

LONGHORN STAMPEDE



DORCHESTER
SCHOOL

506 W. 9th

DORCHESTER, NE 68343

402 946-2781 fax 402 946-6271

dorchesterschool.org

Cogswell's Comments

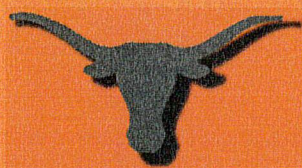
Homecoming week gave our students and staff a chance to show off their amazing Longhorn Spirit! I was very impressed with our students' and staff's participation throughout the week. The community showed their wonderful support by attending the cookout and parade on Wednesday night. I would like to thank Mrs. Lutjemeyer and the Student Council for all their hard work and planning to make this week such a success. Thank you also to Mrs. Bird for organizing the Cookout Wednesday night and to Schweitzer Farms for providing the hamburgers. Special thank you to our grill masters Jerome Schnell, Harold Axline, Josh June and special helper Sharon Axline. Mr. Kotas and the Senior Class did a great job of decorating the gym for the dance. It is activities like Homecoming Week that students will look back on with wonderful memories. Outstanding week Longhorns!

Parent-Teacher Conferences will be held the evening of Wednesday, October 4th from 5:00 p.m. to 8:30 p.m. and the following morning of Thursday, October 5th from 8:30 a.m. to 12:30 p.m. As educators we understand the importance of our parents as partners in educating your children. I hope that you will be able to come up and visit with your child's teachers. I can't overstate the role that a parent plays in their child's education. I look forward to seeing you at our conference.

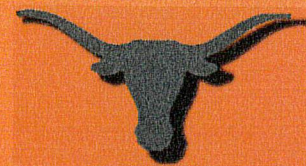
Our fall sport activities start to wrap up in October. Please come out and support our athletes and coaches. I am very proud of the way our teams represent the community of Dorchester. I know they appreciate the people cheering them on at their games. Take a look at the calendar and try to make it out to one of their games.

I was so impressed to see all the community members who came out to help us celebrate Patriots Day on September 11th. It is very important to honor those who serve our community and country as Fire Fighters, EMT's, Police Officers, are currently serving in the military and our Veterans who have proudly served. Thank you to Mr. Jirsa and our elementary for providing some wonderful music for the program.

As Harvest gets into full swing let me encourage everyone to be a little more cautious as they travel the country roads. Please take time to slow down at those blind corners to check to make sure there is no one coming. It is a great time of the year, let's do everything possible to make it a safe time as well.



Wiese's Pieces



October 1, 2023

Homecoming Wrap-Up: I just want to say thank you to our patrons and families for the great showing at The Booster Club Community Pep Rally / Hamburger Feed and at our Homecoming game. Thank you as well to all who helped chip in and step up to make those events happen. It takes a village to raise a child, and the support we have from our community here at DPS is second to none!

Changing Weather: It was a strange summer weather-wise, but with the mild temperatures this week, it won't be long before we're looking at cold weather. Just a reminder to please be sure to send a jacket with your student each day. Unless it's raining, snowing, very cold, or very windy, we will mostly likely be outside for recess.

Adopt-A-Door Program: On October 4th, we are excited to host The Saline County 4-H as our first Adopt-A-Door partners for the year! If you know of a local business that would like to volunteer to greet students on a Monday morning, please have them contact me. It is our belief that there is plenty of local talent, and that connecting our students with local businesses and organizations is a win-win for everyone!

Parent-Teacher Conferences: Parent teacher conferences are coming up later this month. While many schools have gone away with in-person conferences altogether, we are a firm believer in them here at DPS. Conferences are a great way to help establish the home to school bridge. They provide opportunities for parents to learn about a child's success, growth, and areas of concern. They provide teachers the opportunity to become better informed about a child's needs, strengths, and learning styles. Please join us on October 4th from 5:00-8:30 p.m. or on October 5th from 8:00 a.m. to 12:30 p.m.. Spanish interpreters will be available on-site.

Attendance Reminders: We're approaching the time in the school year where truancy, especially in grades 9-12, starts to become an issue for some students. Regular school attendance is vital, not only for a child's success in school, but also for their social and emotional well-being. Poor school attendance is one of the biggest predictors of failure and drop out, and some studies have linked poor school attendance with incarceration later in life. I just want to remind families that we're here to help. If attendance is an issue in your household, please reach out sooner than later. Sometimes the barriers to attendance can be resolved by a simple conversation or by connecting families to other agencies. Any time a student reaches 7 absences in a semester, we are required have an attendance meeting to address barriers to attendance. Any time a student reaches 10 absences in a semester, we are required to inform the county attorney.

Jake Wiese
PK-12 Principal

Important Dates / Reminders

October 4: Parent-Teacher Conferences 5:00-8:30 p.m.

October 5: Parent-Teacher Conferences 8:00 a.m. to 12:30 p.m.

October 6: NO SCHOOL

October 11: Skip Flu Clinic

October 20: End of Quarter 1

October 29: DPS PTO Trunk or Treat – 1:00-2:30



ACTIVITY NEWS

Brent Zoubek, A.D.

THANKS TO FARMERS COOPERATIVE & PINNACLE BANK

Farmers Coop in Dorchester and Pinnacle Bank in Crete recently donated for the Homecoming BBQ. I know I speak for all Dorchester athletes, fans, and Booster Club members when I say "Thank You" to all who donated. Your support is truly appreciated!

FALL SPORTS SEASON OFF TO A FAST START

The fall sports season has almost reached the halfway point. The volleyball team is working hard striving to improve and continues to give great effort. If you haven't seen them play you need to come to a match. They are very exciting to watch and are improving with every match. Way to go girls and coaches!

The football players have worked extremely hard this season. They have battled through some injuries and continue to improve every day. Come out and support them! The players and coaches are to be commended for their efforts!

VOLLEYBALL TOURNAMENT

The Dorchester Booster Club JV Volleyball Tournament is set for Saturday, October 7. It will start at 9am. Whether you are a Booster Club Member or not, you can contact the school if you would like to volunteer to help out at these tournaments. Come out and support our volleyball team!

