



Social and Emotional Learning

Dear Dover School Community,

The Dover School District has formed a Social Emotional Learning (SEL) Task Force charged with the responsibility to develop SEL systemic policies, practices, and programming that will contribute to the improvement of school climate, behavior, attendance, graduation rates, and academic achievement. The development of social and emotional learning extends beyond the schools and into the families that compose our District. Social emotional learning in many ways impacts our daily interactions and behaviors, and as parents, we have expectations for our children's behavior and how they interact with the world. I believe the family is the primary caregiver and educator for every child. Every parent and guardian shares in the responsibility of helping their children to develop the appropriate behaviors and attitudes to successfully navigate and contribute to their family and community.

In a recent *Phi Delta Kappan* article by Rebecca Bailey, Laura Stickle, Grethchen Brion-Meisels, and Stephanie Jones, indicated in the pre-school years, children develop basic emotional skills such as recognizing and communicating feelings and managing anger and sorrow. Executive function skills emerge around age 4 and develop during the early years of school. The authors provide the following grade-by-grade sequence of appropriate social emotional learning for elementary grades. Knowing these benchmarks may assist you in supporting your child in the area of social emotional learning.

- **Kindergarten - (5 and 6 years old) - Stop and think power:** Learning to wait, share, take turns, and practice self-management following classroom routines.
- **Grade 1 - (6 and 7 years old) - Focus power:** Increasing the amount of time students can pay attention to adults' instructions, listen to peers, and concentrate on tasks and activities.
- **Grade 2 - (7 and 8 years old) - Remember power:** Becoming more independent and carrying out multi-step tasks, following directions, and making and carrying out detailed plans.

In the next two grades, students use these foundational skills to understand the world through others' eyes and resolve conflicts:

- **Grade 3 - (8 and 9 years old) - Empathy and perspective-taking:** Recognizing and responding to others' feelings, needs, wants, ideas, and perspectives, and caring about friendships with peers.
- **Grade 4 - (9 and 10 years old) - Conflict resolution skills:** As relationships become more complicated, students need adult guidance on how to deal with disagreements and conflicts when they arise.

In the upper-elementary grades, students must learn to integrate multiple skills, building and maintaining positive, healthy relationships:

- **Grade 5 - (10 and 11 years old) – Relationship skills:** At this age, students have a growing desire to connect with others, and relationships with peers and supportive adults, as well as issues in their communities, are often the most important factors in their lives.

As families, we help our children develop the appropriate social and emotional skills as they interact in their family, school, and community. By having an effective social and emotional skill set, our children can learn how to sustain meaningful relationships with others. Parents and children's families are vital in helping to develop and reinforce growth in these areas.

Bill

William R. Harbron, Ed.D.
Superintendent



DISTRICT HAPPENINGS

Dover Elementary Schools

March 5-7, 2019

Kindergarten Registrations

The Elementary Schools are now accepting appointments for Kindergarten and First Grade Registrations for the 2019-2020 school year. Please call your neighborhood school for appointment times.

Garrison Elementary @ 516-6752

Horne Street School @ 516-6756

Woodman Park School @ 516-6700

Dover High School

Guard Show

Sunday, March 10, 2019, 9:00 a.m. - 5:00 p.m.

Dover High School

NESBA Winter Guard/Percussion Show

DHS Musical

March 15 - 17, 2019

Dover High School

Dover High School Drama Club will present the Musical Jailhouse Rock!

Planning for the Future *CENTER for EDUCATION EQUITY*

Monday, March 18, 2019, 9:00 a.m. – 2:00 p.m.

Dover School District Planning Session

The Dover School District will hold the first of three planning sessions with the Center for Education Equity on Monday, March 18th from 9 a.m. to 2 p.m. at the McConnell Center. The purpose is to develop a long-term plan to address issues surrounding racism, bias, and prejudice in the Dover Schools. If you are interested in participating, contact Tammy Badger at t.badger@dover.k12.nh.us to register to become part of the planning process. The remaining two sessions will be on Monday, April 8th and Monday, April 29th, if needed.

Dover Middle School

DMS Choral Concert, Grades 6-8

Tuesday, March 19, 2019, 7:00 p.m.

At Dover High School

DMS Band Concert, Grades 6-8

Wednesday, March 20, 2019, 7:00 p.m.

At Dover High School

Coffee with the Superintendent

Saturday, March 30, 2019, 9:00 - 10:30 a.m.

Dover High School – Gourmet Table

You are invited to join Superintendent Bill Harbron for conversation and coffee on Saturday, March 30, starting at 9 a.m. in the Gourmet Table of the Dover High School and CTC.

DMS FACE-2-FACE Unplugged Conversations

Tuesday, April 2, 2019, 5:30 – 7:00 p.m.

Dover Middle School

The facilitators are excited about the next unplugged conversation. We invite parents and other adult community members to join the unplugged conversations.

