECAP in May. The Smarter Balanced Assessment System, which has replaced the NECAP in math, reading, and writing for grades 3–8, will be conducted during the last 12 weeks of the school year. When we receive the results of this information, they will be shared with the public in a general format and then with individual parents at the earliest possible date. Parents may find information about the Smarter Balanced Assessment at www.smarterbalanced.org.

5. Equal Opportunity Policy

It is the policy of Dover Schools not to discriminate in its education programs, activities or employment practices on the basis of race, color, national origin, language, religion, age, sex or handicap under the provisions of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Education for all Handicapped Children Act of 1975. **Sexual harassment** is a form of unlawful discrimination and is against school district policy. Sexual harassment is described as an unpleasant environment caused by an unwelcome verbal or physical conduct of a sexual nature that interferes with an individual's academic performance. **A concern or complaint concerning sexual discrimination should be made to the Director of Pupil Personnel who can be reached at 516-6722.** Any person having inquiries concerning Dover High School's compliance with the regulations implementing these laws may contact the Dover School System (**516-6804**). Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education or the Director, U.S. Department of Education, Office for Civil Rights, Region I, John W. McCormack Post Office and Court House Square Room 222 Boston, Massachusetts 02109

6. SAFE/DRUG FREE PROGRAMS

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

7. SCHOOL PRAYER

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

Removed:

1. Full text of transportation policy, left introduction and referenced School Board policy website.
2. Full text of Wellness policy, left introduction and reference policy website.
3. Career Tech Education paragraph as it pertained to the High School

DOVER ALTERNATIVE PROGRAM HANDBOOK

(Revised May 2015)



**50 ALUMNI DRIVE
DOVER, NH 03820**

(603) 516-6790

FAX (603) 516-6791

WWW.DOVERALTERNATIVEPROGRAM.BLOGSPOT.COM

Welcome to the Dover Alternative Program. The Dover Alternative Program was established in 1991 to provide at-risk students, at the secondary level, with an alternative to the traditional high school setting; it is a program of Dover High School and is approved by the New Hampshire Bureau of Special Education to provide special education and related services to students with educational disabilities.



Students attending the Dover Alternative Program are accountable to the guidelines and policies that govern schools within the Dover system. We have sought to clearly outline the philosophy and procedures specific to the Dover Alternative Program in this booklet. All policies herein are subject to change and the changes may be subsequent to this publication and may not be reflected in this handbook. We hope this handbook will be helpful to students, families, and teachers.

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PHILOSOPHY AND MISSION

Dover Schools –The Center of the Community

The Dover School District is the center of a dynamic community dedicated to developing individual potential and self-esteem through education. We are committed to creating a diverse learning environment, emphasizing collaboration and innovation. Our schools will develop lifelong learners and responsible citizens.

Dover School District Action Plan

Mission: Strengthening our community by educating every child, every day!

Vision 2010-2015: Teachers and students will be held accountable to a standard of excellence, emphasizing collaboration, innovation and best practices in teaching and learning.

Goals 2010- 2015:

I. Curriculum

All students will be provided with aligned, rigorous, and research-based instructional materials to prepare them for the 21st century learning, and post-secondary opportunities.

II. Instruction

All educators will partner with colleagues to create an instructional climate that values coaching, modeling, and a collaborative culture to improve teaching practices.

III. Assessment

All educators will use assessment information to improve achievement of all students.

IV. Environment

Educators, students and parents will partner to create a positive, engaging, and safe school environment.

V. Technology

Teachers and students will use technology to enhance learning.

The Dover Alternative Program's Mission is to address the needs of students who have demonstrated a significant lack of success in the traditional school setting, even with modifications and support.

The philosophy of the Dover Alternative Program is predicated on the belief that all children have worth and can learn to be successful if placed in an appropriate educational structure (children do well when they can). The ultimate goal of the program is to develop within each student the skills necessary to enable her/him to make safe, proactive choices, prepare for their future, achieve their potential, and to earn a High School diploma.

REFERRAL PROCESS

The Dover Alternative Program will work with any student who is appropriate for our setting. The program is an approved special education self-contained program for the following disabilities: Emotional Disturbance, Other Health Impairment and Speech/Language Impairment. Once a student has been admitted, we commit ourselves to each and every student through all challenges. The Dover Alternative Program however is not an appropriate placement for students who:

- Are significantly below average in cognitive ability.
- Exhibit violent behavior regardless of the intervention of school staff.
- Are actively psychotic. Exhibit risk for severe sexual acting out and/or fire setting due to history; a current risk assessment is needed to evaluate appropriateness for placement in the program.

The Referral Process consists of the following steps.

Referral Packet: A referral packet is provided to the requesting school district contact. This referral packet must be completed prior to consideration for acceptance to the Dover Alternative Program. The Dean of the Dover Alternative Program will review the referral packet and determine whether or not the services provided meet the needs of the referred student. If the program is deemed appropriate for the referred student the Dean will contact the referring school district to schedule a referral meeting.

Referral Meeting: A referral meeting is required in order for a student to be considered for acceptance into the program. The meeting consists of the Dover Alternative Program Dean or designee, referring school district contact, parent/guardian and student. Other agencies involved with the student may also attend if deemed appropriate. The purpose of the meeting is to discuss the individual needs of the student and the expectations of the program. In addition to the meeting, a tour will take place allowing the parents/guardians and school districts access to all program components. A member of the referral team will escort visitors through the program and explain the services provided. The visiting student will be escorted by a student mentor or designee.

Shadow Day: It is highly encouraged that referred students spend time within the Dover Alternative Program. Time spent within the program helps determine whether or not program offerings match student needs.

Consultation: Requests for admission to the Dover Alternative Program should be made to the Dean by the referring school district (in conjunction with parent/guardian). The admission of the student is taken under consideration by the Dean in consultation with members of the referral team (Director of Pupil Personnel Services, School Psychologist, program Teacher/Counselor). The referral team determines acceptance status and notifies the referring school district contact via telephone notice and a written service agreement outlining the student's acceptance, within 48 hours of the intake meeting. If the student is accepted, the school district contact discusses the option of placement at the Dover Alternative Program with the student and parent/guardian(s). If the decision is made to place the student an intake meeting will be scheduled.

Intake Meeting: The intake meeting with parent/guardian will occur in order to complete all necessary forms to enroll the student in the Dover Alternative Program.

Special Education: For students with educational disabilities, an IEP team meeting will need to occur to propose/approve the Dover Alternative Program as the program placement. Students with educational disabilities may not begin attending the Dover Alternative Program until the LEA and parent(s) have given written agreement to the placement proposal. Students with educational disabilities will be assigned a special education case manager at the Dover Alternative Program to monitor the implementation of their IEP, including evaluation needs and transition planning.

TRANSITION

A student may remain at the Dover Alternative Program as long as he/she is benefitting from the program and it is considered by the student, parent, and/or IEP team to be the most appropriate placement for the student. Students transition from the Dover Alternative Program under the following circumstances:

1. Upon graduation, to transition to post-secondary education, vocational training programs or employment. Dover Alternative Program staff work closely with students/families to facilitate successful transitions.
2. To transition back to their district high school. Students who wish to attend their regular High school will discuss options/process with Dover Alternative Program staff. Transitions may occur slowly, taking 1-2 classes at a time until fully transitioned. Dover Alternative Program staff makes recommendations to the home school district regarding a student's transition. Parents, student, and district administration make the final decision. For students with educational disabilities, the IEP team makes the decision regarding readiness to transition from the Dover Alternative Program.
3. To transition to a different program/placement. This process is similar to the decision making process outlined in #2. For students with educational disabilities, an IEP team may determine that the program is no longer appropriate for the student and the student's placement team seeks a different program.
4. To withdraw from school. A student age 18 or older can make the decision to withdraw from school prior to graduation. Staff encourages students to pursue other options such as an adult diploma or GED through the Adult Learning Center. Students with educational disabilities who are 18 and withdraw before graduation remain eligible for special education and/or related services (student is placed on "Child Find").

Procedure for Students Transitioning Back to Dover High School from the Alternative Program

Placement at the Dover Alternative Program occurs because a student has academic and/or behavioral difficulties that stem from social/emotional and/or developmental issues. These students have demonstrated challenges in their ability to succeed in a large, traditional high school.

The goal for all students who attend the Dover Alternative Program is to successfully reintegrate to their high school. For some students, this is not possible or in their best

interests. For others, success may be reintegration to their high school for portions of the day. The Dover Alternative Program staff works with high school counselors to select classes/activities at the high school that will insure a high degree of success for the returning student.

If a student who is placed at the Dover Alternative Program requests a change in placement to Dover High School or their sending high school, a meeting will be convened as follows:

- If a student is identified as needing Special Education or a 504 plan, those respective teams will meet to determine if the placement change is appropriate **and in the best interest of the student**. The final decision of student placement is the responsibility of the school.
- **If a student is not identified, the team will include student, parent, high school administrator, HS guidance counselor, and representatives from the Dover Alternative Program. DELETE**

ADDITIONAL GUIDELINES

ALL RULES AND REGULATIONS OF DOVER HIGH SCHOOL, AS STATED IN THE DOVER HIGH SCHOOL AND REGIONAL VOCATIONAL CENTER STUDENT HANDBOOK, APPLY TO DOVER ALTERNATIVE PROGRAM STUDENTS, UNLESS OTHERWISE STATED IN THIS BOOK.

STUDENT RECORDS

It is the policy of the Dover Alternative Program to comply with the *Family Educational and Privacy Act of 1974(FERPA)*, the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)*, and other applicable statutes.

In accordance with this policy, the Dover Alternative Program provides an annual notice of this right through distribution of the Dover Alternative Program student/parent handbook. Parents and eligible students who wish to review the student's records must provide the Dean of the Alternative Program with written notice indicating their desire to review the student's educational records.

Parents and eligible students shall have the right to make copies of all educational records that pertain to the student in question unless the right to make copies of the material in question is specifically prohibited by state or federal law.

The Dover Alternative Program keeps on site only student records pertaining to the student's participation in the Dover Alternative Program. Transcripts and medical records for Dover Alternative Program students are maintained at Dover High School. Special education records for Dover students are maintained at the Dover Alternative Program and for out-of-district students they are maintained at the special education departments of the sending districts. For more information about the district's policies on student records and access, please see school board policy JRA-R available from the superintendent's office or online at: <https://online.ci.dover.nh.us/energie/schoolSearch.php>

RIGHTS AND RESPONSIBILITIES

It is the expectation of the Dover Alternative Program to create an optimal learning environment. Such an environment must include dignity and respect among staff and students. To meet this goal, the Dover Alternative Program acknowledges the following **STUDENT RIGHTS**:

1. The right to an environment that promotes learning and an education free from prejudice.
2. The right to be treated honestly and with respect.
3. The right to physical privacy and that of your possessions from others (unless you are potentially endangering yourself or others).
4. The right to have your personal space honored and entered only upon invitation (unless you are potentially endangering yourself or others).
5. The right to express yourself (respectfully), and to be heard without interruption and criticism.
6. The right to expect and request equal participation from all class members.
7. The right to structure your own break time in accordance with the rules.
8. The right to give your input regarding school rules, policies, and privileges through participation in the Dover Alternative Program **advisory meetings**.

In order to maintain a safe and comfortable learning environment for all students, the Dover Alternative Program expects the following **three** basic **STUDENT RESPONSIBILITIES**:

1. Keep yourself, others, and property safe.
2. Be respectful of yourself and others.
3. Be responsible for yourself and your actions.

Students are expected to behave in accordance with these responsibilities at all times. Students who act/interact in a socially acceptable/respectful manner will advance within the point/level system that is offered at the Dover Alternative Program. If a student does not act/interact in socially acceptable/respectful ways (in accordance with these responsibilities), he/she will be subject to the consequences established by the Dover Alternative Program's rules and behavior management system and/or any applicable consequences established in the Dover High School and Regional Career Technical Center handbook.

SEXUAL HARASSMENT AND DISCRIMINATION REGULATIONS

It is the policy of Dover High School/ Dover Alternative Program not to discriminate in its educational programs and activities on the basis of race, color, national origin, language, religion, sex, sexual orientation, age, or handicapping condition. Sexual harassment is a form of unlawful discrimination and is against school district policy. Sexual harassment is described as an unpleasant environment caused by unwelcome verbal or physical conduct of a sexual nature, which interferes with an individual's academic performance. A concern or complaint concerning sexual discrimination or discrimination of any kind should be made to the Dean of the Dover Alternative Program. A complaint concerning the program Dean should be made to the Dover Director of Pupil Personnel Services.

EXCEPTIONS TO PRIVACY/CONFIDENTIALITY

It is the philosophy of the Dover Alternative Program that students have the right to privacy. However, if staff members have cause to be concerned that a student is in possession of any illegal substance or objects that may be

dangerous to themselves or others, the Administration may conduct searches of property on the Dover High School campus, including but not limited to; lockers, backpacks and clothing. Parents/guardians will be informed of these searches. Searches are conducted in order to ensure the safety of staff and students. The Superintendent or his/her designee may authorize the Dover Police Department to utilize a Police Canine Team to conduct searches of the campus. The search may include, but is not limited to: lockers, common areas, classrooms, bathrooms, bicycles and all vehicles on school property.

If a staff member hears information that indicates a student may be posing a danger to him/herself or others, the staff will report the information to a parent, probation officer (when applicable) or, when required as a mandated reporter, to the Department of Children, Youth, and Families.

GRADING/HIGH SCHOOL CREDIT

All students attending the Dover Alternative Program, whether from Dover or out-of-district, are enrolled in Dover High School. The Guidance Department maintains transcripts on all students.

The Dean of the **Dover** Alternative program, or designee, works closely with the Dover High School guidance department, administration and sending school districts to determine the credits/classes for each student in order to prepare for graduation. The staff at the Dover Alternative Program makes every effort to prioritize graduation requirements when establishing a student's class assignments.

Students receive grades in accordance with the Dover High School grading system. Student grades are updated within MMS as often as possible (minimum of once per week). Students receive a progress report in the middle of each quarter, and the Dover Alternative Program submits grades to the Dover High School guidance department on a quarterly basis. At the end of each school year the Dover Alternative Program submits final grades to the Dover High School guidance department, where grades are entered on the student's high school transcript. Credits earned by out-of-district students can be transferred to the students' sending school upon request.

CURRICULUM

At its core, the Dover Alternative Program closely follows the curriculum of Dover High School and Regional Career Technical Center. That being said, the Dover Alternative Program also embraces the concept of Alternative Learning Pathways for students. Alternative Learning Pathways is an educational term that means that students are given access to multiple instructional, evaluation and learning environments/opportunities in order to best meet their needs, strengths and interests. These options may include traditional instruction and evaluation, project based learning, flipped instruction, portfolio development, on-line learning, extended learning opportunities, etc.

The school's curriculum provides instruction in the skills, concepts and knowledge required to receive a high school diploma. A wide array of courses is offered with a focus on maintaining a small, personalized academic and therapeutic environment for all students. There is a low student-to-staff ratio and the curriculum includes extensive experiential, hands-on learning. The Dover Alternative Program also provides social, emotional, and behavioral programming to meet the needs of the students. A system of rewards and consequences are used to enhance this programming. Students frequently apply learned

knowledge and skills to real life situations, through a combination of both in-class and community-based projects. Therapeutic and academic opportunities offered at the Dover Alternative Program are designed to maximize student learning about themselves, their community and society, with an emphasis on tearing down barriers and building up bridges.

Vocational programming can be accessed through the DHS Career Technical Center. Students also take courses in physical education, health education and elective credits relating to a variety of topics. Up to two career elective credits are available for work experience. These are overseen by the Dean of the Alternative Program or counselor in conjunction with the CTC counselor at Dover High School.

A student's learning is assessed continuously by individual teachers. Regular meetings between Dover Alternative Program teachers and Dover High School teachers ensure that the both the curriculum and supporting materials are up to date. Students take **the Smarter Balanced** test **in the spring** of their junior year. The results are analyzed to review student progress as well as the alignment of the Dover Alternative Program with the NH Grade Span Expectations.

SCHEDULE

- The Dover Alternative Program follows the calendar and cancellation practices of the Dover School System.
- Dover Alternative Program day is from 7:40am to 2:25pm (see attached schedule).
- Staff is available at the school from 7:30am to 2:45pm, Monday – Friday. Additional times are available for student/parent conference by appointment.

COMMUNITY BASED TRIPS

Community based trips are an important aspect of the Dover Alternative Program's curriculum and as such students are graded on their participation. There are three types of community based trips to enhance community building:

Educational Trips – These trips are related to the academic curriculum.

Community Building – These trips vary in theme and are designed to expand on student's life experiences. These trips are selected based on students' needs and often help students learn to work together as a group and to enhance group cohesion.

Service Learning – These trips are designed to allow students the opportunity to give back to their community as well as earn community service hours.

Students must have written parental permission to participate in community based trips. Every effort is made to include all students in group activities. However, students may lose the opportunity to participate in a community based trip if the student's participation is determined to be unsafe.

During transportation to/from community based trips, students must wear seat belts at all times and must obey the instructions of the driver. Students are also expected to keep the vehicle clean and free from damage. Failure to follow these rules may result in temporary or permanent loss of transportation privileges.

ATTENDANCE

Regular student attendance is essential to academic success. "Every child between six and eighteen years of age shall attend the public school within the district or a public school outside the district to which he is assigned or to an approved private school during all the time the public schools are in session, unless he has been excused from attending on the grounds that his physical or mental condition is as to prevent attendance or make it undesirable (RSA 193.1)."

Duty of custodian: Every person having the custody of a child shall cause the child to attend such a school during all the time the public schools are in session (RSA 193.2).