October 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 JH VB @ Hampton 3:00 JH FB vs. Parkview Christian 4:30	3 Clover Kids Meeting 3:35	4 <i>Young Women's Quiz Bowl @ Seward Civic Center</i> Parent/Teacher Conferences 5:00-8:30	5 No School K-12 Parent/Teacher Conferences 8:00-12:30 Parents Night - VB vs. Cross County JV 6:00 V 7:00	6 No School K-12 JH FB @ Lewiston 12:30 V FB @ Lewiston 3:00	7 Dorchester Booster Club JV Tournament 9:00 am
8	9 VB @ Parkview Christian JV 5:00 V 6:00	10 VB vs. BDS/ McCool Junction 5:30/7:30	11 Flu Shot Clinic 9:00 am School Board Meeting 8:00 pm	12 Youth FB Day 5:30 pm- 6:15 pm	13 2:00 School Dismissal V FB vs. Parkview Christian Youth Night	14 CRC Tournament @ York
15	16 NHSPA Journalism Convention CRC Tournament @ York TBD	17 CRC Tournament @ York TBD MTSS Coaching Day @ Dorchester	18	19	20 End of 1st Quarter 2:00 School Dismissal V FB vs. Pawnee City 7:00 pm Parents Night	21
22	23 MS Quiz Bowl @ Osceola VB Subdistricts TBD	24 VB Subdistricts TBD	25 FBLA Blood Drive 11:30am -5:30pm Multi-Purpose Room	26	27 2:00 School Dismissal HS Quiz Bowl @ Central City First Round FB Payoffs	28 VB District Finals TBD
29	30 Reading Classic Club 3:35pm-4:30pm	31 Elementary Fall Party				



October Lunch



Monday	Tuesday	Wednesday	Thursday	Friday
2 Grilled Cheese Sun Chips Fruit Veggie Milk	3 Sloppy Joe Baked Beans Fruit Tri-tater Milk	4 Chicken Drumstick M Green Beans Fruit Milk	5 NO SCHOOL	6 NO SCHOOL
9 Chicken Nuggets Fruit Veggie Smiley Fries Milk	10 Crispito Baked Apples Veggie Rice Milk	11 Goulash Fruit Veggie Garlic Bread Milk	12 Chicken Pot Pie over Biscuit Fruit Veggie Cookie Milk	13 Cheese Bread Pizza Fruit Veggie Salad Milk
16 Bread Pork tenderloin Sandwich Veggie Fruit Steak Fries Milk	17 Meat Nacho Corn Fruit Shredded lettuce w/ cheese Milk	18 Hot Ham and Cheese Sandwich Fruit Veggie Tri-Tator Milk	19 Chicken Alfredo Dinner Roll Green Beans Fruit Milk	20 Pizza Crunchers Fruit Veggie Ice cream cup milk
23 Italian Dunkers Fruit Veggie tater-tots Milk	24 Beef Burritos Fruit Veggie Lettuce w/cheese Milk	25 Chili Cinnamon Roll Fruit Crackers Milk	26 Pulled Pork Sandwich Baked beans Fruit Tri-tator Milk	27 Pepperoni Pizza Fruit Veggie Pumpkin Bar Milk
30 Chicken Nuggets Fruit Veggie Mashed Potatoes Milk	31 Mummy Dogs Jell-o cup Veggie Halloween treat Milk	<i>This institution is an equal opportunity provider</i>	<u>Subject to change due to supplying issues</u>	

K-3 Options

Hot meal of the day

Sub Sandwich

Uncrustable

4-6 Options

Hot meal of the day

Cold/Hot Bar

7-12 Options

Hot meal of the day

Cold/Hot Bar



October Breakfast



Monday	Tuesday	Wednesday	Thursday	Friday
2 Combo Bar Fruit Milk	3 Waffle Fruit Milk	4 Cheese Omelet Fruit Milk	5 Biscuits & Gravy Fruit Milk	6 Oatmeal Bar Fruit Milk
9 Combo Bar Fruit Milk	10 Hash Brown Patty Fruit Milk	11 Eggs & Ham Fruit Milk	12 Biscuits & Gravy Fruit Milk	13 Muffin Fruit Milk
16 Combo Bar Fruit Milk	17 Breakfast Burrito Fruit Milk	18 Cream Cheese Bagel Fruit Milk	19 Biscuits & Gravy Fruit Milk	20 Cheese Omelet Fruit Milk
23 Combo Bar Fruit Milk	24 French Toast Sticks Fruit Milk	25 Breakfast Bites Fruit Milk	26 Biscuits & Gravy Fruit Milk	27 English muffin Fruit Milk
30 Combo Bar Fruit Milk	31 Donut Fruit Milk	<u>Subject to change due to supplying issues</u>	<i>This institution is an equal opportunity provider</i>	<i>Everyday there will also be a choice for cold breakfast (all are whole grain): Dry Cereal, Poptart, and Granola Bar.</i>

Counselor's Corner
Mrs. Choyeski
October 2023

High School/Junior High

- Juniors and Seniors are allowed 2 college visit days each year. When the student is called into school for the day, please mention they are going on a college visit so the absence is not counted against attendance.
- Various college admission representatives will visit the school throughout the year. Juniors and seniors who are interested in learning more about these colleges are encouraged to attend. The meetings will be held in the counseling office.

Admission Rep visit scheduled for October:
10/3 - University of Nebraska at Kearney

- For Seniors - The University schools (UNL, UNK, NCTA) have waived the application fee until November 1. UNO has waived their application fee indefinitely. (The fee is normally \$45.) Seniors have been sent the links to the application webpages for each college and the codes needed to waive the application fee. If students are considering any of these schools at all I highly recommend applying before November 1. Students or parents can reach out if they need the codes, website, or help with the process.
- Apply2College Days will be held at Dorchester High on Wednesday, October 11 and 18. Mrs. Choyeski's office will be open and she will be available all day on both of these days to help seniors fill out college applications. Make sure to ask your student which schools they would like to apply to!
- Juniors and Seniors will be going to a college fair hosted at Southeast Community College - Lincoln campus on Wednesday, October 4. We will be leaving around 12:30 and will return to school around 3:00. Over 50 colleges and military representatives will be available for students to talk to at this event. Look for more information coming home.

- There will be a college fair hosted at Milford High School on the evening of Wednesday, October 4. This is a great opportunity for students and parents to meet college and military representatives and explore options available after high school.



- One graduation requirement is to complete 30 hours of community service while in high school. Hours must be completed by April 1 of the student's senior year. Mrs. Choyeski will email local opportunities to the high school students as she is made aware of them. Just a reminder, to have a Volunteer Project Form filled out, signed, and returned to Mrs. Choyeski for each activity that is completed so the time can be recorded. If a student needs a form they can get one in the Counseling Office.