These conversations can serve to enhance your relationship with your child and open the lines of communication during the early adolescent years, when open communication is critical. ***The topic of this session is "Listening".***



Find us on
Facebook

Check-out the **Dover School District Facebook Page** at www.facebook.com/DoverNHSchoolDistrict. It's a great way to stay informed of the many great happenings occurring throughout the District.

BE ON TIME – WHY IS IT IMPORTANT?

Maintaining acceptable student attendance in public schools is tricky, at best. In fact, at times, it can be likened to a crisis of epidemic proportion. There are many variables that affect a child's school attendance - but arriving late to school in an elementary setting can affect every single student in the classroom...students who arrive late are missing out on critical learning opportunities, as well as those beginning-of-the-day instructions that assist students in planning their day. Catherin A. McDonald.

Links for your Reference

A ALWAYS
S SEEK
K KNOWLEDGE

- Social Emotional Learning: What is SEL and Why It Matters: <https://youtu.be/ikehX9o1JbI>
- Why Social Emotional Intelligence Matters in School: Kate Karafotas – TEDxYouth@ISPraque: <https://youtu.be/QGfXKCh02xo>
- 5 Keys to Social and Emotional Learning: <https://youtu.be/DqNn9qWo01M>

**SUBSTITUTE
TEACHERS
NEEDED**



We are looking for individuals who would like to become a substitute teacher.

Contact Evonne Kill-Kish at 516-6810 or e.kill-kish@dover.k12.nh.us with any questions you may have.

At the February 11th Regular Board Meeting, the Board adopted the following policies:

*New
Policies*

- Tobacco Products Ban Use and Possession In and On School Facilities and Grounds
- Crisis Prevention and Emergency Response
- Data Governance and Security
- Data/Records Retention
- Local Data/Records Retention Schedule
- Employment References and Verification (Prohibiting Aiding and Abetting Sexual Abuse)
- Drug-Free Workplace and Drug Free Schools
- Change of School or Assignment – Manifest Educational Hardship

Note: All current and new policies can be found on the Dover School District website.

Something to Think About...

Insights on Teenage Behavior – Marshall Memo 774

In this *Edutopia* article, Stephen Merrill says that recent research has given us important new information on the adolescent brain.

- The limbic system (the seat of primal instincts like fear, hunger, lust, and pleasure) is hyperactive during adolescence, while the prefrontal cortex (the seat of self-control, planning, and self-awareness) is still developing. “It’s not youthful irrationality or a flair for the dramatic at work,” says Merrill; “teenagers actually experience things like music, drugs, and the thrill of speed more powerfully than adults do.”
- The brain’s neuroplasticity at this stage of life makes kids sponges for learning. “The same emerging circuitry that makes teenagers vulnerable to risky behavior and mood swings also confers significant advantages on adolescent learners,” says Merrill.
- Being with peers increases risk-taking, most dangerously with automobiles and alcohol consumption. “It’s never been a question of feeling invulnerable,” says Merrill; “for teenagers, there’s just something about the presence of peers that is transfiguring. They understand the risks and take them anyway.”
- Kids at this age respond well to direct explanations. “Talking to teenagers frankly about their brain development can provide useful context for their emotional worlds,” says Merrill, “and reset their expectations about their potential for continued intellectual growth.” This includes explaining the limbic system, the malleability of their brains, and the peer effect.
- Similarly, teens are receptive to learning about self-regulation, managing stress, and considering the feelings of others. Instruction in these areas is more effective than trying to scare kids about risky behaviors.
- Peer culture and teens’ keen sense of fairness and justice can be powerful levers. Preaching about smoking’s health consequences is usually ineffective, but talking about bad breath, peer disapproval, impact on younger children, and the way the tobacco industry hooks and exploits people can change teens’ attitudes and behavior. “Decoding the Teenage Brain (in 3 Charts)” by Stephen Merrill in *Edutopia*, January 31, 2019, <https://www.edutopia.org/article/decoding-teenage-brain-3-charts>.

FOUR DISTRICT STRATEGIC GOALS

- The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.
- The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.
- The Dover School District is committed to continued investments in infrastructure to support student learning inclusive of facilities, technology, safety, and security.
- The Dover School District will recruit, hire, develop and retain effective and caring educators and support them in their growth as a strong community member.

2018-2019 PRIMARY OBJECTIVES

Objective 1.1 – Student Voice:

We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.

Objective 1.2 – Student Support and Wellness:

We will enhance support and wellness for all students through purposeful engagement in school and community-based learning.

Objective 1.5 – Community Understanding and Participation:

We will provide opportunities for diverse community stakeholders to engage with the Dover schools in shared problem solving and decision making.

Objective 2.1 – Social, Emotional & Physical Learning:

We will promote and support the overall health and well-being of all students and staff.

Objective 2.2 – Student Engagement:

We will maximize each student’s engagement in learning.

Objective 2.4 – Competency-Based Education:

We will optimize student learning and achievement by developing and implementing a competency-based education model.