This policy is intended to emphasize class attendance as a major dimension in a student's education. An absence from school (class) deprives a student of the teacher's presentation and class discussion which is crucial to the educational process and student success. To receive credit for a course, the student must fulfill the course requirements as set forth by the teacher and meet the quarterly attendance requirement set forth by school policy. This allows up to five (5) absences per quarter. Parents will be contacted after the 3rd absence (in a given quarter) to discuss strategies to improve attendance. Class attendance, by period, is posted in the office for review by students. Consistent discussion regarding attendance will be had within counseling sessions and community meetings. Our intent is to have students develop personal awareness about this aspect of their school performance.

Every effort will be made to work with students/families to enhance attendance. However, the eighth (8) absence in one quarter shall trigger the Dover Alternative Program staff to review a student's particular situation. Students who choose not to attend school or participate constructively in class may receive an attendance failure at the end of the marking period. Continued absences could impact on whether a student receives credit for that class. This may mean a student will have to take an additional semester of that class at a later time to fulfill graduation requirements, as we do not issue quarter credits. Excessive truancy/unexcused absences may lead to discussions regarding the appropriateness of the placement for that particular student.

Excused absences will not be counted against a student. An excused absence is defined as either a school directed suspension or an appointment with a professional or outside agency, which MUST be accompanied by written documentation of dates and times.

Students will be allowed to make up work and receive credit for missed work, regardless of the nature of absence. Those students who are physically unable to complete missed assignments at home due to the nature of their illness, will be given up to an equal amount of days to their absence to complete missed assignments, up to 10 academic days. Failure to make up work will impact on academic grades and performance.

PARENT/GUARDIAN RESPONSIBILITIES FOR LONG TERM ABSENCES:

Parents or legal guardians are responsible for consulting with the school or administration in advance of all pre-planned absences from school or individual classes. Circumstances which will require a student to be absent from school beyond the five day limit must be presented to the Dean, in writing, three weeks in advance of the absence(s) or at the time the parents first become aware of the student's need to be absent. The Dean will give due and careful consideration to requests for exemption from the attendance policy in cases of extreme and unusual circumstances that are also sound, pressing or unavoidable. The Dean shall render a decision in writing.

As per Dover School Board Policy, any student who has exceeded the maximum allowable number of absences may not receive credit for effected classes. The Dean of the Dover Alternative Program in consultation with the Dover High School Principal will perform a review of absences. Any appeal or review process must be accompanied by valid documentation of excused absences.

MEDICAL PROCEDURES

Students are not permitted to carry prescription or nonprescription medication (other than carrying Albuterol inhalers according to physician orders). All medication, including nonprescription, such as aspirin, must be brought to the office. Medications are administered according to procedures established by the Dover High School nurse.

Staff has received training in universal precautions and is able to administer First Aid. Staff notifies parents of any student with a significant injury or illness. Staff call 911 for immediate treatment of a critical injury.

BUILDING PROCEDURES

FIRE DRILLS AND EMERGENCY SITUATIONS

The signal for a fire drill is a continuous sounding of the horn. Students and teachers must leave the building by the nearest exit as designated by the emergency evacuation plan posted in each classroom, or by the exit designated by a teacher. Students must leave the building in an orderly manner. Students must leave coats, books, and etc. behind. Students must report immediately to the designated area for attendance to be taken by staff. The Dean of the Dover Alternative Program signals when students may return to the building. Students must follow the directions of teachers at all times. Students are instructed as to this procedure each quarter.

STUDENT PICTURES

Students are required to have picture identification in order to ride assigned high school buses. Dover Alternative Program students may also be required to present this identification when entering Dover High School during school hours. Students participate in the annual photograph sessions arranged by Dover High School to obtain this identification. Parents may also choose to purchase additional pictures as offered by the photographer.

FOOD AND BEVERAGES

Students are encouraged to eat before school starts, during break and during the lunch period. All food and drinks must be consumed in the lunchroom or in designated areas outside the building during these times. **Only water in clear plastic bottles may be brought into classrooms. DELETE** Any exceptions to this policy must be approved by the Dean.

Hot lunches are purchased through the Dover High School lunch program. Students are escorted to the high school to obtain their lunch or in some cases lunches are delivered to the Dover Alternative Program. Lunches are paid for in accordance with the Dover Schools' free and reduced lunch program. Students may elect to bring their own lunch on any day. Students may also earn the privilege to eat lunch at the high school cafeteria (see Point/Level System section).

Snacks may be purchased at school during break time based on the point/level system. **NO FOOD OR DRINKS ARE ALLOWED NEAR COMPUTERS!**

VISITORS

Students may only have visitors in school if staff has approved the visit in advance. Visits must be of a professional nature and pertinent to the therapeutic or academic needs of the student. All visitors and parents must report to the office immediately upon arriving at the school. Visitors and parents are not to be in classrooms or hallways of the school unless accompanied by staff or other arrangements are made in advance.

PETS

Only service animals are allowed in the building unless otherwise approved by the Dean or the Dover High School Principal.

DRESS CODE

Students must follow the dress code established by the Dover School Board (Dover School District Policy JICA: Student Dress Code). If staff determine that a student's appearance is deemed unsafe, disruptive, or offensive, according to the dress code policy, the student will be required to correct the situation (at school or at home). Judgments related to unacceptable clothing shall be made by the staff and are not subject to arbitration.

SMOKING POLICY

There is no use of any tobacco products anywhere on school property, on a community based trip, or other school sponsored event on or off school grounds. In accordance with RSA 8:12-C "No person under 18 years of age shall purchase, possess or use any tobacco product." Students caught smoking or in possession of tobacco products and/or lighters shall be subject to the school's discipline procedure. Students in the presence of others who are smoking, or who act as lookouts for smokers may be subject to disciplinary action as well. Recognizing that tobacco use is an addiction problem, every effort will be made to work with students on all issues related to smoking cessation.

POINT/LEVEL SYSTEM

The Dover Alternative Program utilizes a positive reinforcement model in order to provide incentives to students as they function within a variety of domains of functioning. Students are rewarded (through points/level advancement) as they exhibit effort towards achieving identified goals related to their social, emotional, behavioral and academic functioning. Staff work with students to set realistic goals, identify barriers to achieving their goals, access supports when experiencing conflict, take responsibility for their actions and resolve issues in a mature and respectful manner. Student success is our priority and we are committed to providing a safe, nurturing environment in which students feel valued and can thrive. Students are expected to follow program rules and engage in all aspects of programming in order to be successful at the Dover Alternative Program (see description of point/level system). **In addition, staff communicate closely with families regarding the functioning of students at home, school, and within the community.**

PRIVILEGES

Access to Break I & II

Access to the School Store
Internet Access (unless connected to instruction)
Use of Electronic Devices
Participation in Easter Seals Programming (unless outlined in IEP)
Participation in Community Based Trips
Individual Lessons of a Specific Nature (music, art, cooking, crafts)
Use of Hall Passes
Access to Instruments
Access to iPads (unless connected to instruction)
Access to the High School
Access to the Outdoor Lunch Space
Lunch at the High School
Special Lunch
Access to Privilege Rooms
Mentoring Opportunities
Use of the school kitchen
Others privileges as determined by the Dean

INCIDENT LEVELS I-IV

The Dover Alternative Program utilizes a four tier system for identifying issues related to students actions/interactions as well as staff responses.

LEVEL I actions/interactions which impede orderly classroom procedures or interfere with the normal operations of the school. The consequences for these issues are usually assigned by the individual staff member, but sometimes they require the intervention of support personnel.

Examples of such issues are, but not limited to:

1. Being late or unprepared for class
2. Disruption, inattention
3. Non-compliance
4. Inappropriate language (swearing)
5. Drug/violence promoting conversation
6. Rude behavior
7. Inappropriate display of affection
8. Failure to comply with internet policy.
9. Inappropriate clothing

Staff responses could include, but are not limited to:

1. Redirection
2. Warning
3. Student loss of level privileges
4. Phone call home
5. Student Apology (verbal or written)
6. Student time away from community areas
7. Conflict resolution process
8. Personal growth project
9. Make up time

LEVEL II actions/interactions which tend to disrupt the climate of the school. These issues do not represent a direct threat to the health and safety of others, but are serious enough to require an immediate response on the part of administrative personnel.

Examples of such issues are, but not limited to:

1. Consistent level 1 issues
2. Physical roughness
3. Being in an unauthorized area
4. Cutting a class/activity/wandering
5. Being disrespectful or insubordinate to any staff member
6. Forgery/Plagiarism
7. Inappropriate public displays of affection
8. **Chronic tardiness**

Staff responses could include, but are not limited to:

1. Any Level 1 responses
2. Development of a student behavior plan
3. Phone call home and /or parent conference
4. Student removal from activity/class
5. Assign ASI (After School Intervention)
6. Student restitution / school service project
7. Student Personal Growth Project
8. **In school suspension**

LEVEL III actions/interactions are those directed against persons or property and seriously endanger the health and safety of others.

Examples of such issues are, but not limited to:

1. Consistent Level 2 issues
2. Endangering the safety of self or others
3. Causing purposeful injury to others
4. Fighting
5. Bullying
6. Vandalism
7. Possession of material which may be injurious to others
8. Threatening/harassment with intent
9. Stealing
10. Vulgar and inappropriate language towards staff
11. Leaving the building without permission.

Staff responses could include, but are not limited to:

1. Any Level I or II responses
2. Suspension (of varying duration) and parent conference/team meeting
3. Student probationary status within program
4. Police involvement
5. Referral for program termination

LEVEL IV actions/interactions are illegal and/or violate school policy.

Examples of such issues include but are not limited to:

1. Consistent Level 3 issues
2. Smoking or possession of tobacco/tobacco related products on school grounds
3. Possession, use or being under the influence/reasonable suspicion of alcohol, other drugs or substances
4. Selling or distributing alcohol, drugs or look alike substances
5. Possession of knives, guns, or other dangerous weapons as defined in RSA 193-D
6. Violent assault on another student or adult
7. False fire alarm
8. Thematic bullying
9. Use of firecrackers, smoke bombs, or other explosive devices
10. Sexual activity
11. Leaving campus/sight

Staff responses could include but are not limited to:

1. Any Level I, II, or III responses
2. Implementation of school district policy consequences if applicable
3. Referral to law enforcement officials
4. Referral to Dean for suspension
5. Student participation in drug/alcohol assessment
6. Student probationary status within program
7. Termination of student placement from program

PROBATIONARY STATUS

We acknowledge that students who attend the Dover Alternative Program present with challenges in various areas. Our program is designed to address these challenges and meet the needs of our students. On occasions, regardless of interventions, students are unresponsive and consistently struggle to meet the expectations of the program. These students may require probationary status within the program. During this probationary period the student will be expected to exhibit effort towards their goals outlined in their probation plan. If progress is not made a recommendation of termination of placement may be made by the Dean.

Probationary status is designed to formally address concerns (specifically outlined) and to notify the student that their actions/interactions have reached a level of severity which interferes with the learning process and prevents themselves/other students from making progress towards their learning/therapeutic objectives. The goal is to help the student take ownership of their actions/interactions, regain control and manage themselves within the program through the development of a detailed improvement plan. This will enable them to return to regular placement at the Dover Alternative Program.

LEGAL VIOLATIONS

Parents and appropriate legal authorities (School Resource Officer/Local Police Department and other necessary community agencies) are notified immediately if a student violates any legal code. This includes, but is not limited to: disorderly conduct, sexual harassment, bullying, threatening, fighting, smoking, possession, use or selling of illegal substances or look-alikes, vandalism, theft, and possession of weapons or dangerous

objects. Any legal infractions are subject to consequences imposed by legal authorities as well as any Dover Alternative Program or Dover High School sanctions.

Prior to making any disciplinary decisions for a student who is identified with a disability under Special Education or 504, a team meeting will be held to determine if the behavior is a manifestation of the student's disability. If any student residing in Dover (including students in a foster placement), Barrington or Nottingham violates a rule that requires an expulsion hearing, that student may be brought before the Dover School Board. If the student has been placed at the Dover Alternative Program by any other school district, then that school district will be informed of the violation(s) and the student may be removed from the Dover Alternative Program. The sending school district will address any change in placement.

TARDINESS/TRUANCY

Parents must inform staff of all absences, lateness or dismissals in writing or by phone. Late arrival to school will be considered late to class. If more than one half of a period is missed, it will be considered an absence for that class. All excused absences may be reviewed and may not be accepted without proper documentation. Any absence can be referred to the School Resource Officer. If a student does not arrive by 9 am and a parent has not notified the school, a staff member will call his/her parent to determine if the nature of the absence. The parent is informed of the attendance policy (Dover School District Policy JH: Student Absences and Excuses) and the ramifications of an unexcused absence.

If a student leaves school before 2:25 p.m. or leaves a school activity without being properly dismissed, a staff member will call his/her parent as soon as possible and report the truancy to the School Resource Officer. The student may not be excused after the fact. A student is considered to be in school once he/she enters a school bus or van or, if not using school transportation, once he/she enters a school.

A student who leaves school before 2:25 (properly dismissed or truant) may not return to school on the same day unless readmitted by a parent or responsible adult.

DISORDERLY CONDUCT

Disorderly conduct is defined as behavior, which disrupts the educational flow of the school. Examples of disorderly conduct are continued loud and disrespectful behavior in an area that disrupts other students, refusing to leave an area that is needed by a staff and/or other students. If a student persists, with disorderly conduct, regardless of staff intervention, beyond a 3 – 5 minute period of time, staff may call the School Resource Officer to remove the student. The School Resource Officer/local authorities determine their course of action in response to the call for assistance. In addition, students will be held accountable for their choices based on program incident levels.

FIGHTING, THREATENING, AND BULLYING

Bullying (Dover School District Policies JICK, JICK-E: Pupil Safety and Violence Prevention Policy; Bullying and Cyberbullying), fighting, intimidating, harassing or threatening (Dover School District Policy JICD: Student Conduct, Discipline, and Due Process) others will not be tolerated at the Dover Alternative Program. Program staff makes every effort to redirect and eliminate antisocial behaviors in order to help students maintain safety and make positive proactive social choices within the context of school district policies. Students who engage in these actions/interactions will be subject to disciplinary action. If a "third party" becomes involved in any manner with an incident in progress, then the individual/group may

be subject to disciplinary action as well. Disciplinary action may include suspension and referral to local authorities. Students who are suspended from school will require a reintegration meeting with the Dean of the Dover Alternative Program or designee in order to return. Students may be required to meet specific expectations (incident reflection, conflict resolution, student contract) upon their return in order to be fully reintegrated back into community areas. In addition, any damages resulting from acts of violence may require some form of restitution.

Records: Records related to these incidents will be maintained in the student's file.

DRUG AND ALCOHOL POLICIES

(Dover School District Policy JICD: Student Conduct, Discipline, and Due Process)

User:

A user is defined as one who is on campus and/or at a school function under the influence of alcohol and/or a controlled substance. It is further defined as one who is on campus and/or at a school function having consumed alcohol or a controlled substance.

Possession:

Being in possession is defined as being on campus and/or at a school function in possession of any amount of alcohol and/or controlled drug, drug paraphernalia, and/or look-alikes (as defined below).

Selling/Distributing and Purchasing/Receiving:

Selling, distributing, purchasing, or receiving alcohol, controlled substances or look-alikes on school grounds or at a school sponsored event will not be tolerated. If in the opinion of the administration a student is in possession of a large quantity of alcohol and/or a controlled substance or look-alikes, it will be considered possession with the intent to sell.

Look-Alikes:

Look-alikes are defined as a substance, which one represents or attempts to represent as alcohol or a controlled or narcotic drug, whether in using, possessing, or selling said substance.

Solicitation:

In accordance with our desire to create a safe learning environment (Rights and Responsibilities, for students pg. 7) we view attempting to obtain drugs and alcohol while in school to be a major distraction and in some cases a harmful act.

A student who is not in compliance with the Drugs and Alcohol policy will be reported to the School Resource Officer and will be subject to the disciplinary and restorative action outlined in the discipline policy.

Records: Records related to these incidents will be maintained in the student's file. All cases will be referred to the proper authorities.

INTERNET POLICY

Responsible use of internet access by students includes, but is not limited to, the following:

1. Only using the Internet after getting permission from a teacher who is in the room with the student
2. Not interfering with the normal and proper operation of the network or the Internet

3. Not adversely affecting the ability of others to use equipment or services
4. Not conducting themselves in ways that are harmful or deliberately offensive to others
5. Only using the network for legal purposes
6. Only accessing or changing computer files that belong to the user
7. Only storing or transferring files that are relevant to classroom assignment.
8. Not creating, transferring or otherwise using any text, image, movie, or sound recording that contains pornography, profanity, obscenity or language that offends or tends to degrade others
9. Not attempting to install any software on the computers
10. Not downloading software or screen savers from the Internet
11. Not revealing their personal home address, home phone number, or phone numbers of any individual.

Records: Records related to internet violations will be maintained in the student's file. Certain violations may be referred to the School Resource Officer.

CELL PHONES

The use of cell phones or other personal electronic devices during school hours is a privilege and based on the point/level system. Students are only allowed to use electronic devices for academic purposes and with permission of the teacher outside of the point/level system. Taking pictures or videotaping in school is strictly prohibited. The inappropriate use of electronic devices will result in loss of privileges.

VANDALISM OR THEFT

Any student involved in vandalism or theft of school or personal property including computers, software, network equipment, and illegal use thereof, may be subject to suspension or other disciplinary action, reported to the School Resource Officer, or responsible for restitution. Serious or repeated violations may result in termination from the program.

PERSONAL ITEMS

Before school begins, students must turn off and store away personal sound systems or other electronic devices. Personal items can be distracting to the learning environment and should be stored in the student's locker. Staff may confiscate personal items if they become a nuisance and students do not follow protocol. Skateboards, scooters and bikes must be stored in designated areas. Students may earn the privilege of using specific personal items based on the point/level system and as deemed appropriate by staff.