ACT Test Dates

<u>Test Date</u>	<u>Registration Date</u>	<u>Late Registration</u>
October 28, 2023	September 22	October 6
December 9, 2023	November 3	November 17
February 10, 2024	January 5	January 19
April 13, 2024	March 8	March 22
June 8, 2024	May 3	May 17
July 13, 2024	June 7	June 21

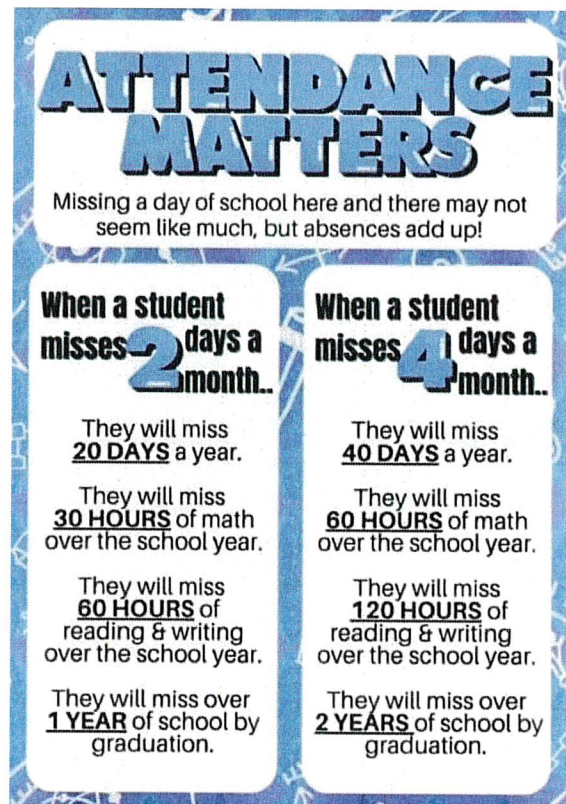
Register for the ACT at www.myact.org. The ACT without writing is \$68.00 and with writing the cost is \$93.00. Late registration requires an additional payment of \$36.00. Fee waivers are available for students who qualify based on the guidelines

set by ACT. Fee waivers can cover up to four tests and also allow access to test prep materials. Waivers can be obtained from Mrs. Choyeski. OnToCollege is ACT preparation material available from the school to juniors and seniors. Seniors still have access to their accounts from last year and juniors can request access if needed prior to January.

Many colleges are test optional, so the ACT may not be needed for admission. Even if the college does not require the test for admissions, they may use the ACT scores for determining scholarship awards. Students should check with each college they are considering to see if they would benefit from taking the ACT.

Elementary School

- Mrs. Choyeski started weekly guidance lessons in September with all elementary classrooms. All classes started the year with lessons related to skills needed to be successful learners and having empathy for others. Look for the Homelink in your child's backpack. The HomeLink provides information about the lesson taught and usually has an activity to do at home related to the lesson.



ATTENDANCE MATTERS

Missing a day of school here and there may not seem like much, but absences add up!

When a student misses 2 days a month..	When a student misses 4 days a month..
They will miss 20 DAYS a year.	They will miss 40 DAYS a year.
They will miss 30 HOURS of math over the school year.	They will miss 60 HOURS of math over the school year.
They will miss 60 HOURS of reading & writing over the school year.	They will miss 120 HOURS of reading & writing over the school year.
They will miss over 1 YEAR of school by graduation.	They will miss over 2 YEARS of school by graduation.



ONE ACT



The Dorchester One Act Team is diving into rehearsals for *The AI Play* by Don Zolidis. This is a humorous look at the very timely issue of using artificial intelligence and the complications that can arise. We have

13 student actors this year who will showcase their talents in this one act. We will be adding to our crew when we get closer to performance times. Again this year we will be doing a Dessert and Drama performance in November so parents and patrons can see the show. More information will be coming in the next newsletter. --

Mrs. Hrdlicka & Mr. Jirsa



ART NEWS—Mrs. Lutjemeyer

K-6 grades have been creating some amazing fall art!

I just love the colors of fall leaves, the textures, pumpkins, acorns, and fall animals! Eighth graders have been continuing building pots on the potter's wheel, make clay tree plaques, and drawing objects that are filled in with No. 2 pencils. Art I students are finishing up positive and negative art and beginning cell constructions. Art II students are finishing up animals on brown textured backgrounds and going to be starting glue line batiks. Ind. Art and Art III students are working on canvas board paintings, plaster hand design, ceiling tiles, drawings, and paintings on the wall. Hopefully some parents and community members were able to see some of our art at the Living History Day at the Saline County Museum on Sept. 24! I started an art show there and will hopefully build it up to bigger next year!



SPEECH

The Dorchester Speech Team is starting to plan for the upcoming season and will have their first meeting this week. --Mrs. Hrdlicka

Student Council

Thank you for an amazing and eventful SPIRIT WEEK! The hallways and costumes were amazing! Students even put time into the floats, as well! Even though the Juniors came out ahead, it was a very close race! 1st-Jrs., 2nd-Srs., 3rd-8th, 4th-10th, 5th-9th, and 6th-7th. Three students from each 7-12 class were given a Gatorade and candy bar if they represented their class in the judging. Five students from each k-6 class received a Gatorade and candy bar by random draw. The Juniors will receive breakfast pizza and doughnuts as a class prize! Now, the council will be finishing up t-shirt orders and sponsoring a trash pickup.—Mrs. Lutjemeyer

October 2023

LIBRARY NEWS

How to Choose the Right Educational Books for Early Learning

- Select books that cover a wide range of topics.
- Look for stories with engaging plot lines.
 - connect with characters and relate to the story
- Select books with simple language.
- Choose books with colorful images and strong illustrations.
- Guide to books about inspiring people in history.

<https://www.safesearchkids.com/educational-books-for-kids-how-to-choose-the-right-ones-for-early-learning/>

5 Tips for Using the Library Successfully

- Find a home for your library materials
- Schedule recurring trips to the library
- Identify something to carry your library materials in
- Find out what all your local library offers and how to use it
- Enjoy using the library!

<http://www.homegrownlearners.com/home/5-tips-for-using-the-library>

Library Schedule

Mondays: 3rd grade, Kindergarten

Tuesdays: 2nd grade, 5th grade

Wednesdays: 6th grade

Thursdays: 4th grade

Fridays: 1st grade



“A book is a dream that you hold in your hands.”

-Neil Gaiman

A Note from Mrs. Dunaway

What a wonderful start to the school year! We have added many new genres and book titles in the last few weeks and are excited for students to begin discovering all types of literature we have in the library! Please encourage your child to not only read what they may need for AR points, but to find books that will peak their interest and challenge them as readers.

There are many books sitting out on display to encourage reading about our new fall/autumn season, books about family, and some new books about famous people in history. We also have new mystery, historical fiction, and graphic novels for our older students as well. October is Arts and Humanities Month as well as National Information Literacy Awareness Month. Click on the link below for more information! [Information Literacy Awareness Month](#). Have a colorful and comfy October, and enjoy a good book! Mrs. Dunaway - jaci.dunaway@dorchesterschool.org - (402)946-2781

New Faces

Some are new, and
some are just new
to their positions

If you walk into the school this year, you are apt to see a new face or even quite a few new faces. Some were at DPS before and came back. Others are claiming Dorchester as their school for the first time.

Zaira Vazquez

by Joseph Peacock

Zaira Vazquez is the new Special Education Paraprofessional. She grew up in Columbus, Nebraska, and also graduated from Columbus High School.

Her previous job experiences were varied. "I worked in a lot of different jobs. One was managing the inventory for Enerlux Windows & Doors; another was being a certified nursing assistant for a year and a half. Then I was at a restaurant for two years and was an immigration office for a year."

Finally, she was offered her current position where she can use her abilities to speak both English and Spanish. "I figured it would be a good change of pace. I liked the idea of working with kids, especially in a smaller school."

She lives in Crete with her three children, Zayn who is seven, Exander who is three, and Alyanna who is six months old.

Some of Zaira's hobbies include scrapbooking, taking pictures, and editing pictures, or just anything to do with art. "Something unique about me is that I have a Z in all of my names."



Crystal Moore

by Andrea Pavlish

If you hear a melody from the kitchen at Dorchester, it might just be the new cook, Crystal Moore, who actually started last May. Besides her love for singing, she enjoys cooking and the helping the kids she serves.

After graduating from Seward High School, she entered the workforce as a nanny for two years and owned a daycare for three years. She also worked at Better Living Counseling Service for six years and worked as a para at Friend High School for twelve years.

Moore comes from the small town of Staplehurst, NE, which is just northwest of Seward. Today, she calls Friend her home. She enjoys spending her time there with her two grandkids, Leo who is 2 1/2 and Laynee who is 2 months old. Besides two children (Cayden and Macey) and grandkids, Moore also adores her three cats, Charlie Rose, Whitney Jack, and Bella Dawn.

In her spare time, she prefers to spend time painting or being with her family. If she's not painting, she might be doing taxidermy. "I stuffed a squirrel in high school, and it was our Christmas squirrel on the tree," Moore said. "I epoxyed a mummified mouse and made it a coaster we call Precious."

Moore chose this job because of her love for the kids, but also because DPS "feels like home." After her job as a para, she owned Green-Top Diner in Friend for six years, worked at Dorchester as a cook for three years, and then moved to Qwik 6 as a kitchen manager for two. Nevertheless, she came back to Dorchester. "I love cooking, and I love kids!"



Bailey Velder

by Ariana Tellez

Bailey Velder is a new para educator. Velder grew up and graduated from Dorchester in 2017. She attended Doane University and majored in elementary education, special education, and psychology, but didn't graduate.

Working at Dorchester is like coming home for Velder. "I decided to work at Dorchester because it was where I went to school and is where I have always wanted to teach."

She had several job experiences including working at Meyer Automotive, a car dealership in Seward, for two years in accounts receivable and warranty administration. She decided to get back into working in schools. "I decided to be a para educator because I love working with kids. I want to help them learn and grow."

Some of her hobbies are reading, hunting, and fishing. Currently Velder lives in Dorchester and has two dogs, Hazel and Bella and a cat named Hazey.

As you can tell, she likes to stay close to home. Her parents, Bill and Diane have lived in Dorchester their whole lives.



Velder was also very good at track. She received a scholarship to Doane for her shot put and weight throwing abilities.

Velder has always stayed close to home. "I've never lived very far from home," said Velder, "and I've never lived out of state."

I made a magnet from a mummified frog. It is now my screen saver on my phone.

- Crystal Moore Cook

Dr. Curtis Cogswell

by Gabby Theis

What is something interesting about you? Do you have eleven toes, eight siblings, two different colored eyes? "I had a pet buffalo growing up," said Dr. Curtis Cogswell.

Dr. Curtis Cogswell is Dorchester's new superintendent. "I decided to come work at Dorchester because it is a great school district," Cogswell said. "I also know quite a few people from Dorchester."

Cogswell received his Bachelors degree in Business Administration and Business Education from Peru State College, his Masters degree in Educational Leadership at the University of Kearney, and his Doctorate in Educational Leadership from Seton Hall University in South Orange, New Jersey.

"Before coming to Dorchester I was in administration in Lubbock, Texas for ten years and a superintendent at McCool Junction for nineteen years," Cogswell said. "I was also a professor at Wayne State College for two years, working with those who wanted to go into educational leadership, but most of it was teaching remotely. I really missed the one-on-one interactions."

Cogswell lives in McCool Junction with his wife Lisa and dog Kip. He has two sons Coleman and Conner. He also has a daughter -in-law Brooklyn who is married to Coleman.

He grew up in Friend, Nebraska and graduated from Friend High School so he knows the area well.

Sports have always been a part of his life. He coached volleyball, basketball, and track when he was a teacher at Chester- Hubbell-Byron for three years, Elm Creek for three years, and Kearney for three years. "I really enjoy playing and watching sports," Cogswell said.

He has been teaching and in administration for a total of thirty-eight years but instead of retiring, he chose to work at Dorchester. "I just love working with young people, and I'm really excited to be here.."



Jaci Dunaway

by Mackenzie Luzum

Jaci Dunaway is the new K-12 librarian and media specialist. She grew up and graduated from Marysville, Kansas. Dunaway has been teaching for the past eighteen years at Crete Public Schools in early childhood, as a reading interventionist and a family educator for special programs. She also taught in Lincoln Public Schools for a year in early childhood special education making this her twentieth year of teaching.

When Dunaway heard that the librarian and media specialist position became available, she was excited. "I was ready for a change," Dunaway said. "The job is close to Crete, and I love the pride and sense of community in a smaller district. I have always heard great things about Dorchester Public Schools as well."

What really drew her to teaching was being able to help others. "It was important to me to be in a profession where I could help people and make a difference," Dunaway said. She either wanted to be a teacher, a NICU nurse or a hospice nurse. She also truly believes in the quote by Mahatma Gandhi "Be the change you wish to see in the world."

She obtained a Bachelors degree in elementary education with endorsements in language arts, social sciences, and physical education from Doane College. She also has an endorsement in early childhood education and a Masters degree in Curriculum and Instruction from Doane as well. She is currently a student at the University of Nebraska-Omaha in the librarianship program.

She has three children. Emily is twenty-two and graduated from Doane in the spring. She works as a foster care specialist. Kacey is fifteen and is a sophomore at Crete, and Macey is thirteen and is an eighth grader at Crete. She lives in Crete with her girls and her two mini dachshunds, Scout and Nala, and a yellow lab, Cody.