DANGEROUS OBJECTS/EXPLOSIVE DEVICES/FIREARMS (Dover School District Policy JIC1: Weapons on School Property)

Any object deemed as dangerous will not be allowed. Such objects will be confiscated. Any student possessing or knowingly being in the presence of such an object will face **administrative suspension and a possible expulsion hearing**. A referral will be made to the Dover Police Department. Any student who brings a firearm to school will be immediately suspended pending an expulsion hearing with the school board. Students expelled for a firearm violation face a mandatory 12-month expulsion from school in accordance with State Law (RSA 193:13, III).

FALSE ALARM/BOMB SCARE/RUMORS

If a student deliberately causes a false alarm, bomb scare, tampers with the sprinkler system, or creates a malicious rumor concerning the safety of students in the school; the student will be ***suspended pending an expulsion hearing*** with the Dover School Board and will be referred to the Dover Police Department.

ENDANGERING

Due to the unique nature of the approach to delivering **Curriculum** (pg 8), which includes many **Community Based Trips** (pg 9), there exists a heightened need for safety for both students and staff. If a student acts in a way that poses a threat to the safety of themselves or others they may be subject to administrative suspension as per Dover School District Policy **JICD** (STUDENT CONDUCT, DISCIPLINE, AND DUE PROCESS).

OTHER VIOLATIONS

Gambling, littering, electronic tampering (including misuse of the internet and e-mail), conduct unbecoming to a high school student, including inappropriate language and any action that may emotionally or physically endanger a student, staff or property will be reported to the administration. Violations may result in a warning, loss of privileges, behavior plan, ASI, In-School Suspension or Out of School Suspension. Serious or repeated violations may result in expulsion.

DOVER HIGH SCHOOL ALTERNATIVE PROGRAM HANDBOOK-SIGNOFF

To: Parents/Guardians
From: Dover Alternative Program
Re: Student Handbook

The Dover Alternative Program Handbook provides students and parents with information regarding the nature of our program. It is important that both students and their parents read this handbook thoroughly and clarify any questions they may have.

Please sign below indicating that both the student and at least one parent/guardian have read this handbook and return this form to the program.

Student

Date

Parent/Guardian

Date



Kimberly Lyndes
Principal
k.lyndes@dover.k12.nh.us

Bruce Patrick
Dean of Students-7/8
b.patrick@dover.k12.nh.us

Amanda Isabelle
Dean of Students-5/6
a.isabelle@dover.k12.nh.us

Dover Middle School
16 Daley Drive, Dover, New Hampshire 03820
Phone: 603-516-7200 • Fax: 603-516-5747
www.dover.k12.nh.us

Beckie Pazdon
School Counselor Grade 5
b.pazdon@dover.k12.nh.us

Justin Pagnotta
School Counselor Grade 6
j.pagnotta@dover.k12.nh.us

Fran Meffen
School Counselor Grade 7
f.meffen@dover.k12.nh.us

Mary Calhoun
School Counselor Grade 8
m.calhoun@dover.k12.nh.us

TO: Superintendent Arbour and Dover School Board

FROM: Principal Lyndes, Dean Patrick and Dean Isabelle

DATE: May 6, 2015

RE: DMS Student & Family Handbook Changes (Text deleted is crossed out and text added is in bold)

Page 14: LOCKERS/BACKPACKS: text added

Lockers are the property of Dover Middle School. Students shall have no expectation of privacy. Lockers with combination locks are assigned by each grade level team. The schedule for the use of lockers is established by each team; students will have access several times per day. Students may not share lockers. Lockers are the property of the school district and lockers may be searched at any time for any reason. If an illegal substance/object or evidence of activity which violates the law or the disciplinary code is found during any inspection or search, it will be confiscated and appropriate action will be taken against the student. **The Superintendent or his/her designee may authorize the Dover Police Department to utilize a Police Canine Team to conduct searches of the campus. The search may include, but is not limited to: lockers, common areas, classrooms, bathrooms, bicycles and all vehicles on school property.**

Page 22: SEXUAL HARASSMENT AND DISCRIMINATION REGULATIONS: text deleted and added in last paragraph

The School District also strives to guarantee an environment free of any harassment that interferes with an individual's work or school performance. If a person has a concern about discrimination or harassment, that person should contact the ~~principal (516-7200)~~ or Title IX Coordinator/**Director of Pupil Services at 516-6722.**

~~Christine Boston~~
~~Dover School District~~
~~Phone Number: 516-7208~~

Page 26: PAY PHONES: text deleted

~~Pay phones may not be used by students during regular school hours. All phones are equipped with Call Trace technology. It is a violation of criminal law to use any phone to harass, threaten or endanger anyone in a public building. Users may call 1-800-640-2043 to report such a call. Students face suspension from school for certain offenses. All other phones may only be used with the permission of faculty or staff.~~

Dover School District's Mission:
Strengthening our Community by Educating Every Child, Every Day!

NEW LANGUAGE ADDED:

TOBACCO, ALCOHOL, AND DRUG FREE ZONES

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

PARENTS' RIGHT TO KNOW

Through federal education law, parents have the right to request information on the professional qualifications of the teachers and paraprofessionals at our school. If you are interested in learning this information, please contact the school administration office at (603) 516-7200. Upon this request, you will receive a detailed explanation of the licensing, education and experience of each of our teachers. You will also receive information regarding the names and qualifications of the paraprofessionals at our school. At any time during the school year, parents must be notified if a child is assigned, or taught by, a teacher who is not highly qualified for four or more consecutive weeks. The parents' right-to-know provision also requires that each Title I school furnish, to each individual parent, information on the level of achievement of the parent's child in each of the state academic assessments required under the law.

NEW ENGLAND COMMON ASSESSMENT PROGRAM (NECAP) & SMARTER BALANCED ASSESSMENT

Students in grade 8 will complete the Science NECAP in May. Students in grade 5-8 will complete the Smarter Balanced Assessment. The Smarter Balanced Assessment System, which has replaced the NECAP in math, reading, and writing will be taken during the last 12 weeks of school. When we receive the results of this information, they will be shared with the public in a general format and then with individual parents at the earliest possible date. Parents may find information about the Smarter Balanced Assessment at www.smarterbalanced.org.

SAFETY/DRUG FREE PROGRAMS

From time to time throughout the school year, students at Dover Middle School will be exposed to various types of programming encouraging them to refrain from drugs, alcohol, and tobacco products, as well as refraining from other unsafe behaviors such as sexual activity and violence. If a parent objects in writing to a program, their child(ren) will not participate. And will be given access to an alternative activity.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Dover Middle School, with certain exceptions, will obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Dover Middle School may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. Information on how to notify the school of this desire as well as the desire to prevent your student's information from being shared with military recruiters will be provided at the beginning of the school year. The primary purpose of directory information is to allow Dover Middle School to include this type of information from your child's education records in certain school publications.

Examples include:

- Playbills, showing a child's role in a drama production
- The yearbook
- Honor roll or other lists of recognition
- Assembly programs
- Sports activity sheets/membership in clubs

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that publish yearbooks or manufacture class items.

If you do not want Dover Middle School to disclose directory information from your child's education records without your prior written consent, including to military recruiters, you must notify the school in writing by September 18, 2015. Dover Middle School has designated the following information as directory information:

- Name
- Address
- Telephone listing
- Electronic mail address
- Dates of attendance
- Grade level
- Participation in sports activities and clubs
- Height and weight for sports rosters
- Honors and awards received

PUPIL PRIVACY

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 4-1232h, requires Dover Middle School to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (protected information surveys):

1. political affiliations or beliefs of the student or student's parent;
2. mental or psychological problems of the student or student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of others with whom respondents have close family relationships;
6. legally recognized privileged relationships, such as with doctors, lawyers, or ministers;
7. religious practices, affiliations, or beliefs of the student or parents; or
8. income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (marketing surveys), and certain physical exams and screenings. A consent form is necessary for any protected information survey that is funded by the United States Department of Education. In these cases, a parent or guardian must sign and return the form to allow their child to participate in the survey. An opt-out

notification is necessary for any protected information survey not funded by the United States Department of Education. In these cases, parents will be informed of the surveys, and if they do not wish to have their child take part, they must contact the Guidance Office at 516-7207.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

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

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

- They are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason
- Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative accommodations
- Living in emergency or transitional shelters
- Abandoned in hospitals
- Awaiting foster care placement
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Unaccompanied youth who are youth not in the physical custody of a parent or guardian

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

SCHOOL PRAYER

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

Dover High School Student and Parent Handbook Revisions for 2015-2016

1. Equal Opportunity Policy Statement- language clarified that complaints should be made to the Director of Pupil Services and provided appropriate phone number

2. Academic Integrity- language added to Plagiarism Section: “This includes but is not limited to work produced by another student, an author, or found on the internet. Student work must be written in the student’s own words. Guidance in avoiding plagiarism is offered through English classes. A student should always consult his/her teacher for concerns around proper rewording, quotations, and citations.”

Language added to Cheating Section-“The use of electronic devices to store, copy, and distribute materials students are not supposed to possess is an act of cheating.”

3. Make-Up Work- language added to include, “Students are responsible for making up work due to field trips. In general students are allowed the same number of days to make up an assignment as the number of days missed though arrangements can be made with the individual teacher to facilitate the make-up process.”

4. National Honor Society Admissions Process- language clarified in multiple sections:

1. Faculty evaluations are used to supplement the Student Activity Information Forms gathered from each candidate. The faculty evaluations are used to support the strength of a student's candidacy in the areas of service, leadership, and character. Faculty evaluations are based on a 4-point system with four being high and one being low. Ratings of "two" or "one" are to be followed by commentary indicating the circumstances for the below-average ratings. Students must also submit a letter of recommendation from a reference outside of the school that attests to their character.
2. The Faculty Council is made up of a cross section of the faculty. The Council reviews the information from the Student Activity Form, faculty evaluations, and outside recommendations to determine who is selected for NHS induction.
3. The members of the Faculty Council vote on the induction decision.
4. If a student feels he/she has been wrongfully denied admittance to NHS there is an appeal process. The process begins with the advisor who will review relevant information with the student. This review will either help the student understand the Council's decision and provide effective direction for a successful application process the following year; or the student will decide to take the appeal to the next level. The next level involves a review of all relevant information by the school principal, who will then determine if the student's case warrants a revisit by the Faculty Council. The Faculty Council will then review their initial decision. A final appeal can be made to the principal who will make the final decision on the application.
5. Continued membership in the National Honor Society is incumbent upon the student remaining true to the standards associated with scholarship, leadership, service and character. A student membership can be revoked for behavioral issues including, but not limited to academic honesty and offenses resulting in suspension.

5. Attendance Procedures- language added that students who are absent cannot participate in any afterschool activity without approval by an administrator.

6. Tardy to Class- added language that after 10 minutes students should not be admitted to class and should be referred to the Dean's Office.
7. Late Arrival- Late Arrival added to Early Dismissal section to make late arrival procedures consistent with those of early dismissal and added that the privilege may be revoked at any time if a student is failing a class.
8. Electronic Devices- added language- "The recording and or taping of fights or other inappropriate conduct will result in disciplinary action with the minimum sanction being an ASI."
9. Dress Code- added hats and hoods to head coverings language.
10. Smoking- language added to include e-cigarettes and vapor pens- "Any student in violation of the laws concerning tobacco products and/or smoking, including e-cigarettes and vapor pens, will be referred to the Dover Police Department for further action pursuant to Chapter 126-K, Youth Access to and Use of Tobacco Product."
11. New language added:

TOBACCO, ALCOHOL, AND DRUG FREE ZONES

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

PARENTAL NOTIFICATION REQUIREMENTS

PARENTS' RIGHT TO KNOW

Through federal education law, parents have the right to request information on the professional qualifications of the teachers and paraprofessionals at our school. If you are interested in learning this information, please contact the school administration office at (603) 516-6900. Upon this request, you will receive a detailed explanation of the licensing, education and experience of each of our teachers. You will also receive information regarding the names and qualifications of the paraprofessionals at our school. At any time during the school year, parents must be notified if a child is assigned, or taught by, a teacher who is not highly qualified for four or more consecutive weeks. The parents' right-to-know provision also requires that each Title I school furnish, to each individual parent, information on the level of achievement of the parent's child in each of the state academic assessments required under the law.

NEW ENGLAND COMMON ASSESSMENT PROGRAM (NECAP) & SMARTER BALANCED ASSESSMENT

Students in grade 11, or those students who have becoming seniors without having taken these state mandated assessments, will complete the Science NECAP in May as well as the Smarter

Balanced Assessment. The Smarter Balanced Assessment System, which has replaced the NECAP in math, reading, and writing will be taken during the last 12 weeks of school. When we receive the results of this information, they will be shared with the public in a general format and then with individual parents at the earliest possible date. Parents may find information about the Smarter Balanced Assessment at www.smarterbalanced.org.

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FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Dover High School, with certain exceptions, will obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Dover High School may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. Information on how to notify the school of this desire as well as the desire to prevent your student's information from being shared with military recruiters will be provided at the beginning of the school year. The primary purpose of directory information is to allow Dover High School to include this type of information from your child's education records in certain school publications.

Examples include:

- Playbills, showing a child's role in a drama production
- The yearbook
- Honor roll or other lists of recognition
- Graduation programs
- Sports activity sheets/membership in clubs

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that publish yearbooks or manufacture class items.

If you do not want Dover High School to disclose directory information from your child's education records without your prior written consent, including to military recruiters, you must

notify the school in writing by September 18, 2015. Dover High School has designated the following information as directory information:

- Name
- Address
- Telephone listing
- Electronic mail address
- Dates of attendance
- Grade level
- Participation in sports activities and clubs
- Height and weight for sports rosters
- Honors and awards received

PUPIL PRIVACY

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 4-1232h, requires Dover High School School to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (protected information surveys):

1. political affiliations or beliefs of the student or student's parent;
2. mental or psychological problems of the student or student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of others with whom respondents have close family relationships;
6. legally recognized privileged relationships, such as with doctors, lawyers, or ministers;
7. religious practices, affiliations, or beliefs of the student or parents; or
8. income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (marketing surveys), and certain physical exams and screenings. A consent form is necessary for any protected information survey that is funded by the United States Department of Education. In these cases, a parent or guardian must sign and return the form to allow their child to participate in the survey. An opt-out notification is necessary for any protected information survey not funded by the United States Department of Education. In these cases, parents will be informed of the surveys, and if they do not wish to have their child take part, they must contact the Guidance Office at 516-6942.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

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

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

- They are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason
- Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative accommodations
- Living in emergency or transitional shelters
- Abandoned in hospitals
- Awaiting foster care placement
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Unaccompanied youth who are youth not in the physical custody of a parent or guardian

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

TO: Dr. Elaine Arbour, Superintendent of Dover Schools
Dover School Board
FROM: Deanna Strand, Director Dover Adult Learning Center
RE: Dover Adult Learning Center Staff Handbook Changes
DATE: May 5, 2015

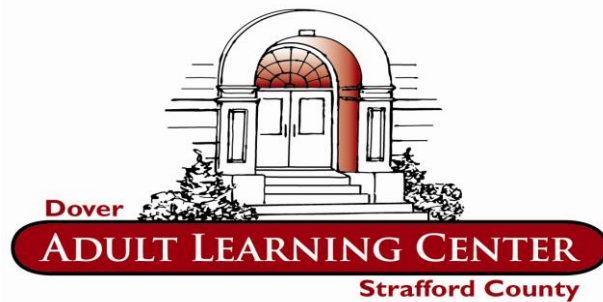
The DALC staff handbook was reorganized to make it a more easily accessible resource guide. Input from current staff was solicited and is reflected in this handbook.

Significant amounts of text were added to reflect practices currently in place, but previously not included in the handbook. These sections are indicated with **yellow** highlighting.

Existing policies or practices were revised. These are indicated by **blue** highlighting. Text to be removed is ~~struck out~~ and text to be added is ***bold and italicized***.

The following is a summary of significant changes to existing text:

- The Accident Emergency Policy was extensively rewritten to be in line with Dover School District policies and practices. This policy has been approved by the DALC Board. These changes are highlighted in blue, but not struck out and bolded/italicized, as they were too extensive to be represented clearly and simply.
- The Hiring and Advancement Policy for Adult Education Professional Staff has been revised to include a policy defining staff vacancies and outlining the process of filling these vacancies. This policy has been approved by the DALC Board and is pending approval by the Dover School Board at its May 11 meeting.
- The adult education wage scale was increased to reflect a 3% cost of living increase.
- The childcare section was revised to strengthen the requirement that a legal guardian must be present at all times when a child is in childcare and to clarify the hours and programs for which childcare is available.



www.doveradultlearning.org

DOVER ADULT LEARNING CENTER STAFF HANDBOOK

Transforming Lives Through Education

2015-2016

Adopted by the Dover School Board **5/12/2014**

DOVER LOCATION
McConnell Community Center
61 Locust Street
Dover, NH 03820
(603) 742-1030 Fax 743-4262
dalc@dalc-online.org

ROCHESTER LOCATION
First Church Congregational
63 South Main Street
Rochester, NH 03867
(603) 335-6200
dalc@dalc-online.org

Nondiscrimination

The Dover Adult Learning Center of Strafford County is an affirmative action, equal opportunity agency that does not discriminate in its education programs or policies, activities, scholarship and loan programs, or employment practices on the basis of race, color, national and ethnic origin, marital or veteran status, age, sex, non-job related medical condition or handicap, sexual orientation, or any other legally-protected status.