Some of Dunaway's hobbies include watching her girls play softball and the traveling that comes with it, reading, fishing with her girls and going home to Kansas to spend time with her parents on their longhorn ranch.

A few fun facts about her is that she has been on a mission trip to Haiti after the 2010 earthquake to work with children in an orphanage who had lost their parents in Port-Au-Prince. She has also flown in a helicopter into the Grand Canyon, and she even played a three on three basketball game with Paul Pierce (a former American basketball player) back in high school.

She seems ready to be a longhorn since her family's business is raising 70+ Texas Longhorns, she should fit right in.



Amanda Clouse

by Bailey Theis

If you had to pick to teach either first or third grade which one would you pick? For Amanda Clouse, the new first grade teacher, she was able to do both. "I taught first grade for two years and third grade for two years," Clouse said. "I also taught third grade at Seward for six years."

Amanda Clouse is the new first grade teacher and assistant high school volleyball coach. "The reason I came to Dorchester was because it was closer to my family," Clouse said. "It is also a shorter commute and being a mom and wife is my number one."

Clouse was raised in Henderson, Nebraska and graduated from Kearney High School. She received her Bachelors degree at UNL in Elementary Education and a Masters at Doane University in Curriculum and Instruction. She is now working on getting her SEL (Social Emotional Learning) specialization at Doane as well.

Overall, Clouse has been teaching for eleven years. "I was drawn to teaching because I love helping kids," Clouse said.

She currently lives in Friend with her husband, Jake, and her two kids, Emmie who is four and Knox who is one. Her family owns their own fireworks stand, which is fitting since her birthday is on the 4th of July. When she's not working with first graders or volleyball players, she might be found in the kitchen. "One of my favorite hobbies is baking," Clouse said. "People seem to like my pumpkin bread and brownies."



Elementary PTO News

Old News

Dorchester Longhorn T-Shirts

The shirts for all students and staff at DPS have been ordered. Your student should be receiving their new shirt soon!

Orders that were submitted for additional shirts have also been ordered. We will let you know when your shirts are in or send them home with your student.

Homecoming

This year we sold balloons, foam fingers, and pom poms at the homecoming football game on Friday, September 22. We hope everyone enjoyed the opportunity to show their Longhorn spirit!!

We also sold koozies and Longhorn decals which will be available at future sporting events. If you are interested in purchasing something you can contact a PTO chair. If you have suggestions for additional items you would like to see for sale please let us know!

New News

Raffle Fundraiser

We are having a raffle fundraiser this fall. We need baskets/items donated that will be raffled off at the Dorchester volleyball game on Thursday, October 5th. Tickets have been sent home with all elementary students and we ask that your child sell as many tickets as they can and return them to school by October 2nd. If you need more tickets, have your student ask their teacher or the school office for more. We appreciate everyone's help in making this raffle another success this year! Please comment on the PTO Facebook page or let a Chairperson know if you are willing to donate something for the raffle.

Baskets can be filled with themed items like family movie night items, game night items, Husker items, Longhorn items, or any other creative ideas you might have.

Tickets will also be sold at the volleyball on October 5th up until the drawing starts!

Trunk or Treat

Save the date for this event on Sunday, October 29th from 1 p.m. to 2:30 p.m. in the north parking lot of the school. If you would like to decorate your trunk for the event please let a Chairperson know. Please have your trunk setup by 12:45 p.m. the day of the event. There will also be a hayrack ride!

If you have questions or suggestions for PTO please reach out to a co-chair listed below.

2023-2024 PTO Co-Chairs:

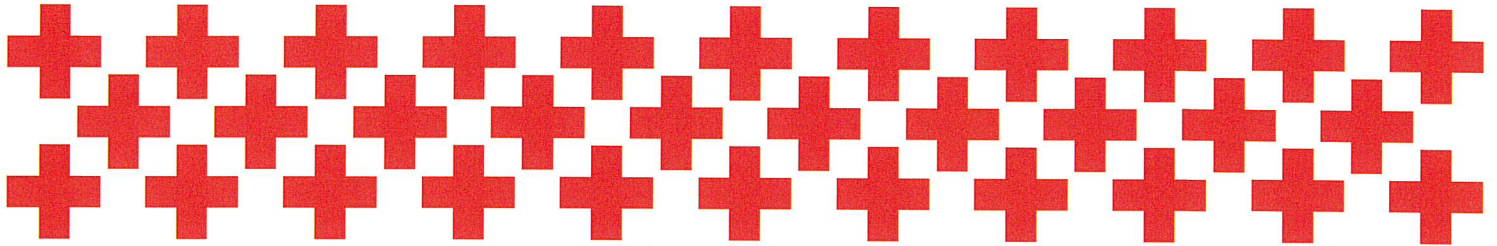
Nicole Schweitzer

Steph Brandt

Rebecca Steuk

American Red Cross

Give blood. Help save lives.



Blood Drive
Dorchester High School
Multi-Purpose Room

Wednesday, October 25, 2023
11:30 a.m. to 5:30 p.m.

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Title I Reading and Math Programming ~ Nebraska Reading Improvement Act
(2023-2024)

As a school that receives federal Title I funds, we are required to notify you of the following information:

- For any school district receiving Title I funds, the district shall notify the parents of students attending the school that the parents may request and the district will provide to the parents on request in a timely manner, information regarding the professional qualifications of the students' teacher(s) and paraprofessionals.
- For any school district receiving Title I funds, schools shall provide timely notice to parents if their child will be taught by a teacher not meeting ESSA requirements for four or more consecutive weeks.
- As a district that receives federal Title I funding, we are required to share our Title I Parent and Family Engagement Policy with the parents and patrons of our district. The school board reviews this policy as well as the additional procedures on an annual basis. (The policy information is included in this newsletter.)
- Parents do have the right to request information regarding the Title I application process.

We are tentatively scheduled to complete a Dorchester Public School Peer Review of our program in the spring of 2024.

We will continue to work with coordinating Title I with the Nebraska Reading Improvement Act. The district does have in place a process that fulfills the requirements of this act for the 2023-2024 school year for students in grades K-6. We continue to offer Title I math services to students in grades K-6.

Please do feel free to contact me at karma.ridpath@dorchesterschool.org or 402.946.2781 if you have any questions regarding the Dorchester Public School Title I Reading and Math Intervention Program or the Nebraska Reading Improvement Act.

Respectfully,
Mrs. Ridpath

Título I Programación de lectura y matemáticas ~ Ley de mejora de la lectura de
Nebraska
(2023-2024)

Como escuela que recibe fondos federales del Título I, debemos notificarle la siguiente información:

Para cualquier distrito escolar que reciba fondos del Título I, el distrito notificará a los padres de los estudiantes que asisten a la escuela que los padres pueden solicitar y el distrito proporcionará a los padres que lo soliciten de manera oportuna, información sobre las calificaciones profesionales del maestro de los estudiantes. (s) y paraprofesionales.