Dover Adult Learning Center Staff

Deanna Strand, Executive Director
Darlene Therrien, Office Manager
Heather Hughes, Office Assistant
Janet McConnell, Evening Assistant

Pam Shaw, Counselor/Dover
Tracey Donaldson, Counselor/Rochester
Donna Ciereszynski, Counselor Aide/Dover
Cynthia St. Germain, Counselor Aide/Rochester

Pam Shore, Career Pathways Coordinator
Tiffany Brand, Technology Specialist
Debbie Liskow, Adult Learner Services Coordinator

Tanya Delisle, Childcare Coordinator
Susan Hardy, Childcare Assistant
Barbara Rottet, Childcare Assistant

Dover Adult Learning Center Board of Directors 2014-2015

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GENERAL INFORMATION

Introduction

Welcome to the Dover Adult Learning Center Staff. This handbook was designed to be an active document for your reference and provides information about our students, programs, and policies.

One of the most important characteristics of an Adult Education employee is flexibility. This flexibility may need to be applied to the policies and procedures for students and staff. Please see Deanna Strand, the director, if an exception to a policy or procedure needs consideration for you, or one of your students.

Program Overview

Dover Adult Learning is a part of the New Hampshire Bureau of Adult Education, which supports education services to adults who have not received a high school diploma, high school equivalency (HiSET) certificate, or who do not read, write, or speak English. Please visit www.nhadulted.org for an overview on the New Hampshire Bureau of Education. This comprehensive site provides information on professional development opportunities, lesson plan ideas, and contact information for adult education mentors.

Governance

The Adult Learning Center director is appointed by the Dover School Board and is responsible to the Superintendent of Schools of SAU 11. The director also serves as the Executive Director of Dover Adult Learning Center, Inc., a private non-profit organization responsible for its operation.

Service Area

The Adult Learning Center is the adult literacy agency for Strafford County. Adults sometimes travel from more distant communities for specific classes.

Participants

Each year, approximately 2,500 people create 4,000+/- enrollments in adult education programs throughout Strafford County.

Facilities

- A. **Dover** – Offices, counseling, and classes are located on the second floor of the McConnell Community Center, 61 Locust Street, Dover, NH, adjacent to the Dover Public Library in downtown Dover (parking is behind the library). Many vocational and diploma classes meet evenings in classrooms and laboratories at Dover High School, as do many personal enrichment courses for the general public.
- B. **Rochester** – The Adult Learning Center offers Adult Basic Education (ABE) daytime and evening classes at the First Congregational Church, 63 South Main Street.
- C. **Farmington** – Evening ABE classes are held at Farmington High School. Daytime classes are held at the Goodwin Library.

Programs

The Adult Learning Center offers a wide range of programs throughout Strafford County:

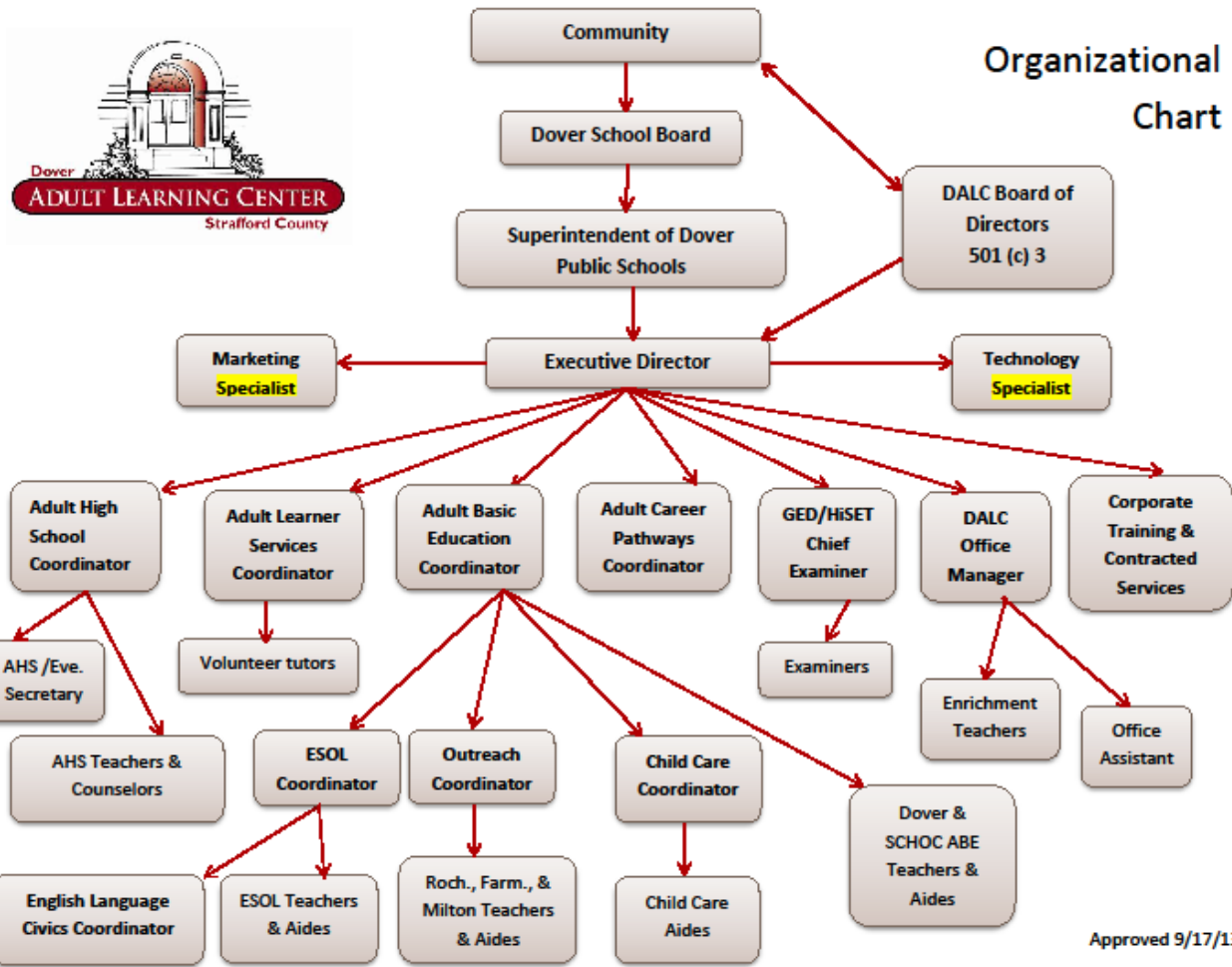
- A. Adult Basic Education (ABE) and high school equivalency classes for adults without a high school credential.
- B. English for Speakers of Other Languages classes (ESOL).
- C. The High School Equivalency Test (HiSET) testing.
- D. Adult High School (AHS) credit classes including algebra, history, chemistry, biology, social studies, and English for high school completion or college prerequisite.
- E. On-site training programs for employees, including computer skills, English language, and professional practices in the workplace.
- F. Adult vocational classes in computers and keyboarding; computer practice for adults.
- G. Community education and enrichment classes, such as photography, cooking, and art.
- H. Strafford County Adult Learning Services/Adult Tutorial Program that matches adults who need one-to-one assistance with trained volunteer tutors.
- I. ABE, High School Equivalency preparation and testing and vocational classes at Strafford County House of Corrections.
- J. Educational counseling and referral services.
- K. US Citizenship Preparation and Civics classes.
- L. Adult Career Pathways advising and classes.

Funding

The Adult Learning Center received the following funds for the 2014-15 academic year:

- A. State & Federal funds channeled through the New Hampshire Department of Education, Bureau of Adult Education and the Dover School District:
 1. ABE funds for basic skills, ESOL, college transitions, tutorial, and diploma programs.
 2. EL Civics for US Citizenship Education.
 3. Adult Post-secondary Transitions funds.
- B. State Bureau of Adult Education:
 1. Adult Learners Services/Tutorial Program.
- C. Local:
 1. Dover School District for director, office manager, and administrative services.
 2. Ongoing support and scholarship from First Parish Church Congregational and St. John's Methodist Church (when possible) and the Rotary Club of Dover.
 3. Donations from individuals, businesses, and "Friends of the Center."
 4. Sponsorships by local businesses and individuals for the annual Red's Race for a Better Community.
 5. Community Development Block Grant-Rochester for literacy instruction and High School Equivalency testing.
- D. Other:
 1. Student tuition for adult diploma, vocational, and enrichment classes.
 2. Third party tuition payments from employers and agencies, including local businesses, NH Employment Services, NH Health and Human Services, and Behavioral Health and Developmental Services of Strafford County.
 3. Program-specific grants and donations from companies and foundations.
 3. Fees for HISET, pre-employment, and other testing.

Organizational Chart



A Brief History of DALC

- 1968 High school counselor Ev Graves organizes Dover's first Adult Basic Education (ABE) classes at Dover High School (product of 1966 federal Adult Education Act).
- 1969 Irene Duffy starts daytime program at First Parish Church, childcare provided.
- 1970 Helen Phipps appointed director. Evening program moves to Dover Junior High.
- 1971 The Dover daytime program is honored with an award from the U.S. Secretary of Education as the most innovative in Region I (New England and New York).
- 1972 Dover Adult Learning Center incorporated as a private non-profit organization. Teen program started for the many youth who have been attending ABE classes.
- 1974 The first industrial GED class meets on-site at Davidson Rubber Company.
- 1977 Helen Phipps becomes Community Education Director, to include community education program as well as for ABE. Adult diploma and vocational classes initiated.
- 1978 Spring-First adult high school diplomas granted.
Fall-The former Advent Christian Church, 22 Atkinson Street is purchased by the city with federal funds, turned over to The Adult Learning Center for a dollar.
- 1980 First Certified Nursing Assistant classes added to the vocational training program. Debbie Tasker appointed as Executive Director.
- 1981 Displaced Homemaker program initiated, support groups and job search skills classes.
- 1982 First GED class at Strafford County Jail. Severe local funding cuts secretary and the teen program.
- 1983 Successful fund-raising drive keeps the Center open. ESOL grows, becomes NH's largest program; many refugees from Southeast Asia.
- 1984 Spring-Board of Directors sells the former parish house, committing the proceeds to investments to support operating expenses.
Fall-Adult Tutorial Program moves to The Adult Learning Center, provides volunteer tutors for ABE.
- 1985 The Adult Learning Center partners with the DHS Vocational Center to offer customized adult job training. Adult Tutorial Program expands to serve all of Strafford County.
- 1986 The Adult Learning Center develops a Teen Access program for pregnant and parent teens. It becomes a successful pilot project for the NH Division of Employment Security.

- 1987 Vocational Educational Support Program for out-of-school youth launched.
- 1988 The U.S. Secretary of Education recognizes the ABE program as the outstanding adult education program in Region One and one of six outstanding programs in the nation, commends DALC for "Excellence in Adult Education."
- 1989 First *In Our Own Words* published; The Adult Learning Center becomes an official GED testing center.
- 1990 New skills classes for JOBS clients referred by Human Services; GED classes on-site at Davidson-Textron; HIV awareness is offered; enrollment up 25%.
- 1994 First Strafford County funding; ABE begins in Rochester; 246 graduates (largest graduating class in county). DALC becomes "Dover Adult Learning Center, Serving Strafford County."
- 1995 Basic skills classes begin in Milton & Farmington; funding received for class at Mineral/Whittier Park in Dover Housing Authority community center.
- 1996 Dover receives an Even Start family literacy grant with DALC as the adult education partner. DALC joins the Dover Chamber of Commerce.
- 1997 25th Anniversary! Staff completes Real Life curriculum study with NH Charitable Foundation grant. DALC Board completes 5-year strategic plan.
- 1998 DALC celebrates 25 years, endows Helen Phipps/Debbie Tasker scholarship. ABE selected as national test site for Equipped for the Future.
- 1999 Outreach counselor added for off site basic skills class. Technology plan developed. ABE program a finalist for national award from Secretary of Education.
- 2000 Nellie Mae Foundation grant to help students transition to college. ABE staff develops health curriculum. Jim Verschueren appointed Executive Director.
- 2001 Total of 335 GED graduates sets new record; computer lab created with funding from Verizon. Extensive building renovations with Dover CDBG funds and help from TyCom, Inc.
- 2002 30th Anniversary! Celebrations include a well-attended public open house, an American Cancer Society Relay Walk for Life Team, a mini-golf tournament, a series of student profiles in *Foster's*, a new "Friends of The Adult Learning Center" membership organization, and an Adopt-A-Spot in Dover. Workforce Development initiative creates first set of employer on-site trainings and classes.
- 2003 CDBG funding for McConnell Center renovation.

- 2004 ABE classes and collaborative Explore! program launch in Farmington. Yard sale fundraiser begins. Move to McConnell Center endorsed by city council.
- 2005 DALC is a founding sponsor of Rotary Club bears.
- 2006 DALC Board of Directors launches Come Help Us Grow to raise \$100,000. Moved Rochester site to First Congregational Church (August); McConnell move completed (December).
- 2007 First programs in the McConnell Community Center (January). New collaborations with other McConnell tenants.
- 2008 Board adopts Strategic Plan. First Poker Room at Seabrook. Senior Counselor Donna McAdams retires after 30+ years.
- 2009 Deanna Strand appointed Executive Director.
Come Help Us Grow reaches \$97,000+; seven rooms named for generous donors!
- | | |
|-------------------------------|------------------------|
| TD Charitable Foundation | Joe B. Parks |
| Deborah Shelton & Mark Thomas | The Pentair Foundation |
| Kathryn Parks Forbes | The Verschueren Family |
| Jack & Judy Mettee | |
- 2010 Come Help Us Grow! Reaches goal of \$100,000.
- 2011 Helen Phipps Heritage Society established. Largest donation received in history of DALC from Lonza Biologics in amount of \$31,172.48.
- 2012 40th Anniversary of DALC celebrated with first ever silent auction gala, Opening Doors to Opportunity. DALC Board completes 5 year strategic plan. Dottie Holmes retires after 23 years.
- 2013 DALC Board adopts three year strategic plan.
- 2014 HiSET replaces GED in NH. DALC partners with Great Bay Community College to offer developmental college classes on campus.

STUDENT INFORMATION

Profile of Adult Learners

Defining adult learners is challenging because a "one-size fits all" definition does not apply. Our students' ages range from sixteen years old to senior citizens, and possess a myriad of educational levels and experiences. Students come to Adult Education for many reasons. They include:

- Prepare for and pass the high school equivalency test
- Complete an adult high school diploma
- Earn high school credits that are prerequisites for college
- Improve English language skills
- Improve math, reading, or writing skills for personal or professional development
- Prepare for the Accuplacer college entrance exam
- Take enrichment courses for enjoyment or skill development
- Lifelong learners

There are different paths our students can take to complete their educational goals. When a new student comes to the Adult Learning Center, he or she is interviewed to determine what program or combination of programs will best meet his or her needs and abilities.

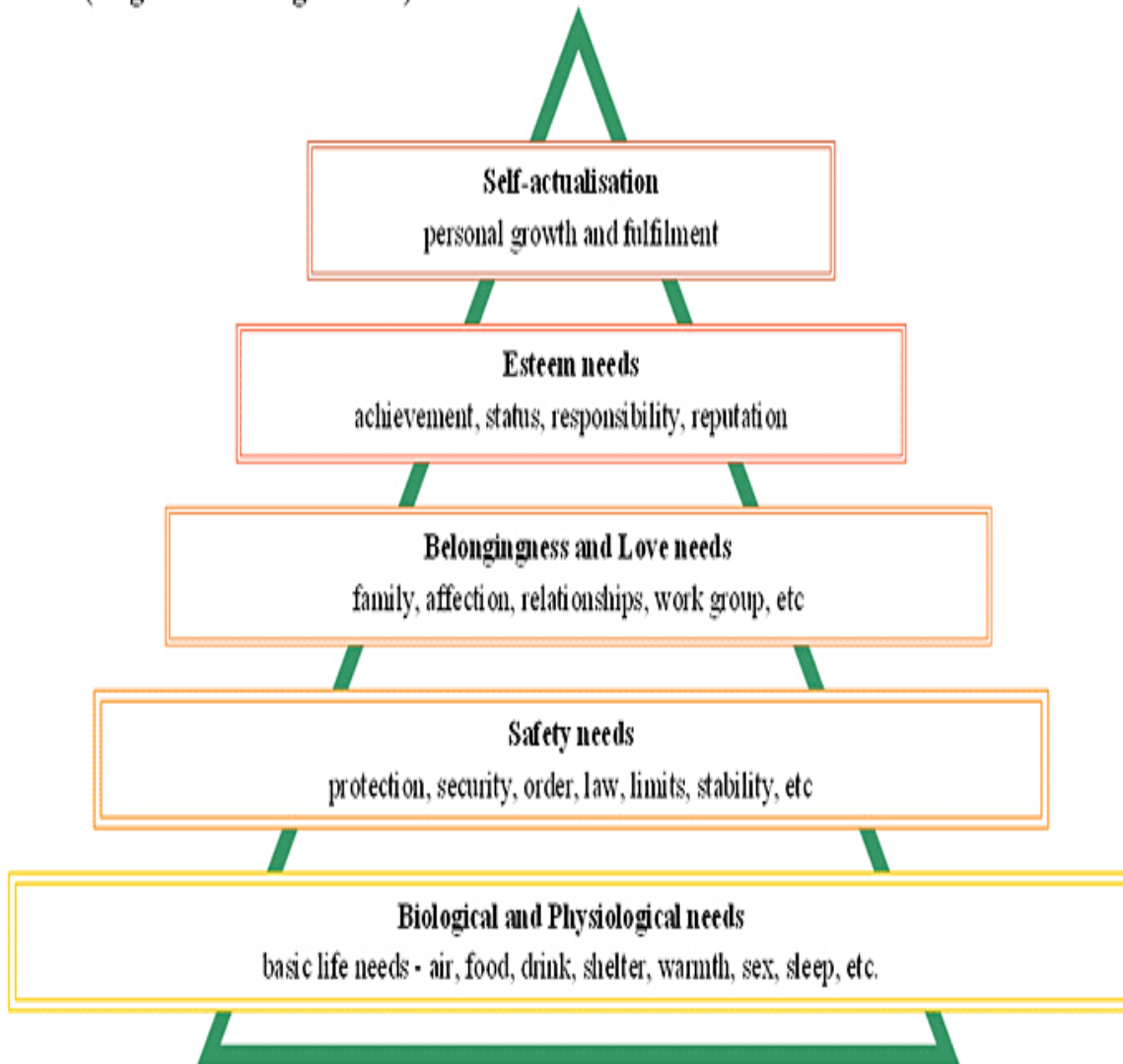
For our students, returning to school can be very stressful. Many of our students did not experience success the first time they attended school, and left for many different reasons. It is important that our teachers and staff recognize the difficulties our students have had and create an environment that is supportive, mutually respectful, and conducive to learning. Our students learn best when they can see the practicality of what they learn, and are able to apply that learning to experiences in their own lives.

In some cases, students may have mental health issues and learning disabilities that have not been disclosed during registration. If an instructor has concerns about any student, it is very important for the instructor to communicate with the counselors, so the student can be directed to services that can help.

It is very difficult for our students to focus on learning when many of their basic needs are not being met. Some of our students' physiological or survival needs are not being met because they do not have safe housing or food on a consistent basis. Dover Adult Learning Center has counselors who can refer our students to services which can help them fulfill their basic needs. Once our students' needs are satisfied, they can begin learning.

Please refer to A.H. Maslow's Hierarchy of Needs pyramid below.

Maslow's Hierarchy of Needs (original five-stage model)



© alan chapman 2001-4, based on [Maslow's Hierarchy of Needs](#)

Not to be sold or published. More free online training resources are at www.businessballs.com. Alan Chapman accepts no liability.

Learner Persistence

Students who experience success are those who demonstrate strong persistence skills. The staff at Dover Adult Learning Center can boost student persistence by implementing strategies throughout the program which include creating a sense of belonging, helping students understand their clarity and purpose, and helping the students understand the relevance to the material and skills being taught. Creating a sense of belonging will help students feel like they are a part of a community. When students have clarity and purpose, they will persist in setting and achieving their goals. Lastly, when instructors can help students connect learning to experiences and make learning relevant, students will be motivated to persist. Focusing on

persistence will empower students to achieve their goals and impact their success in and out of the classroom.

Acceptance of Students: Age Eligibility and Restrictions

- A. A person 18 or over, who has not earned a diploma or out of school, whose basic skills in reading and/or math are below 8th grade level on the TABE may attend Adult Basic Education classes.
- B. A person 16 or 17 years old may receive services from DALC as part of a documented alternative learning plan provided and approved by the school district where the student is enrolled.

**High School Equivalency testing (HiSET) policies are set forth
in the HiSET FAQ brochure.**

Adult Diploma Program policies are set forth in the Student Handbook.

Scholarships

Scholarships for tuition diploma classes and HiSET testing may be awarded to individual students. Many work out a payment plan. Those in need must complete a scholarship application. Scholarship support is provided by the Dover Rotary and private donations.

Student Conduct/Expectations

- A. Acceptance into each program is dependent upon consent of the director and instructor. Decisions are based on an interview by the counselor and on evaluation by appropriate staff.
- B. Recommendations for entrance must be completed by staff members of the referring agency when applicable. Agency staff will work with a DALC counselor.
- C. **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:**
 - 1. Be able to exhibit self-control in class and on public/school property.
 - 2. Be physically able to function in the program.
 - 3. Follow DALC's conduct rules.
 - 4. Arrange for their own transportation to and from classes.
 - 5. Be accompanied by support personnel from a referring agency at the Center's request.
 - 6. Be able to work independently in a group setting.
 - 7. Be capable of making academic progress.
 - 8. Obey the laws of New Hampshire, including:
 - a. No smoking on public/school property except in designated areas.
 - b. No possession, sale, or being under the influence of alcohol or other drugs on public/school property.
 - 9. Show respect for themselves, teachers, other students, and property. Disrespect will not be tolerated. Examples of disrespect include:
 - a) Disruptive behavior such as excessive talking or swearing.
 - b) Sexual harassment.
 - c) Insubordination.

- d) Plagiarism.

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

Attendance

In order for students to get the most out of their adult education class, they need to attend class regularly. Students should be advised of the following:

- A. Students need to call the office at 742-1030 if they are going to miss class. They should also let the office know if they have a child in childcare.
- B. For ABE students: if they miss 4 consecutive day classes or 2 consecutive night classes without notification, they will be dropped from the class.
- C. For ESOL students: if they miss 2 consecutive day or night classes without notification, they will be dropped from the class.
- D. If students miss more than half of their scheduled classes in a month, without notification, they will be dropped from the class.
- E. If students would like to return to their class after being dropped due to attendance issues, they must schedule an appointment and meet with the counselor before returning to class.

Storm Cancellations

- A. Daytime classes are cancelled whenever schools are closed in the same town. Dover classes follow Dover schools, Rochester classes Rochester schools, etc.
- B. Evening classes **do not** automatically cancel when day school classes are cancelled.
- C. Separate announcements are made after 4:00 pm on radio stations WTSN (1270 AM), WBYY (98.7 FM) and WMUR (Channel 9), or www.wmur.com.

The announcement will refer to Dover Adult Learning Center of Strafford County classes.

Confidentiality Policy

Guiding Principle

Adult student records and participation in our programs is considered confidential information. Confidential information may only be shared in order to serve the student, and with their written permission.

Basic Guidelines

1. According to the Family Educational Rights and Privacy Act (FERPA) of 1974, enacted as Section 438 of the General Education Provisions Act, student information that is considered “private” cannot be shared with anyone who is not designated on a release of confidential information form that has been signed by the student. Examples of “private” information include diagnosed disabilities, recovering substance abuse condition, and medical information including AIDS/HIV. If the student discloses any condition or disability that falls under the Privacy Act, the disclosed information cannot be shared with anyone without a signed form.
2. No confidential information or any other assessment information regarding a student can be shared externally for referrals or recommended testing without a signed release

of information form specifying the agency representative or diagnostician to whom the information is to be released.

3. Exceptions allowed without consent to the following parties or under the following conditions:

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law

Practical implications

- Adult education staff can share information when it is for a legitimate educational purpose (only if sharing information will help the student).
- Staff will not discuss private information outside of the center with classmates, family, or colleagues.
- When possible, signed consent is preferred when sharing any private information even with other schools.

Adopted October 21, 2014

Accident/Emergency Policy

We hope that no students will become ill or be injured in classes, but we should be prepared in case emergencies do arise. Please keep this emergency procedure list with you when you are teaching.

All accidents on school, McConnell Center, or outreach property, require a written accident report by the classroom teacher on duty. Accident report forms are available in the main DALC office and must be filed within 24 hours of the incident. Document the situation, the action taken, and the time of each.

Be sure to familiarize yourself with the directions the first time you teach in a classroom so you are prepared for an emergency.

A. IF A STUDENT NEEDS EMERGENCY MEDICAL AID

1. Stay with the victim.
2. Dispatch a responsible student to call the Dover Police Emergency #911.
3. Dismiss other students.
4. Continue to stay with victim until the police or ambulance arrives.
5. Call the main office (742-1030) immediately, or the next day if emergency occurred in the evening, to report the incident. Use the phone in the guidance office, the main office, or personal cell phone.

B. FIRE/EVACUATION:

Evacuation is used to clear the building for any reason (fire, hazardous materials, etc.). If this evacuation is due to a bomb scare, have the students face away from the building and be clear of the building by at least 500 feet.

IF YOU HEAR A FIRE ALARM, ASSUME IT IS A REAL FIRE!
FOLLOW THE STEPS BELOW:

1. Take your attendance roster with you.
2. Direct your class out of the building immediately, following the directions posted in your classroom for fire exits.
3. Do not stop for personal belongings unless instructed to do so.
4. Proceed to the designated area and check in with designated contact person.
5. Check for injuries.
6. Outside, check your roster to be sure that all students in attendance are accounted for. If a student is unaccounted for, inform emergency personnel at once.
7. Do not re-enter the building until told by an emergency personnel that it is okay to enter.

C. IN THE EVENT OF AN EMERGENCY REQUIRING A LOCK-DOWN

This action is used to secure all students and staff in rooms to clear the hallways and common areas of a school.

1. Any staff member can call for a lock-down.
2. Check areas immediately outside your room and direct any students or known adults to enter the room.
3. Doors and windows should be locked.
4. Turn off lights.
5. All students should be away from doors and windows. No one should be seen from the hall door. Remain quiet in order to hear further instructions.
6. If a student needs medical attention place a red index card on your door and another one on an outside window by the room number. A student needing to go to the bathroom is not a medical emergency.
7. This red index card can be used to help post the appropriate color on windows and doors.
8. Take attendance of everyone in the room.
9. If the fire alarm goes off during a lock-down do not evacuate until a recognizable voice gives you permission.
10. Remain quiet and calm while waiting for further instructions. Do not leave the room.
11. The lock-down is over when a recognizable voice declares that it is over.

D. UNIVERSAL PRECAUTIONS

All DALC staff members should be aware of and adhere to universal precautions when administering first aid. These include using gloves when coming in contact with blood or other bodily fluid, not reusing needles, and washing hands before and after contact, etc. Treat all patients as if they might be infected with an infectious disease.

Adopted by DALC Board November 18, 2014

Automated External Defibrillator Location: There is an AED for use by the Center's building tenants behind the Fitness Center's reception desk on the first floor.

All teachers are asked to have a cell phone number on file with the secretary in the building when and where you teach. Please keep your phone on and silenced as it is often the only means of communication in the event of emergency.

Student Safety

Learners must have a safe atmosphere for study. DALC will not tolerate inappropriate touching (assault), *assault*, or threatening in any of DALC's programs.

If a staff member observes fighting or assault or hears a threat of violence, the staff member* should contact the local police department immediately. If a staff member receives a report from a student that an assault has taken place or that a threat of violence has been received, the staff member should contact the local police department immediately. If a staff member learns that there has been a threat to student safety, such as a bomb threat, the staff member must evacuate all students immediately and then contact the police department.

**If an administrator or counselor is on the premises, the decision to call may be made by that person. If not, the teacher on-site will make the decision. Always err on the side of safety.*

Transportation of Students

- A. No Dover Adult Learning Center job description includes transportation of students.
- B. If you decide to provide transportation for a student, do so only if you are willing to accept the fact that liability in case of an accident will probably be your own.
- C. Under no circumstances should you provide transportation if you do not have substantial liability insurance as part of your automobile insurance policy.
- D. The risk you assume is similar to that assumed in giving a ride to a neighbor or acquaintance.
- E. For the same reasons, never ask a student to give a ride to a fellow student.

This cautious policy addresses our concern for student transportation. We help as much as possible by providing information about public transportation.

For school related field trips, a Recreation Department vehicle (15 passenger bus) may be requested through Gary Bannon, Recreation Director.

Graduation and Celebrations

Diploma students who complete the required credits and students who have passed the HiSET may take part in our annual graduation ceremony. The ceremony is held in June, typically in the auditorium at Dover High School. This is a wonderful opportunity for students to celebrate their accomplishments with their families, friends, and teachers. The night is truly student-centered with scholarship awards and essays read by students. Staff members who attend are asked to do so as volunteers.

Dover Adult Learning Center holds an end of year celebration for Academic Skills, HiSET, and ESOL students who do not have a completion goal such as graduation or who have not finished the program. All students receive a certificate of participation.

PERSONNEL POLICIES

DALC staff members, other than independent contractors, are employees of the Dover School Department. In filling out forms related to employment, the staff member should list Dover School Department as the employer.

Dover School Department personnel policies and procedures related to non-discrimination, sexual harassment, complaint procedures, hiring procedures, and equal opportunity apply.

Mileage Reimbursement

When staff travel out of DALC's working and service area of the Greater Seacoast (defined as in excess of 30 miles from Dover) and Strafford County, respectively, the organization will reimburse use of personal vehicles at the current federally defined rate. For group travel, staff members are encouraged to car pool; reimbursement for single travel is subject to the discretion of the DALC director.

Revised and Adopted May 15, 2012

Hiring and Advancement Policy for Adult Education Professional Staff

Professional staff members hired for the Dover Adult Education Program will be placed at an appropriate step of the Dover Adult Education Staff Pay Scale as recommended by the DALC director and approved by the Superintendent of Schools and the Dover School Board.

Professional staff members will include teaching or counseling in the adult diploma and adult basic education programs. Enrichment class teaching, tutoring, or other services not compensated at the professional level, service in other educational programs, and staff development training hours shall not be included.

In recommending professional staff members for an appropriate step, the DALC director shall take into consideration professional experience in education at all levels and particularly in adult education. Relevant industrial experience shall also be taken into consideration for vocational teachers. These experiences shall be evaluated and placement recommendation made according to the guidelines indicated here below. The Dover School Board reserves the right to make exceptions to the guidelines.

Progression to the next higher step on the adult education salary schedule will require the completion of 250 additional hours of successful professional services at Dover Adult Learning Center prior to the beginning of the academic year for which the salary level is being set.

Professional staff members are contracted to work for a specific period of time: a semester, a course or a year. Renewal of contracts is subject to grant funding and performance. A teacher may retain the same teaching load and schedule from year to year, provided grant funding allows and performance is satisfactory. Teachers may request changes to their schedule mid-

year or from one year to the next and may swap with one another for time slots, subject or level with program coordinator's recommendation and director's approval. If a teacher vacates a position without taking on another to replace it, that position will be posted internally, and applications taken and reviewed. If no suitable candidates are found, the position will be posted externally.

Approved by DALC Board March 17, 2015
Pending Adoption by Dover School Board

Guidelines for Initial Placement of Staff Members on the Adult Education Salary Schedule

- STEP 1 under 250 hours adult education OR 1-8 years teaching, industrial
- STEP 2 250-499 hours adult education OR 9 -16 years other teaching, industrial
- STEP 3 500-749 hours adult education OR 17 + years other teaching, industrial
- STEP 4 750 hours adult education

Adopted by Dover School Committee July 1981

- STEP 5 professional staff member with master's degree or above, ten or more years of successful adult education experience, and currently employed by DALC for twenty hours per week or more.

Approved by DALC Board September 1996

ADULT EDUCATION STAFF WAGE SCALE

Position		2015-16 rate
Enrichment Teacher/HiSET Supervisor		\$22.41
ABE/AHS Teachers*	Step 1*	\$22.41
	Step 2	\$25.25
	Step 3	\$27.97
	Step 4	\$28.96
	Step 5**	\$31.81
Teaching Aide/Receptionist/HiSET Proctor/Childcare Assistant	Step 1	\$12.68
	Step 2	\$13.15
	Step 3	\$13.64
	Step 4	\$14.11
	Step 5	\$14.60
	Step 6	\$15.07
	Step 7	\$15.55
	Step 8	\$16.03
Counselor Aide/Office Assistant/Childcare Coordinator	Step 1	\$14.03
	Step 2	\$14.49
	Step 3	\$14.95
	Step 4	\$15.41
	Step 5	\$15.87
	Step 6	\$16.33
	Step 7	\$16.79
	Step 8	\$17.25
Childcare Aide		\$9.46
Cleaning person		\$12.88
Technology Specialist	Step 1	\$15.50
	Step 2	\$16.02
	Step 3	\$16.53
	Step 4	\$17.04
	Step 5	\$17.56
	Step 6	\$18.07
	Step 7	\$18.57
	Step 8	\$19.08
Counselor	According to DTU Pay Scale	
Office Manager	DEOP Class 6	

*Placed according to guidelines on previous page
 Approved by DALC Board April 21, 2015

Time Card Directions

1. Please be sure to fill in full name and last 4 digits of your social security number.
2. Period ending: use date when the timecard is to be submitted by, from payroll calendar.
3. Please be sure to put date of each day you work.
4. Put in-and-out time for each day worked-class hours; this should include class hours only. Preparation time will be added by office staff in the amount of 1 hour per 7 hours in class. Any non- teaching hours (i.e. staff meetings) should be noted as such. Also note if you are subbing for another teacher.
5. Put hours per day.
6. Total hours.
7. Full-time staff should use the following symbols to indicate days not worked:
 - P: Personal
 - S: Sick
 - H: Holiday
 - V: Vacation
 - C: Cancellation (storm or otherwise)
8. Sign and return card to the office.
9. Where funded, prep hours are paid each pay period and will be added by office staff.

IMPORTANT INFORMATION ABOUT YOUR PAY

If DALC does not receive your time card by **noon** on the date specified for time card submission (see payroll calendar in this manual), we will have to assume that you intend to submit it for the next time period. Time cards may be brought or sent to the DALC office or given to the evening adult education secretary at Dover High School.

If you do forget to submit your time card, it can be accepted for the next submission date.

We transmit requests for payment along with your cards to the Dover School Department payroll clerk. Your check will be mailed to you by the School Department unless you make other arrangements. Checks are usually mailed one week after the date for time card submission.

If you have not received a check you are expecting by ten days after time card submission, please contact our office first (742-1030). We can check to be sure we've transmitted information correctly, then refer you to the School Department office if necessary.

Please feel free to contact us at any time with questions about your pay.

Substantial tuition support for professional development is also available through the New Hampshire Department of Education. Contact the DALC director for detailed information.

PROGRAM SPECIFIC INFORMATION

Class Evaluation procedures

Adult High School and ABE/ESOL courses are evaluated by students twice per period (semester or year). Enrichment courses are evaluated by students at the end of the course. Forms are distributed by teachers, completed anonymously and returned to the office where they are compiled and issued to the teacher and director. Teachers are encouraged to review the results and modify their practices accordingly.

Advocacy

Under guidance of the state director, Dover Adult Learning Center is very active in creating awareness of our purpose and progress with state and federal legislators and sharing the success students have experienced with us. Students are encouraged to register and vote.