Para cualquier distrito escolar que reciba fondos del Título I, las escuelas deberán notificar oportunamente a los padres si su hijo recibirá enseñanza de un maestro que no cumpla con los requisitos de ESSA durante cuatro o más semanas consecutivas.

Como distrito que recibe fondos federales del Título I, debemos compartir nuestra Política de Participación de Padres y Familias del Título I con los padres y patrocinadores de nuestro distrito. La junta escolar revisa esta política así como los procedimientos adicionales anualmente. (La información de la política se incluye en este boletín).

Los padres tienen derecho a solicitar información sobre el proceso de solicitud del Título I.

Estamos programados tentativamente para completar una revisión por pares de nuestro programa en las escuelas públicas de Dorchester en la primavera de 2024.

Continuaremos trabajando para coordinar el Título I con la Ley de Mejora de la Lectura de Nebraska. El distrito cuenta con un proceso que cumple con los requisitos de esta ley para el año escolar 2023-2024 para estudiantes en los grados K-6. Continuamos ofreciendo servicios de matemáticas de Título I a estudiantes en los grados K-6.

No dude en comunicarse conmigo en karma.ridpath@dorchesterschool.org o al 402.946.2781 si tiene alguna pregunta sobre el Programa de intervención de lectura y matemáticas Título I de las escuelas públicas de Dorchester o la Ley de mejora de la lectura de Nebraska.

Respetuosamente,
Sra. Ridpath

(By Google Translate)

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District Title I Parent and Family Engagement Policy

The school district will jointly develop with parents a School-Parent-Student Compact that outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

The written District Parent and Family Engagement Policy will be jointly developed and distributed to parents and family members of participating children and the local community in an understandable format and to the extent practicable, in a language the parents can understand. An annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy will be used to design evidence-based strategies for more effective parental involvement, to revise the Parent and Family Engagement Policy and to remove barriers to participation.

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I program. Parent and family engagement in the Title I Program shall include, but is not limited to:

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.
2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination and integration with other Federal, State, and district programs, and evaluations of progress.
3. Opportunities for participation in parent involvement activities such as training to help parents work with their children to

improve achievement. A goal of parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.

4. The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with opportunities for involvement in the Title I Program. Communication to parents about student progress and the district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.
5. Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.
6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.
7. Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

This policy shall be reviewed annually at the annual meeting where concerned parties can have a conversation about possible changes to the Parent and Family Engagement Policy.

Adopted on: 7-16-07

Revised on: 8-19-13, 7-13-15, 5-09-16, 08-08-16, 8-13-18

Reviewed on: 6-16-08, 7-13-09, 6-14-10, 6-20-11, 4-16-12, 4-13-15, 5-14-18, 5-14-19, 6-15-20, 5-10-21, 5-09-22, 5-15-23

Compromiso de la Política de Título I de Padres y Familia

El distrito de la escuela mutuamente desarrollara con los padres de un pacto entre Escuela-Padres-Estudiantes donde que describa cómo los padres, maestros, y estudiantes compartirán las responsabilidad para mejorar el rendimiento académico del estudiante y los medios por cual la escuela y padres construirán una asociación para ayudar a los niños a alcanzar los altos estándares del estado.

El compromiso escrito de la política de padres y familia del distrito será desarrollada y distribuida mutuamente a padres y miembros de familia de los niños participantes y la comunidad local en un formato comprensible y posible, en un idioma que los padres puedan entender. Se usará una evaluación anual del contenido y la efectividad de la política de participación de los padres y la familia para diseñar estrategias basadas en la evidencia para una participación más efectiva de los padres, revisar la política de participación de los padres y la familia y eliminar las barreras a la participación.

El distrito escolar reconoce las necesidades únicas de los estudiantes que reciben servicios en su programa Título I, y la importancia de la participación de los padres y las familias en el programa Título I. El compromiso de los padres y la familia en el programa Título I incluirá, entre otros, los siguientes:

1. Una reunión anual a la cual todos los padres de los niños participantes serán invitados para informarles de su participación escolar, bajo esta parte, para examinar los requisitos de esta parte, y los derechos de los padres involucrados. Las invitaciones tomarán la forma de una nota enviada con el estudiante o en anuncios en las noticias escolares. Reuniones adicionales pueden ser programadas, dependiendo de la necesidad e interés de tales reuniones.
2. Una explicación de la participación del niño y de los padres, incluidos, entre otros, los objetivos del plan de estudios, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles académicos de los estándares académicos desafiantes, el tipo y grado de participación, el aporte de los padres en decisiones educacionales, coordinación e integración con otros programas federales, estatales y del distrito, y evaluaciones de progreso.
3. Oportunidades para participar en actividades de participación de padres, como capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento. Una meta de las actividades de los padres es brindar a los padres la oportunidad de participar en las decisiones relacionadas con la educación de sus alumnos, según corresponda.

4. El distrito, en la medida posible, brindará a los padres con limitada competencia en inglés, padres con discapacidades, padres con alfabetismo limitado, personas económicamente desfavorecidas, antecedentes de minoridad racial o étnica o padres de niños migratorios con oportunidades de participar en el programa Título I. Se proporcionará comunicación a los padres sobre el progreso del estudiante y las otras comunicaciones del programa Título I del distrito en el lenguaje utilizado en el hogar en la medida de lo posible. Las respuestas a las inquietudes de los padres se proporcionarán de manera oportuna.
5. Oportunidades para conferencias de padres y maestros, además de aquellas programadas regularmente por el distrito escolar, si solicitado por los padres o como se considere por el personal del distrito escolar.
6. El distrito coordinará programas y actividades con otros programas en la comunidad para integrar la participación de los padres. Esto puede involucrar cooperación con otros programas de la comunidad como Head Start y preescolar y otros servicios comunitarios tal como la librería.
7. Maestros educados, personal especializado en apoyo instruccional, directores, y otros líderes escolares, y asistencia de los padres en el valor y utilidad de contribuciones de padres, como contactar, comunicarse y trabajar con los padres como socios del mismo nivel.

Esta política será revisada anualmente en la reunión anual donde las partes involucradas pueden tener conversaciones de cambios posibles a la política de compromiso de padres y familia.