When possible (contingent on funding), there is an advocacy coordinator on staff who facilitates a student letter writing campaign which generates awareness during state budget planning. This campaign has been very successful in securing and maintaining funding and teaching our students letter writing skills.

State legislators and school board members are all invited to attend Dover Adult Learning Center's June graduation ceremony--many of them attend.

Guidelines for Academic Skills (Adult Basic Education) and ESOL Teachers

These classes help lifelong learners improve their academic and life skills for real world application. Instructional focus includes classes in math, writing, and reading in the content areas and test taking skills. Classes are free and are funded through state and federal grants. For some students, this is the starting point to their educational journey, and they may progress to the continuum of pre-HiSET and HiSET classes. For some students, passing the HiSET may not be an obtainable goal. If this is the case, the director, counselors, and teachers help students reset their goals so success can be experienced and measured in alternative forms. Students are encouraged to become lifelong learners, whether or not they are able to pass the HiSET.

In addition to students needing to obtain a high school equivalency certificate, Academic Skills classes are also designed to help those with diplomas or HSE certificates strengthen their reading, writing, and/or math skills for career and college preparation. Based on the TABE assessment, students are placed into the subject area level that best meets their needs. Students will move through the continuum as their skills improve.

ESOL students come from all over the world and have a wide variety of educational backgrounds, ranging from PhD's to those not literate in their native language. The knowledge the students bring to class is based on how they learned in the past. Some ESOL students did not have the opportunity to attend school in their native countries, so the instructor must recognize each student's learning needs and styles and support the students to overcome the barriers that hinder their success.

ESOL classes are free and are funded through state and federal grants. Class instruction includes practice in listening, speaking, vocabulary, reading, writing, grammar, and pronunciation. To determine class placement, all students have an oral interview, are pre-tested with the CASAS, and must complete a writing sample. As a student's skills improve, he or she may move through the continuum of classes, levels 1-4.

A. Teacher Absence

The practice at DALC is for teachers to serve as substitutes for one another. There is an opportunity at the beginning of each year to sign up to substitute for particular classes.

If you must be absent, please alert both the DALC office and your immediate supervisor via phone or email as soon as you know you will be absent. If you have made substitution arrangements, please indicate that when you call or email.

B. Staff Meetings

All ABE/ESOL staff members are expected to attend the opening staff meeting, usually held on an evening during the week before classes begin. Important information about programs and policies for the new year are shared at this annual meeting.

Regular staff meetings are held during the months of October, December, January, March, and May. Dates are indicated in the calendar at the back of this handbook. Typically these are held during the second week of the month on both Wednesday mornings from 7:45-8:45am and Thursday evenings from 4:45-5:45pm. These times may vary due to conflict, so check the annual calendar.

In addition, department meetings (ESOL, Childcare, ABE Dover, and ABE Rochester) are held during the months of November, February, and April. Program Coordinators schedule these meetings based on availability of individual staff people.

All staff meetings are paid time.

C. Program Coordinators

Each department within the ABE/ESOL Program (ABE Dover, Outreach, ESOL, Adult Career Pathways) is assigned a Program Coordinator. The Program Coordinator is responsible for the following:

1. Be the first line of communication for students and teachers regarding their program.
2. Be familiar with the grant that funds their program and its requirements.
3. Develop programs and policies in response to demand and in consultation with director and team.
4. Stay in regular communication with the director about current events in their program.
5. Use technology frequently and comfortably to interact with program management team and to create necessary documents and reports.
6. Attend monthly program coordinator meetings.
7. Be available outside of teaching/counseling time for meetings and other work as allowed by grant.
8. Keep or create records and reports as necessary.
9. Take lead on DALC Strategic Plan Goals relevant to their program.

10. Identify and recommend improvements such as space, assessment, and curricular materials.
11. Attend state meetings as appropriate and available.
12. Supervision and observation of program staff.
13. Contribute relevant information to all-staff meetings.

D. Classroom Attendance

1. Daily attendance records are required for each class.
2. Use DALC Attendance Excel Spreadsheet to record student hours (see spreadsheet directions at dalctech.wikispaces.com).
3. The name on attendance sheet must match name on enrollment.
4. Enter last name first and alphabetize list. Please enter both names.
5. Note student separations on the spreadsheet.
6. Add any changes or information on the spreadsheet, including: got a job, registered to vote, new address or phone number, etc.
7. Email or hand in attendance sheet to the aide in the counselor's office at the end of the month.
8. Remove separated students from next month's list.

E. Student Separation From Class

1. When a student is absent from class for two or more days without explanation, please give a "pink note" to the counselor. The counselor will note contact in student folders and give note back to the teacher. It may be helpful to note this on attendance sheets as well.
2. If student does not return by the end of the month, note "separate" on monthly attendance.
3. Remove student from the attendance sheet for the next month.
4. Turn in attendance to the counselor's aide at the end of the month.
5. Counselor's aide enters attendance for the class.
6. Counselor's aide separates students noted for separation from data base. Separation letters are sent to students.
7. Student folders go into recruiting pile or inactive files.

F. Reactivating a Student

1. If a student returns to class after being separated, please tell him/her that he/she must meet with counselor before returning.

G. New Student No-Shows

1. If a new student does not show up for your class as planned, please return the intake or enrollment to the counselor with a note stating "No-Show." Try to do this within a few class days of the no-show.

General HiSET Information for Teachers

A. What is the HISET?

The High school equivalency (HISET) test includes five sections:

1. **Language Arts, Writing** (multiple choice usage questions and an essay): 2 hours
2. **Social Studies** (multiple choice questions on passages about history, sociology,

- economics, etc.; may include maps, charts, and editorial cartoons): 1 hour 10 minutes
3. **Science** (multiple choice questions about passages on biology, general science, physics, etc.; often includes diagrams and directions): 1 hour 20 minutes
 4. **Language Arts, Reading** (multiple choice interpretive questions on poems, passages from stories; may include cartoons, bits of dialogue, etc.): 1 hour 5 minutes
 5. **Math** (multiple choice questions in word-problem format: includes arithmetic, beginning algebra and geometry; formulas provided; a calculator may be used): 1 hour 30 minutes

B. Who can take the HISET test?

In New Hampshire, a person who is 18 or older and who has not completed high school. People 16 and 17 years old may register to take the test only with authorization from the school district where the student is enrolled.

C. How do people register to take the official test?

At DALC, we require that a test-taker complete the following steps in order to reserve a testing slot for the official HISET test:

1. Present a government-issued, photo ID card as proof of age and identity
2. Submit proof of having passed pre-tests
3. Documented school district approval if under 18.
4. Complete HiSET registration online.
5. Schedule HiSET tests in the DALC office.
6. Pay the test fee (\$95) or submit proof that an agency will pay. *Scholarships are available for students who need them.*

D. How is the passing level determined?

HISET results are reported as standard scores. The Educational Testing Service establishes norms on a sample of American high school seniors. The passing score is set at the point where forty-two per cent of high school seniors fail. A perfect score for each test is 20; a perfect combined score is 100. In order to pass the HiSET and obtain a New Hampshire HiSET certificate, all three of the following criteria must be met:

1. Minimum of 8 to pass any one test. Any test under 8 must be retaken.
2. Average score of 9 or better.
3. Total combined score of 45 or higher.

Guidelines for Adult Diploma High School and Vocational (Computer) Teachers

The Adult Diploma program is for students choosing to earn high school credits which can be applied toward a diploma. Diploma students take semester long classes (45 hours) based on the subjects they need to complete the credit requirements. Credits earned through previous high school experience, college, professional training, work or military experience count toward the 20 credit requirement. NH Ed 702.05 provides the core minimum requirements for graduation.

A. Staff Meetings

Adult High School teachers are encouraged to attend the opening staff meeting, usually held during the week before classes begin. Important information about programs and policies for the new year are shared at this annual meeting. Staff meeting time is paid time.

B. Professional Development

Adult High School teachers are welcome to participate in any state sponsored professional development opportunities (see below). New teachers may be required to attend the new staff workshop. Typically, one AHS-specific training is offered at DALC annually. All AHS teachers are strongly encouraged to attend.

C. Curriculum-Syllabus

A copy of the *curriculum syllabus* for each class must be on file in the DALC office. The *curriculum syllabus* may be in outline form.

D. Grading

1. All students who will be receiving high school credit must be evaluated using an examination or process that is on file at DALC. Please include a description of your grading process in your *curriculum syllabus*. If you give a final examination, please submit a copy before your last meeting.
2. ~~We use~~ **DALC uses** the Dover High School grading system (see grading section of this handbook).
3. Warning policy: **Any student who is in danger of failing should receive a progress report in time to have an opportunity to improve, no later than mid-term.**
4. Grades for all credit students must be submitted on either a class grade report form or the final attendance form within one week after the last class. **Grades must be submitted in numeric format.**
5. Reporting grades to students: If you plan to give out grades on the last day of class, please request grade report forms from the office at least 10 days in advance. They will be prepared with all information except the final grade, which you can fill in and sign. Otherwise, please fill out and sign a grade report form within one week after your class ends. Grades are mailed to students by the office.

GRADING SYSTEM

A+	98-100	B+	87-89	C+	77-79	D+	67-69	F	59 and below
A	93-97	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

E. Student Certificates

All students successfully completing academic and vocational classes may receive certificates. Please submit the certificate form 10 days before your last class so certificates can be prepared and signed. Be sure names are spelled as students wish. It is your responsibility to request certificates.

F. Attendance

1. Take attendance carefully. Your attendance reports become an official record.
2. The following is published in the ~~Adult High School~~ **DALC Student Handbook**:
 - a) Adult high school classes follow a college model of 45 hours per class,

significantly fewer than in a traditional high school program. Therefore, excellent attendance is especially important. Students should plan to attend every class session and should expect to spend at least one hour of home study for every hour spent in class. *Students may not join a one credit course after the second class meeting or a half credit class after the first meeting.*

- b) Class attendance and participation are important in all adult high school classes; attendance and participation will constitute a percentage of the final grade for each student. Many classroom activities, including skills practice, laboratory work, and group discussion, cannot be made up; absence from class, however good the reason, will result in a lower grade.
- c) A student who misses a class for any reason must assume all responsibility for finding out about and completing makeup work. Students must get assignments and notes from other students and must arrange to make up any tests or quizzes. Teachers are not expected to accept any makeup work that is turned in more than one week after the student's absence.
- d) or the reasons previously given, it is generally impossible to grant credit for an adult high school class if a student has more than two absences, even if the reason is a completely understandable one such as a prolonged medical problem. In cases where there is a clear documented medical reason for absence, such as hospitalization, the student may apply to the Board of Directors for a tuition refund.
- e) Tardiness Policy: Students are expected to be on time for classes. A quarter absence will be applied if a student is five minutes or more late at the start of class or returning from a break.

G. Rooms

1. Rooms must be left as found with chairs and desks in their original positions, boards erased, etc. *Please be sure that lights are turned off and doors closed when you leave.*
2. You are responsible for seeing that your students adhere to building rules such as not smoking or leaving food and drinks in classrooms.
3. The evening adult education secretary will be in the guidance office at Dover High School or at DALC most evenings. Please give her attendance reports, time cards, and certificate requests.
4. Students may take breaks in the cafeteria area.

According to NH State law, there can be no smoking anywhere in school buildings or on school grounds or at the McConnell Center at any time of day. Smoking in the school building, outside of school, or in the Dover High School parking lot is a violation of state law. Students who wish to smoke must go off school grounds, to either end of Alumni Drive (Route 108 or Bellamy Drive) or to the designated area at the McConnell Center.

Guidelines for Enrichment Teachers

Dover Adult Learning Center offers enrichment classes during the evenings to the community. Class offerings change each semester and range from yoga, to foreign language, to painting, to computer skills. DALC employees are permitted to take one enrichment class per semester, free of charge except supply fees.

A. Student Certificates

Students successfully completing a computer or enrichment class may receive certificates when the class ends. Teachers requesting certificates are asked to submit the certificate form 10 days before the last class so certificates can be prepared and signed. Be sure names are spelled as students wish. It is your responsibility to request certificates.

B. Attendance

Please keep a record of attendance and pass it in to the counselor office at the end of class (or sooner upon request).

C. Rooms

1. Rooms must be left as found with chairs and desks in their original positions, boards erased, etc. *Please be sure that lights are turned off and doors closed when you leave.*
2. You are responsible for seeing that your students adhere to building rules such as not smoking or leaving food and drinks in classrooms.
3. The evening adult education secretary will be in the guidance office at Dover High School or at DALC most evenings. Please give her attendance reports, time cards, and certificate requests.
4. Students may take breaks in the cafeteria area.

According to NH State law, there can be no smoking anywhere in school buildings or on school grounds or at the McConnell Center at any time of day. Smoking in the school building, outside of school, or in the Dover High School parking lot is a violation of state law. Students who wish to smoke must go off school grounds, to either end of Alumni Drive (Route 108 or Bellamy Drive) or to the designated area at the McConnell Center.

Standards for Classes with Potential Commercial Content

The Board of Directors has adopted a policy recommended by LERN (Learning Resources Network).

Each individual program determines its own course or subject offerings. However, there is no reason to indiscriminately ban any subject offering in which there is a potential commercial content in the financial interest of the teacher. (For example, should a painting class taught by a painter be prohibited because a student might want to purchase one of the teacher's own works?) Instead, recognizing that adult learners want and expect to have their classes taught by people with experience in the subject, when there are classes in which there may be potential commercial content in the financial interest of the teacher, the following is recommended:

A. Procedures and Practices

1. Catalog descriptions.
 - a. Class descriptions in the brochure should represent the nature of the class fairly and honestly.
 - b. If the instructor is associated with a commercial venture related to the subject being taught, that should be stated in the catalog.

2. Teacher Experience and Qualifications.
 - a. The teacher's experience and qualifications should be put in writing (resume, teacher biography, letter or form).
 - b. That record shall be available to present and prospective participants upon request.
 - c. It is the responsibility of the teacher to ensure that the record is accurate, and maintaining an accurate record is the responsibility of the teacher.

3. Selling.
 - a. Class time should not be used to overtly and explicitly sell a product or service with which the teacher is associated or can financially benefit.

4. Literature
 - a. Literature, including flyers and business cards that are principally commercially oriented to the teacher's financial interests, should not be distributed in class.
 - b. Literature may be made available to participants before or after class time UPON REQUEST of the participant.

5. Evaluations
 - a. Programs should have participant evaluations of each teacher.
 - b. The evaluations should have been conducted within the past 24 months.
 - c. These evaluations should be available to prospective participants upon request.

B. Responsibility

1. Outside Activities

- a. The program and its administration are not responsible for any activities that take place outside of the class between the teacher and participants.
- b. Participants take responsibility for their own learning and making their own choices.
- c. Participants recognize that each teacher not only has, but also has a right to have, certain opinions on a given subject.

2. Teacher Opinions

- a. The opinions of any given teacher do not necessarily represent those of the program or administration.
- b. Neither the program nor its administration takes responsibility for the content of the class or the verity of what is being taught.

C. Applicability

The recommended procedures are applicable ONLY to classes, activities, or educational programs in which the teacher is associated with a commercial venture related to the subject being taught. The recommended procedures do not necessarily apply to other classes or activities being offered.

The recommendations also do not mean to imply that a teacher cannot suggest or recommend a product or service with which the teacher is NOT associated. For example, it is quite acceptable for a gardening teacher to recommend a certain seed company, or a software instructor to recommend a word processing program, as long as the teachers do not stand to financially benefit from the sale of those products or services.

Adopted by DALC Board December 15, 1992

Childcare

On-site childcare is available **for all classes** Monday through Friday at **DALC in Dover the Dover McConnell Center during daytime** class hours (9am-2:30pm) for children of participants in programs such as those listed below. Children of parents for intake and testing may use childcare service as available with prior notice.

- HiSET Preparation
- Adult Basic Education
- English for Speakers of Other **Languages (including Civics, Citizenship, ESOL mini courses/electives/enrichment and Discussion Groups)**

The Adult Learning Center provides childcare for two important reasons:

1. So that parents can attend classes without having to arrange for babysitting, and
2. For children to have a good pre-school experience while their parents are in classes.

Childcare space is limited and the staff is concerned about the health, safety, and teaching of the children. Therefore, children can attend childcare only if they meet these guidelines:

- 1. A parent or legal guardian has registered the child for childcare with the counselor.**
- 2. A parent or legal guardian is attending class on campus. Parents may not leave the premises while they have children in childcare (i.e., for a field trip).**
- 3. The child is between the ages of six weeks and seven six years.**
4. The child is not enrolled in public school and, therefore, missing school while attending here.
5. The child is not sick with a communicable disease.
6. The parent has completed an information form for the childcare teacher's use.

Access Fees:

- \$10.00 per month per family.
- No cost to NHEP clients.
- Scholarships available to families unable to pay.

DALC staff reserve the right to set limits on the number of children enrolled, based on their age and activity level. At some times, students may have to wait until an opening arises before they can enroll their children.

CHILDREN (INCLUDING ALL UNDER SIXTEEN) MAY NOT BE AT THE ADULT LEARNING CENTER AT TIMES WHEN CHILDCARE IS NOT PROVIDED.

PROFESSIONAL DEVELOPMENT

Certification is required for all adult diploma program teachers. It is not required for Academic Skills/HiSET and ESOL positions, but if an instructor is certified, it is strongly recommended that certification be maintained. The Dover School District does not maintain professional development hours or files for recertification for Adult Education employees.

Please refer to www.education.nh.gov/certification if you have any questions regarding your certification.

Professional staff members are expected to participate in a minimum of 8 hours of professional development activity each year. Examples of such activities include:

- | | |
|--------------------------------------|---------------------------------------|
| --State sponsored staff development | --Coaching/mentoring |
| --Center sponsored staff development | --College classes |
| --Action research | --Focus/study groups |
| --Classroom visits/observations | --Online courses |
| --Regional conferences | --Participation in special projects |
| --Internet-based learning | --Video conferencing |
| --Independent reading | --Research and curriculum development |

State Sponsored Professional Development

Each year the Staff Development Office of the Bureau of Adult Education organizes several free conferences and workshops for adult educators. These activities are designed to meet the needs of those working in the field as well as to keep practitioners abreast of new and developing theories, techniques and methodologies for working with adults. These include:

- The Fall Conference for Adult Educators
- Workshops for New Staff
- The Spring Adult Education Conference (traditionally at Waterville Valley)
- ESOL Sharing Groups

A complete list and calendar of state sponsored professional development opportunities is available at <http://www.nhadulted.org>.

Practitioners and mentors attending Bureau of Adult Education-sponsored workshops or conferences are usually eligible to receive \$15 per hour plus mileage. *This does not apply to the Fall State Adult Education conference, which is unpaid by the state.* DALC staff may submit up to 6 hours of paid time for attendance at the fall conference.

Center Sponsored Professional Development

DALC offers three professional development workshops each year. These are typically held from 9am-12pm on the Thursday before the Thanksgiving, February, and April vacation periods. Classes are suspended during these workshops, so all may attend. Professional staff members who attend these workshops are paid for up to three hours of training time.

Program Self Evaluation and Professional Development Plans

In the spring of each year, The Bureau of Adult Education conducts a program self-evaluation. All staff people are expected to participate in this process. During the program self-evaluation, professional staff will complete a teacher self-assessment and a program assessment. Using these tools to identify areas for improvement, each teacher will create a professional development goal for the year. Each teacher will also meet annually with the director or program coordinator to review progress on their current goal and to set a goal for the coming year.

Classroom Observations

Professional staff may expect up to two informal classroom observations per year. These may be announced, unannounced, or by request of the teacher. The teacher will receive feedback in writing after the observation.

A formal observation may be conducted at the request of the teacher, the program coordinator, or the director. A formal observation will include a preview meeting, the observation itself, and a follow up meeting after which a written observation report will be provided to the teacher.

A summary of all observation(s) will be provided within -a year at the annual professional development meeting or upon request.

Tuition Waiver/Tuition Support

By vote of the Board of Directors, September 2004, DALC will waive tuition for staff to take DALC enrichment and personal development courses on a seat-available basis, provided there is sufficient paid enrollment for the class to be held. Staff members are expected to purchase their own supplies and materials.

The DALC budget includes a small fund for Professional Development activities not reimbursed by the Bureau of Adult Education or other sources.

Substantial tuition support for professional development is also available through the New Hampshire Department of Education. Contact the DALC director for ~~detailed~~ more information.

Revised February 27, 2015

Courses for College Credit

The State Bureau of Adult Education will provide up to \$200 per credit for college courses. Applications will be judged on relevance of the course to the applicant's position in the local adult education program. An applicant must submit the Application for Tuition Support form and the Letter of Recommendation from Program Director form to the Bureau of Adult Education in time to receive approval PRIOR to the beginning of his/her class. Forms should be submitted to the address below:

Bureau of Adult Education
NH Department of Education
21 South Fruit Street, Suite 20
Concord, NH 03301

Approved applicants will receive a check for the agreed upon amount after they complete the course and submit a receipt for payment and a passing course grade.

Additional information about tuition support and appropriate forms can be found at <http://www.nhadulted.org/educators/staffdevelopment/tuition.html>

Practitioner Initiated Activities

Staff development activity sponsored by outside institutions, agencies, organizations, or programs may be eligible for reimbursement. In order to be reimbursed, the activity must have the approval of the practitioner's program supervisor and be directly related to the work that he/she is doing. The amount of reimbursement follows the guidelines below and is dependent on the availability of funds. To access these funds, a participant must submit a Request for Support Form to the Staff Development Office, obtain a signed contract, and submit proper receipts, proof of attendance, and evaluation form.

No activity will be reimbursed unless it has been approved ahead of time by the Staff Development Office.

Additional information and forms may be found at
<http://www.nhadulted.org/educators/staffdevelopment/reimbursement.html>

For more information about reimbursement for practitioner-initiated activities, contact:

Robin Letendre
Staff Development Office
Second Start
17 Knight Street
Concord, NH 03301
Telephone (603) 635-3379
Email rletendre@second-start.org

New Hampshire Adult Education Initiatives

A. Mini-grant Projects

Twice each year, adult educators are invited to apply for mini-grants to complete special projects. Funding up to \$650 per project supports educator time and the creation of materials to share with other teachers.

B. Individual Study Project

Twice each year, adult educators are invited to apply for individual study projects that may be used to develop a curriculum for one's own class or to conduct research related to one's adult education teaching. Funding up to \$500 per project supports educator time and any related expenses.

More information is available at
<http://www.nhadulted.org/educators/nhinitiatives/grants.html>.

TECHNOLOGY AT DOVER ADULT LEARNING CENTER

Dover Adult Learning Center is committed to providing appropriate technology resources to support teaching and learning in all of our locations. A Technology Specialist is available to support and train staff in the use of technology. The following is a summary of technology policies and available resources.

Technology Use Policy

All staff members are required to agree to the DALC technology use policy (below) and the Dover School District SchoolNET email policy before using technology resources at DALC. These documents are located at <http://dalctech.wikispaces.com/files>.

DALC Tech Website

The most up-to-date resources on using technology at DALC are located on the DALC Tech website. The address for this site is <http://DALCTech.wikispaces.com>. Resources on DALC Tech include:

- Current Technology at DALC news
- Links to educational websites and class resources
- Technology professional development opportunities
- Instructions and tutorials for DALC technology
- Electronic files and forms

Email

DALC staff employed for the school year will be issued a Dover School District email address. Staff must sign the Dover School District SchoolNET email policy document before receiving access to their account. Email is accessed through the district Outlook Web App site: <https://mail.dover.k12.nh.us>. It can also be accessed on mobile devices (see <http://dalctech.wikispaces.com/files> for instructions).

DALC Student Wi-Fi

Wireless Internet access is available for staff and student-owned devices in McConnell center classrooms. The DALC Student Wireless access points are password protected, and the password is changed each school year. Students and staff must sign the DALC Technology Use policy each year to receive the password to use on their personal devices.

Available Equipment

A. Classroom Equipment in Dover and Rochester:

- Desktop computers with Microsoft Office software and access to the Internet.
- Projector, iPad, and document camera.

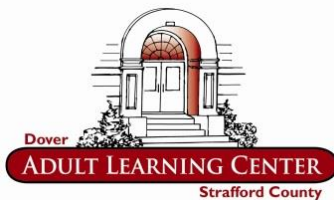
B. Shared Equipment for Sign-Out

The equipment sign-out book is located in the DALC Dover office. Equipment can be reserved ahead of time or signed out as needed.

- Laptop Cart with 8 laptop computers, document camera, and projector. The cart is housed in the McConnell Center Computer Lab, Room 301. There is a travel case available so laptops can be transported to other DALC locations (Rochester, DHS, etc.) Laptops can be signed out as a group or individually.
- iPads – Extra iPads are located in the laptop cart.

C. Computer Lab

- A computer lab with 12 desktop computers is located in Room 301 in the McConnell Center.
- Volunteer proctors facilitate open computer lab times for student and public use. A schedule of times is posted on the lab door.



COMPUTER AND INTERNET USE POLICY AND GUIDELINES

Policy

We are pleased to be able to offer the use of computers and access to the Internet for Strafford County residents as part of Dover Adult Learning Center's commitment to helping adults enhance their life-coping skills and improve their lives through basic education, job training, high school completion, and enrichment classes.

The Internet is a global connection of networks much like the phone company system. It provides the means to access information and share ideas from a wide array of resources. The vast information available over the Internet is of sound value. There may be a small percentage of information that is considered questionable, pornographic, controversial, illegal or otherwise objectionable. Dover Adult Learning Center accepts no responsibility or liability for questionable material found on the Internet. Users must use the Internet at their own risk.

Guidelines

- 1) Before using computers at the Dover Adult Learning Center (DALC), users must read this document in full, initial the bottom right corner, and fill out the computer user registration form on the reverse side.
- 2) Internet users may sign up for free email services such as Yahoo or Gmail. Email applications which use software on a DALC computer may not be used. Any material ordered from a vendor over the Internet must be paid for by the user via their credit card only. DALC cannot guarantee complete privacy and/or security for these transactions. DALC will not be responsible or liable for these transactions.
- 3) Users are expected to engage in responsible, ethical use of the Internet, which includes not displaying text or images which are inappropriate. Users may not use the Internet accessible via DALC computers for any illegal purpose including, but not limited to unauthorized access, software piracy or violation of copyright laws. Viewing, storing or transmitting sexually explicit material is prohibited.
- 4) In order to prohibit the sharing of viruses that can harm operating systems, installation and/or download of software on DALC computers is prohibited.
- 5) Email attachments from unknown senders should be deleted without opening. If the attachment seems suspicious, notify DALC staff. Viruses are often spread by enclosing them in email attachments that look legitimate. Email attachments from known senders should be scanned for viruses. Do not disable the automatic scanning that takes place on your machine.
- 6) The alteration of any DALC computer configuration, including – but not limited to operating system, setup, screen settings or files – is not allowed under any circumstances.

- 7) Any flash drive, CD or other external storage media must be checked by a proctor or instructor before being used.
- 8) Personal devices are welcome, but they may not be hard wired to our network without prior authorization from DALC technology staff. The DALC Student Wireless network is available in our Dover location for students and staff to access the Internet on their personal devices. Users are required to abide by the Internet use guidelines listed in this document while connected to DALC Student Wireless.
- 9) DALC personnel, in order to prevent any abuse of the system or to recover from disaster, reserve the authority to inspect any and all materials transferred by or stored on the DALC network. This inspection can occur at any time and without any cause.
- 10) Violation of the above guidelines and policies may result in termination of DALC computer and network access.

Initials _____

Adopted by DALC Board May 20, 2014 - Replaces Computer and Internet Use and Registration



Internet and Computer Registration Form

I have read or had read to me and fully understand the Dover Adult Learning Center's "Computer and Internet Use Policy and Guidelines" and agree to abide by these policies. I will not hold Dover Adult Learning Center responsible for materials accessed on the Internet or any other consequences of Internet or computer use.

Date: _____

Name (print): _____

Signature: _____

Street Address: _____

Town/City/State: _____ Zip _____

Phone Number: _____

DOVER ADULT LEARNING CENTER GENERAL & PAYROLL CALENDAR
2015-2016*

	M	T	W	TH	F		M	T	W	TH	F	
AUGUST/ SEPTEMBER 2015	31 X	1 8	2 9	3 10	4 11		FEBRUARY	1 8	2 9	3 10	4 11	5 12
	14	15	16	17	18		15	16	17	PD	19	20
	21	22	23	24	25		X	X	X	X	X	X
	28	29	30				29					
OCTOBER	5 X	6 13	7 SM	8 SM	9 16		MARCH	7 14	8 15	2 SM	3 SM	4 11
	19	20	21	22	23		21	22	23	24	25	26
	26	27	28	29	30		28	29	30	31		
NOVEMBER	2 9	3 10	4 X	5 12	6 13		APRIL	4 11	5 12	6 13	7 14	8 15
	16	17	18	PD	20		18	19	20	PD	22	23
	X	X	X	X	X		X	X	X	X	X	X
	30											
DECEMBER	7 14	8 15	2 SM	3 SM	4 11		MAY	2 9	3 10	4 SM	5 SM	6 13
	X	X	X	X	X		16	17	18	19	20	21
	X	X	X	X	X		23	24	25	26	27	28
							X	31				
JANUARY 2016	4 11	5 12	6 SM	7 SM	8 15		JUNE	6 13	7 14	1 8	2 9	3 10
	X	19	20	21	22		20	21	22	16	17	18
	25	26	27	28	29		27	28	29	30	31	3

SPECIAL DATES (in bold)

Wednesday, September 9: Opening All Staff Meeting, 4-7 p.m.
 Monday, September 14: ABE/ESOL classes begin
 Monday, September 14: AHS fall term classes begin
 September: New Staff Workshop (TBD)
 October: Fall Adult Education Conference (TBD)
 October: HiSET Supervisor Meeting (TBD)
 Thursday, December 17: ABE/ESOL classes end
 Tuesday, December 22: AHS fall term classes end
 Tuesday, February 9: AHS spring term classes begin
 Wednesday, June 1, AHS spring term classes end
 Thursday, June 2: ABE/ESOL classes end
 Friday, June 3: End of Year All-Staff Gathering, 4-7 p.m.
 Thursday, June 16: Graduation (tentative date, assuming no snow days or other disruptions)

KEY

PD: Professional Development Day/No AM Classes
 X: No School
 X: Office closed/no school
 SM: Staff Meeting (Morning-Wednesday, Evening-Thursday)

Time cards are due on highlighted dates

**Subject to change*

DOVER SCHOOL DEPARTMENT

The Dover School Department acts as a fiscal agent for the Dover Adult Learning Center. The Dover School Department is the employer of all Center personnel and staff members are responsible to the Superintendent of Schools and the Dover School Board, as well as The Adult Learning Center's Board of Directors.

Dover School Board 2014-15

Amanda L. Russell, Chairperson
Betsey Andrews Parker, Vice Chair
Kathleen Morrison, Secretary
Sarah Greenshields
Michelle Muffett-Lipinski
Carole Soule McCammon
Doris Grady

Dr. Elaine M. Arbour, Superintendent of Schools
McConnell Center, Suite 401, 61 Locust Street, Dover, NH
Telephone: 516-6802

Karen Taylor
Business Administrator
516-6808

Paula Glynn
Curriculum Coordinator
516-6706

Also responsible for compliance with non-discrimination
and sexual harassment policies

Dot Groulx
Accounting Manager
516-6810

Silvia Weeks
Payroll/Benefits Clerk
516-6812



AGREEMENT OF UNDERSTANDING

I have read and fully understand the Dover Adult Learning Center's Staff Handbook 2015-2016 in its entirety and agree to abide by its rules and policies.

Date: _____

Name (print): _____

Signature: _____

Street Address: _____

Town/City/State: _____ Zip _____

Phone Number: _____

TO: Dr. Elaine Arbour, Superintendent of Dover Schools
Dover School Board
FROM: Deanna Strand, Director Dover Adult Learning Center
RE: Dover Adult Learning Center Student Handbook Changes
DATE: May 5, 2015

1. Additions:

Text has been added to comply with legal requirements.

Back of Cover

All policies herein are subject to change, and changes may be subsequent to this publication and may not be reflected in this handbook. Every effort has been made to reflect current laws.

Page 11

The McKinney-Vento Act guarantees access to High School Equivalency by homeless youth up to the age of 21. You are considered homeless under the McKinney-Vento Act if you lack “a fixed, regular, and adequate nighttime residence.” If fees are a barrier to your participation, those fees will be waived or paid with donations.

Page 14

FERPA

The Family Educational Rights and Privacy Act (FERPA): FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record.

For more information you can go to www.ed.gov.

DISABILITIES

The American with Disabilities Act (ADA) of 1990: Section 504 of the Rehabilitation Act of 1973 was the first civil rights legislation specifically written to protect the rights of individuals with disabilities. Section 504 guarantees that a person with a disability will not be discriminated against because of that disability in any program receiving federal funds.

The American with Disabilities Act (ADA) of 1990 extends the scope of Section 504 to cover private as well as public programs and services. The ADA requires these entities to “level the playing field” for individuals with disabilities by providing accommodations and auxiliary aids, and by making their services physically accessible to anyone with a disability. For more information you can look on www.ada.gov.

2. Changes:

There are no significant changes to existing text; Most changes relate to adjustments in scheduling.

Page 4

Most classes meet after day school or in the evening, ~~twice a week, for a 9 week period during the school year.~~ There is a tuition charged for most classes.

Page 5

Most adult high school classes begin in September and ~~March~~ **February**.

Pages 5-6

Class Hours

A one-credit class meets for a total of 45 hours; **a half credit class meets for a total of 22.5 hours.** ~~Usually~~ The schedule *may* include two class meetings a week for 2½ hours a night for a period of nine weeks, eighteen sessions in all **or one meeting a week for 3 hours for a period of 15 weeks.** ~~A typical class meets from 6:30 to 9:00 p.m. Some classes meet Monday and Wednesday nights; others meet Tuesday and Thursday nights; some~~ **classes** meet late afternoons.

Page 11

Test Schedules

Both computer-based and paper-based tests are offered in Dover. Computer-based tests are offered once a month on Saturday and paper-based tests are offered ~~on two Wednesday evenings per month.~~ Paper-based tests only are offered in Rochester ~~twice a month~~ **on** Tuesday ~~and/or~~ Thursday afternoons.

Page 12

On-site childcare is available Monday through Thursday, 9 a.m. – ~~2:15~~ **2:30p**.m. for children of participants in our Dover daytime program.

Page 15

Learners must have a safe atmosphere for study. DALC will not tolerate touching, **assault** (~~assault~~) or threatening in any of the DALC's programs.

Page 17:

School Calendar has been updated to 2015-2016.

ELAINE M. ARBOUR, Ed.D.
Superintendent of Schools
e.arbour@dover.k12.nh.us

KAREN M. TAYLOR
Business Administrator
k.m.taylor@dover.k12.nh.us



CHRISTINE BOSTON
Director of Pupil Personnel Services
c.boston@dover.k12.nh.us

PAULA GLYNN
Director of Curriculum, Instruction and
Assessment
p.glynn@dover.k12.nh.us

THE DOVER SCHOOL DISTRICT

SCHOOL ADMINISTRATIVE UNIT #11
McCONNELL CENTER
61 LOCUST STREET SUITE 409
DOVER, NEW HAMPSHIRE 03820-4132
TEL (603) 516-6800
FAX (603) 516-6809

TO: Dover School Board
FR: Elaine M. Arbour, Ed.D., Superintendent of Schools
RE: Donation Approval
DATE: May 11, 2015

The Garrison School PTA has chosen to allocate up to \$1500.00 to the Garrison School for the purchase of a new projection screen and projector for the school to use in assemblies. The current set up is not large or bright enough for all school assemblies. The school will work with the technology department to ensure that the new equipment is keeping with current purchasing guidelines. Garrison School and the entire Dover School District greatly appreciate the donation and support of the Garrison School PTA.