Adoptado en: 7-16-07

Revisado en: 8-19-13, 7-13-15, 5-09-16, 08-08-16, 8-13-18

Evaluado en: 6-16-08, 7-13-09, 6-14-10, 6-14-10, 6-20-11, 4-16-12, 4-13-15, 5-14-18, 5-14-19, 6-15-20, 5-10-21, 5-09-22, 5-15-23

Title I Parental Involvement Procedures

This parental involvement procedure shall be applicable to parents of all children in the Title I program of Dorchester Public Schools. It shall be the intent of Dorchester Public Schools to implement programs, activities, and procedures for the involvement of parents in Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Expectations for Parental Involvement

It is the expectation of Dorchester Public Schools that parents of participating children will have opportunities available for parental involvement in the programs, activities, and procedures of the District's Title I program. The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that: (A) parents play an integral role in assisting their child's learning; (B) parents are encouraged to be actively involved in their child's education at school; (C) parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental involvement procedure. The District intends to meet this expectation through the following activities:

- Involving parents in the joint development of the District's Title I plan and the processes of school review and school improvement.
- Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- Building the schools' and parents' capacity for strong parental involvement.
- Coordinating and integrating parental involvement strategies under Title I with parental involvement strategies under other programs.
- Conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement procedure in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents in Title I programs, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.
- Involving parents in the activities of the schools served under Title I.

Policy Involvement

Each school served under the Title I program shall:

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under the Title I program and to explain the requirements of the Title I program.
- Offer a flexible number of meetings, such as meetings in the morning or evening, if sufficient funds are provided for this purpose, the District may assist parental involvement in such meetings by offering transportation, child care or home visits.
- Involve parents, in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs.
- Provide parents of participating children: (1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and (3) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- If the District operates a school wide program under Title I and such plan is not satisfactory to the parents of participating children, submit any parental comments on the plan when the school makes the plan available to the District.

Shared Responsibilities for High Student Academic Achievement

As a component of the District's parental involvement procedure, each school served under the Title I program shall jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards

and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; and (C) reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District: (1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) May provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care cost, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

Accessibility

In carrying out the parental involvement activities for this Title I Parental Involvement procedure, the District shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I in a format and, to the extent practicable, in a language such parents understand.

Use, Distribution, and Updating of this Procedure

This Title I Parental Involvement Procedure shall be incorporated into the District's Title I plan, shall be distributed to parents of participating children, shall be made available to the local community and shall be updated periodically to meet the changing needs of the parents and the school.

Adopted: 7-16-07

Reviewed: 6-14-10; 6-20-11; 4-16-12; 5-13-13; 5-12-14, 5-09-16, 5-14-18, 5-14-19, 6-15-20, 5-10-21, 5-09-22, 5-15-23

Procedimientos de involucramiento de padres en Título I

Este procedimiento de involucración de padres será aplicable a los padres de todos los niños en el programa de Título I de la Escuela Pública de Dorchester. Será la intención de la Escuela Pública de Dorchester implementar los programas, actividades, y procedimientos para la involucración de los padres en el programa de Título I consistente con las leyes de Título I. Tales programas, actividades, y procedimientos serán planeados e implementados con consulta significativa con los padres de los niños participantes.

Expectativas para involucración de padres

Es la expectativa de la Escuela Pública de Dorchester que los padres de los niños participantes tendrán disponibles oportunidades para involucración de padres en los programas, actividades, y procedimientos del Distrito del programa Título I. El término involucración de padres significa la participación regular de padres, mutuo, y comunicación significativa incluyendo el aprendizaje académico del estudiante y otras actividades escolares, incluyendo asegurar que: (A) los padres tienen un rol integral en la asistencia del aprendizaje del estudiante; (B) los padres son alentados a estar constantemente involucrados en la educación de sus niños en la escuela; (C) los padres son socios totales en la educación de sus niños y son incluidos, apropiadamente, en toma de decisiones y en comités asesorados para asistir en la educación de sus niños; y (D) el llevar a cabo otras actividades, como las descritas en el procedimiento de involucración de padres. El Distrito tiene la intención de cumplir esta expectativa a través de las siguientes actividades:

- Involucrar a los padres en el desarrollo del plan del Distrito de Título I y el proceso de revisión y mejoramiento de la escuela.
- Proveer coordinación, asistencia técnica, y otro apoyo necesario para asistir a escuelas participantes en la planificación e implementación efectiva de involucración de los padres en actividades para mejorar logros académicos estudiantiles y rendimiento escolar.
- Incrementar la capacidad de la escuela y padres para una fuerte involucración de padres.
- Coordinado e integrando estrategias de involucración de padres bajo Título I con involucración de estrategias de padres bajo otros programas.
- Llevar a cabo con la participación de los padres, una evaluación anual del contenido y la efectividad de la participación de los padres para mejorar la calidad académica de las escuelas atendidas bajo el programa Título I, incluyendo la identificación de barreras para una mayor participación de los padres en los programas de Título I, con atención a padres económicamente desfavorecidos, discapacitados, dominio limitado del inglés, alfabetización limitada o participación de los padres, y revisar, si es necesario, las políticas de participación de los padres del distrito.
- Involucrar a los padres en las actividades ejercidas en Título I.

Involucración de la Política

Cada escuela bajo el programa Título I:

- Convocará una reunión anual, en un tiempo conveniente, a cual los padres de todos los niños participantes deberán de ser invitados y animados a atender, para informarles sobre la participación de la escuela bajo el programa Título I y para explicar los requisitos del programa Título I.
- Ofrece un número flexible de reuniones, como reuniones en la mañana o la tarde, si fondos suficientes son proporcionados para este propósito, El distrito puede asistir a la participación de padres en tales reuniones al ofrecer transporte, cuidado de niños o visita al hogar,
- Involucrar a los padres de una manera organizada, en marcha y oportuna, en la planeación, revisión y mejora del programa Título I.
- Proporcionar a los padres de los niños participantes: (1) información oportuna sobre programas bajo Título I, (2) una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de competencia que se esperan obtener de los estudiantes; y (3) si los padres lo solicitan, oportunidades para reuniones regulares para fomentar sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responder a tales sugerencias tan pronto como sea posible.
- Si el distrito opera un programa en todas las escuelas bajo Título I y tal plan no es satisfactorio para los padres de niños participantes, somete cualquier comentario en el plan cuando la escuela hace el plan disponible al Distrito.

Responsabilidad compartida para alcanzar altos logros académicos estudiantiles.