I would like to respectfully request your acceptance of the donation noted above. School Board policy KCD requires that gifts of \$500 or more must be approved by the School Board. Thank you for your consideration.

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Superintendent of Schools
e.arbour@dover.k12.nh.us

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TO: Dover School Board
FR: Elaine M. Arbour, Ed.D., Superintendent of Schools
RE: Donation Approval
DATE: May 11, 2015

Jeff and Mary Petry have chosen to donate 2 jet skis and a trailer to the Dover High School Career and Technical Center. These items will be used as subjects for the technical programs. The value of each Jet Ski is \$1,510.00 and the value of the trailer is \$200.00. The Career and Technical Center greatly appreciates this generous donation and thanks Mr. and Mrs. Petry, as these items will provide essential practice for students in the tech programs. After the jet skis are in proper operating condition, they will be surplusd according to school district policy.

I would like to respectfully request your acceptance of the donation noted above. School Board policy KCD requires that gifts of \$500 or more must be approved by the School Board. Thank you for your consideration.

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FAX (603) 516-6809

TO: Dover School Board
FR: Elaine M. Arbour, Ed.D., Superintendent of Schools
RE: Donation Approval
DATE: May 11, 2015

Liberty Mutual Group, Inc. has chosen to donate \$1,000 to the Dover Middle School Drama Club. This donation will help to offset costs of productions by the DMS Drama Club. Dover Middle School and the Drama Club greatly appreciate this donation and thanks Liberty Mutual for their support and generosity.

I would like to respectfully request your acceptance of the donation noted above. School Board policy KCD requires that gifts of \$500 or more must be approved by the School Board. Thank you for your consideration.

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TO: Dover School Board
FR: Elaine M. Arbour, Ed.D., Superintendent of Schools
RE: Donation Approval
DATE: May 11, 2015

The Dover High School Class of 1984 has chosen to donate \$750.00 to the Dover High School. Prior to raising the donated funds, representatives from the class spoke with DHS Principal Peter Driscoll about purchasing a display case for student work and awards. Dover High School greatly appreciates this donation and thanks the Class of 1984 for their support and generosity.

I would like to respectfully request your acceptance of the donation noted above. School Board policy KCD requires that gifts of \$500 or more must be approved by the School Board. Thank you for your consideration.

Scholarship Name	Trust Acct No.	Principal	As of March 31, 2015	
			Income	Total
Guy Bergeron Memorial Scholarship	8809	\$8,881.64	\$346.37	\$9,228.01
Jason P Gabarro Memorial Scholarship	8810	\$0.00	\$1,379.01	\$1,379.01
Hildred Berwick Teaching Scholarship	8811	\$211,531.23	\$20,877.32	\$232,408.55
George Kay Vocational Scholarship	8812	\$15,402.39	\$482.88	\$15,885.27
DHS Merit Scholarship	8813	\$44,789.37	\$6,535.59	\$51,324.96
Mary McCooey Scholarship	8814	\$12,688.33	\$504.41	\$13,192.74
Anna K. Buckley Scholarship	8815	\$11,553.37	\$327.00	\$11,880.37
Raymond Martineau Scholarship	8816	\$5,726.68	(\$4,496.98)	\$1,229.70
Ike Isaacson Scholarship	8817	\$0.00	\$535.54	\$535.54
Mary Ellen Driscoll Scholarship	8818	\$1,283.91	\$4,754.75	\$6,038.66
Pete McDonough Scholarship	8819	\$3,389.26	\$11,205.74	\$14,595.00
Bernard Ryder Scholarship	8820	\$899.72	\$1,277.10	\$2,176.82
Linda Ivey Scholarship	8821	\$1,973.91	\$10,256.85	\$12,230.76
Alan Sheldon Scholarship	8822	\$0.00	\$1,207.83	\$1,207.83
Mike Wilson Scholarship	8823	\$0.00	\$2,866.66	\$2,866.66
Arnold 'Bud' Falcione Scholarship	8824	\$1,851.12	\$8,770.26	\$10,621.38
Charles & Zena Boulanger Scholarship	8825	\$281.16	\$1,592.84	\$1,874.00
John F. Kenney Scholarship	8826	\$0.00	\$6,388.64	\$6,388.64
Edward D. Lozier Scholarship	8827	\$0.00	\$5,616.04	\$5,616.04
The Wave Expendable Trust	8828	\$5,818.89	(\$2,771.36)	\$3,047.53
Donald & Rita McLeod Scholarship	8829	\$0.00	\$6,383.34	\$6,383.34
Maria Faskianos Scholarship	8830	\$2,418.00	\$753.33	\$3,171.33
Class of 1971 Scholarship	8831	\$1,124.65	(\$995.35)	\$129.30
Brandon Cullen Scholarship	8832	\$2,052.28	\$461.20	\$2,513.48
Antonia Kretsepes	8834	\$770.47	(\$486.13)	\$284.34

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Total Ida Whitcomb 2013-2016, Timothy Leonard 2014-2017
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Total

Requests to Run Classes of Less than 10 for School Year 2015-2016

Organic Chemistry: 4 requests

Rationale: There were 4 requests for Organic Chemistry and 3 requests for AP Chemistry. Both were new courses we were planning to offer next year that attract the same students that want advanced chemistry skills and knowledge to prepare them for post-secondary education in STEM disciplines. After meeting with some of the 7 students, it makes the most sense to combine the students and offer Organic Chemistry to all 7 and not offer AP Chemistry. We have room in the teaching schedule to offer this course.

Game Design II: 8 requests

Rationale: 12 students were enrolled in Game Design I this year and 8 want to move on to Game Design II. The hope is to make this a CTE program in the future to meet the need for training students in computer programming for post-secondary education and careers.

****All of the classes below are expected to have an enrollment of at least 10 once the school year starts based on the rationale.****

History of Medieval Europe: 8 requests and 6 alternates.

Rationale: Last year we had 12 enrolled in July and 16 were enrolled in the course in the fall after add/drop. We anticipate additions from the alternate category.

Mixed media: 8 requests and 15 alternates

Rationale: This is a new class for next year designed to give freshmen more alternatives. Because upperclassmen have priority enrollment in many courses, freshmen often do not get into their first choice electives. As a result, many of the students that chose this as an alternate selection will be enrolled in this course.

Geology and Society: 3 requests

Rationale: We would like to run this class second semester as a new elective. There are currently no alternatives to obtaining the required DHS Earth science credit other than taking the course as a freshman or the recovery class designed for students who failed the course as freshmen. Students that transfer in after freshmen year often need this credit and the recovery course is not the best fit for many of these students. This course would be a place for students that transfer in over the summer or in the fall to fulfill this graduation requirement. We also have the room in the teacher's schedule after changing Introduction to Earth Science from a 1 credit to 0.5 credit course. There are currently at least 5 students that Guidance is aware of that have put in schedule requests for Earth Science Recovery that would change to this option if the class will run, giving us at least 8 not counting incoming transfers next year and any additional students during the add/drop period.

Rock lab: 9 requests and 8 alternates

Rationale: This is a new course that has not gained popularity yet and should fill with the alternate requests. This course is designed for musicians that are not interested in the traditional band/chorus courses but have musical talent and/or interest to be developed.

Physical Science Recovery: 7 requests

Rationale: More students will become eligible for this at the end of the year if they fail Physical Science.

Science Lab Skills: 11 requests and 29 alternates (request to run two sections-1 each semester)

Rationale: This new course for next year is designed to help freshmen and sophomores gain the skills they need to be successful in science class, specifically the expectations of Biology sophomore year. Only 2 of the requests came from upcoming sophomores. We anticipate that once some of these students start to struggle in Biology that they will enroll in the course for second semester as a support to help them succeed in Biology. We also anticipate that many of the incoming freshmen who chose this as an alternate will be enrolled in this course when they don't get their first choice electives. There is room in the teaching schedule to teach two sections of this course.

Math Applications: 6 requests

Rationale: This 0.5 credit course is designed for seniors as one of the ways to complete the required math classes for graduation. Students often end up doubling up on second semester 0.5 credit classes as seniors if they fail a course first semester. This year's enrollment was 14 and we expect a similar size for next year as seniors realize the need for additional math credit.

April 2015 Condition of Accounts

General Fund

General Fund - Description	FY15 Budget	FY 15 Actual to Date	Over/(Under) Budget	Anticipated
Non Tax Revenues				
Tuition-Regular-Other NH Districts	\$ 14,797	\$ 14,608	\$ (189)	\$ -
Tuition-Barrington-DHS	\$ 2,527,237	\$ 1,598,620	\$ (928,617)	\$ 921,548
Tuition-Nottingham-DHS	\$ 1,206,499	\$ 835,975	\$ (370,524)	\$ 257,253
Tuition-SPED Aides	\$ 37,500	\$ 172,246	\$ 134,746	\$ -
Tuition-CAREER AND TECH-NH Districts	\$ 51,000	\$ 45,662	\$ (5,338)	\$ 25,225
Tuition-CAREER AND TECH-Out of State (Maine)	\$ 22,000	\$ 24,388	\$ 2,388	\$ 24,388
Tuition-Preschool Program	\$ 8,000	\$ 11,050	\$ 3,050	\$ -
Tuition - Summer School	\$ -	\$ 3,013	\$ 3,013	\$ -
Athletic Transportation - DMS	\$ 12,000	\$ 6,381	\$ (5,619)	\$ 1,500
Athletic Transportation - DHS	\$ 40,000	\$ 16,489	\$ (23,511)	\$ 17,000
DHS Transportation	\$ 17,250	\$ 19,048	\$ 1,798	\$ -
Other Local Revenue	\$ 32,782	\$ 5,914	\$ (26,868)	\$ 6,900
State Adequate Education Grant	\$ 7,058,518	\$ 7,058,518	\$ -	\$ -
School Building Aid	\$ 675,018	\$ 675,018	\$ (0)	\$ -
Catastrophic Aid	\$ 170,000	\$ 230,962	\$ 60,962	\$ -
CAREER TECH Tuition Aid	\$ 100,000	\$ 227,128	\$ 127,128	\$ -
CAREER TECH Transportation Aid	\$ 10,000	\$ 1,853	\$ (8,147)	\$ -
Indirect Cost Allocation	\$ 85,000	\$ 38,053	\$ (46,947)	\$ -
Impact Aid	\$ 2,500	\$ 2,897	\$ 397	\$ -
Adult Basic Ed. Reimbursement	\$ 65,000	\$ -	\$ (65,000)	\$ -
Medicaid Distribution	\$ 250,000	\$ 431,060	\$ 181,060	\$ 100,000
Transfer from Capital Reserves, (Impact Fees)	\$ 200,000	\$ -	\$ (200,000)	\$ -
Revenue:	\$ 12,585,101	\$ 11,418,880	\$(1,166,221)	\$ 1,353,814

General Fund - Description	FY15 Budget	FY 15 Actual to Date	Budget Balance Remaining	%
Expenses				
1100 REGULAR EDUCATION PROGRAMS	\$ 19,631,950	\$ 19,872,790	\$ (240,840)	-1.23%
1200 SPECIAL EDUCATION PROGRAMS***	\$ 7,083,225	\$ 7,439,669	\$ (356,444)	-5.03%
1300 CAREER AND TECH EDUCATION PROGRAMS	\$ 2,361,711	\$ 2,155,696	\$ 206,015	8.72%
1400 CO-CURRICULAR ACTIVITIES AND ATHLETICS	\$ 588,406	\$ 544,498	\$ 43,908	7.46%
1600 ADULT/CONTINUING EDUCATION PROGRAMS	\$ 210,000	\$ 193,870	\$ 16,130	7.68%
2100 SUPPORT SERVICES - Students	\$ 2,994,469	\$ 2,887,459	\$ 107,011	3.57%
2200 SUPPORT SERVICES - Instructional Staff	\$ 933,370	\$ 883,991	\$ 49,379	5.29%
2300 SUPPORT SERVICES - General Admin.	\$ 1,141,358	\$ 1,000,344	\$ 141,014	12.35%
2400 SUPPORT SERVICES - School Admin.	\$ 2,301,520	\$ 2,155,078	\$ 146,442	6.36%
2600 SUPPORT SERVICES - Operation Maint/Plant	\$ 3,839,660	\$ 3,688,763	\$ 150,897	7.83%
2700 SUPPORT SERVICES - Student Transportation	\$ 1,927,055	\$ 1,890,106	\$ 36,949	4.64%
2800 SUPPORT SERVICES - Centralized Services	\$ 796,145	\$ 675,475	\$ 120,670	15.16%
2900 SUPPORT SERVICES - Other	\$ 427,886	\$ 328,843	\$ 99,043	23.15%
	\$ 44,236,755	\$ 43,716,582	\$ 520,173	1.18%

April 2015 Condition of Accounts
Special Revenue Funds

Revenues	FY15 Budget	FY 15 Actual to Date	Budget Balance Remaining
Cafeteria (2800)			
Day Sales - Meals	\$ 852,919	\$ 676,445	\$ 176,474
State Nutrition Aid	\$ 20,000	\$ 19,995	\$ 5
Federal Nutrition Aid	\$ 652,000	\$ 448,173	\$ 203,827
Commodities	\$ -	\$ 49,060	\$ (49,060)
Café - Other	\$ -	\$ 2,222	\$ (2,222)
Fresh Fruit and Vegetable Program - Provide fresh fruit and vegetable snacks at Woodman Park School	\$ -	\$ 11,490	\$ (11,490)
Sub-Total Cafeteria Revenue	\$ 1,524,919	\$ 1,207,386	\$ 317,533
Special Programs (2950) - eRate	\$ 48,000	\$ 57,073	\$ (9,073)
Tuition Programs (3810)	\$ 147,044	\$ 79,161	\$ 67,883
Alternative Education (3825)	\$ 663,682	\$ 475,432	\$ 188,250
Facilities (3830)			\$ -
Transportation Fees	\$ 500	\$ 527	\$ (27)
Gate Receipts	\$ 23,000	\$ 18,187	\$ 4,813
Facilities Rental	\$ 95,500	\$ 86,887	\$ 8,613
Field User Fees	\$ 5,131	\$ 3,824	\$ 1,308
Parking Lot Revenue	\$ 48,000	\$ 48,692	\$ (692)
Other Income	\$ -	\$ 170	\$ (170)
Sub-Total Facilities Revenue	\$ 172,131	\$ 158,287	\$ 13,844
Total Revenue :	\$ 2,555,776	\$ 3,026,436	\$ 882,128

Expenses	FY15 Budget	FY 15 Actual to Date and Encumbrances	\$	Fund Balance @ 6/30/2014
Cafeteria Expenses (2800)	\$ 1,524,919	\$ 1,538,383	\$ (13,464)	\$400,784
Special Program Expenses (2950) - eRate	\$ 48,000	\$ 27,101	\$ 20,899	\$0
Tuition Program Expenses (3810)	\$ 147,044	\$ 85,981	\$ 61,063	\$0
Alternative Education Expense (3825)	\$ 663,682	\$ 560,776	\$ 102,906	\$62,422
Facilities Expense (3830)	\$ 172,131	\$ 142,200	\$ 29,931	\$293,422
Total Expenses:	\$ 2,555,776	\$ 2,354,441	\$ 201,335	

**April 2015 Condition of Accounts
State and Federal Grants Funds**

State and Federal Grant Revenues	FY15 Budget	FY 15 Actual to Date	Budget Balance Remaining
2821 - Title I, Part A and Part D - Part A - Helping at-risk and disadvantaged students meet high standards. Part D - For neglected or delinquent students who are at risk. Part D assists in funding an education component at the Dover Children's Home.	\$ 923,674	\$ 487,052	\$ 436,622
2822 - Title II, III - Preparing, training & recruiting Highly Qualified Teachers and Principals. Language instruction for English Language Learners.	\$ 350,641	\$ 134,958	\$ 215,683
2823 - Perkins/Apprenticeship Program - Carl Perkins Grant Funding was established to improve Career Technical Education Programs. Apprenticeship Program conducts related instruction for registered apprentices in plumbing and electrical trades in the State of New Hampshire.	\$ 283,702	\$ 169,146	\$ 114,555
2824 - Adult Education - Five separate grants that are designed to to assist individuals 18 years and older imrove skill levels in reading, math and writing; learn english; help adults prepared for career or college; learn Civics and prepare for the U.S. Citizenship test.	\$ 672,133	\$ 382,802	\$ 289,331
2826 - IDEA/Preschool - "The Individuals with Disabilities Education Act of 2004". The grant provides assistance for Child Find activities, Coordinated Early Intervention Services and other Special Education programs, services and personnel.	\$ 859,966	\$ 277,552	\$ 582,414
Total Federal Grant Revenue	\$ 3,090,115	\$ 1,451,510	\$ 1,638,606

State and Federal Grant Expenses	FY15 Budget	FY 15 Actual to Date and Encumbrances	Budget Balance Remaining
2821 - Title I	\$ 923,674	\$ 839,376	84,297.65
2822 - Title II, III, IV	\$ 350,641	\$ 264,841	85,800.25
2823 - Perkins	\$ 283,702	\$ 241,081	42,620.74
2824 - Adult Education	\$ 672,133	\$ 501,502	170,631.08
2826 - IDEA	\$ 859,966	\$ 824,748	35,217.89
Total:	\$ 3,090,115	\$ 2,671,548	\$ 418,568