Como componente del procedimiento de involucración de padres del Distrito, cada escuela bajo el servicio del programa Título I deberán desarrollar conjuntamente con los padres de todos los niños servidos bajo el programa Título I como un compromiso de escuela-padre que describe cómo los padres, el personal completo de la escuela y todos los estudiantes compartirán la responsabilidad para una mejoración de logros académicos del estudiante y los medios por los cuales la escuela y los padres construyen y desarrollan una asociación para ayudar a los niños conseguir los altos estándares del estado. dicho compacto deberá: (1) describir la responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de alta calidad en un ambiente de aprendizaje efectivo y solidario que permita a los niños atendidos bajo Título I cumplir con los estándares de rendimiento académico estudiantil del estado y las formas en que cada padre ser responsable de apoyar el aprendizaje de sus hijos, como la supervisión de la asistencia, la finalización de tareas y la observación de televisión; ser voluntario en la clase de su hijo y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos y el uso positivo del tiempo extracurricular; y (2) abordar la importancia de la comunicación entre maestros y padres de manera continua a través de, como mínimo: (A) conferencias entre padres y maestros en las escuelas primarias, al menos anualmente, durante las cuales se discutirá el pacto ya que el pacto se relaciona con el logro del niño individual; (B)

informes frecuentes a los padres sobre el progreso de sus hijos; y (C) acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de su hijo y la observación de las actividades de la clase.

Desarrollar la capacidad para la participación

Para garantizar la participación efectiva de los padres y apoyar una asociación entre el distrito, los padres y la comunidad para mejorar el rendimiento académico del alumno, cada escuela que participe en el programa Título I y el distrito: (1) proporcionará asistencia a los padres participantes, según corresponda, en la comprensión de temas tales como los estándares de contenido académico del estado y los estándares de rendimiento académico estudiantil del estado, Evaluaciones académicas estatales y locales, los requisitos del Título I y cómo monitorear el progreso de un niño y trabajar con educadores para mejorar el rendimiento de sus hijos; (2) proporcionará materiales y capacitación para ayudar a los padres a trabajar con educadores para mejorar los logros de sus hijos, como la alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres; (3) educará a los maestros, personal de servicio estudiantil, directores y otro personal, con la ayuda de los padres, en el valor y las contribuciones de los padres, y en cómo comunicarse, comunicarse con, y trabajar con los padres como socios iguales, implementar y coordinar programas para padres, y construir lazos entre los padres y la escuela; (4) deberá, en la medida de lo posible y apropiado, coordinar e integrar los programas y actividades de participación de los padres con Head Start, Reading First, Early Reading First, Even Start, los programas de instrucción en el hogar para jóvenes en edad preescolar, Parents the Teacher Program y preescolar público y otros programas, y realizar otras actividades como centros de recursos de padres, que alientan y apoyan a los padres para que participen más plenamente en la educación de sus hijos; (5) se asegurará de que la información relacionada con los programas escolares y de padres, las reuniones y otras actividades se envíen a los padres de los niños participantes en un formato, y en la medida de lo posible, en un idioma que los padres puedan entender; (6) puede involucrar a los padres en el desarrollo de la capacitación para maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación; (7) Puede proporcionar capacitación de alfabetización a partir de los fondos recibidos en virtud del Título I si el Distrito ha agotado todas las otras fuentes de financiación razonablemente disponibles para dicha capacitación; (8) puede pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluido el costo de transporte y cuidado infantil, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela; (9) puede entrenar a los padres para mejorar la participación de los padres; (10) puede organizar reuniones escolares en una variedad de ocasiones, o realizar conferencias en el hogar entre maestros u otros educadores, trabajar directamente con los niños participantes, con padres que no pueden asistir a dichas conferencias en la escuela, para maximizar la participación y participación de los padres; (11) puede adoptar e implementar enfoques modelo para mejorar la participación de los padres; (12) puede establecer un consejo asesor de padres en todo el distrito para proporcionar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en programas apoyados en el Título I; (13) pueden desarrollar roles

apropiados para organizaciones y negocios basados en la comunidad en actividades de participación de padres; y (14) proporcionará cualquier otro apoyo razonable para las actividades de participación de los padres bajo el Título I como lo soliciten los padres.

Accesibilidad

En llevar a cabo las actividades de involucramiento de padres para los procedimientos de Título I, el Distrito proveerá oportunidades completas por la participación de los padres con capacidad limitada en inglés, padres con discapacidades, y padres de niños migratorios, incluyendo proveer información y reportes requeridos bajo Título I en un formato, y hasta cierto punto factible, en un idioma que tales padres entiendan.

Uso, Distribución, y actualización de este procedimiento

Este procedimiento de involucración de padres de Título I serán incorporados en el plan de Distrito de Título I, Será distribuido a padres de niños participantes, deberá hacerse disponible a la comunidad local y debería de ser actualizado periódicamente para atender las necesidades de cambio de los padres y escuela.

Adoptado: 7-16-07

Revisado: 6-14-10; 6-20-11; 4-16-12; 5-13-13; 5-12-14; 5-9-16; 5-14-18; 5-14-19, 6-15-20, 5-10-21, 5-09-22, 5-15-23

**Dorchester Public School
Combined District and School
Title I Parent and Family Engagement Procedures**

Dorchester Public School intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a-f) ESSA, (Every Student Succeeds Act) of 2015.*

In General

The Dorchester District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents and family members are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children at convenient times. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents and family members of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents and family members work with their children to improve their children's academic achievement in a format and when feasible, in a language the parents and family members can understand.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents and family members, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents and family members in more fully participating in the education of their children.

5057-A
Escuela y Distrito Combinado
Procedimientos del Compromiso de Padres y Familia
Título I

La escuela Pública de Dorchester tiene planeado seguir los reglamentos de la política de compromiso de Título I de acuerdo a la ley federal, Sección 1116(a-f) ESSA, Ley del 2015 (Cada Estudiante Triunfa.)

En General

La política del compromiso de padres y familia del Distrito de Dorchester ha sido desarrollada conjuntamente con actualización regular y distribuido a los padres y miembros de la familia de los niños participantes y la comunidad local en un formato uniforme y entendible. Esta política acordada por los padres describe el proceso para transmitir los requisitos como en la lista abajo:

- Padres y miembros de la familia de los estudiantes son bienvenidos y animados para involucrarse con la escuela y educación de sus niños; esto incluye a padres y miembros de familia que tienen dominio limitado del inglés, literatura limitada, están económicamente desventajados, con discapacidades, antecedentes de minoridad racial o étnica o con niños migratorios. Información relacionada a programas de la escuela y para padres, reuniones, reportes y otras actividades son enviadas a los padres de los niños involucrados en un formato, y hasta cierto punto posible, en un lenguaje que los padres puedan entender.
- Los padres y miembros de la familia están involucrados en la planeación, revisión, evaluación y mejoramiento del programa Título I, Reglamentos del Compromiso de padres y familia y la reunión anual programada a una hora conveniente. Este debería incluir la planificación e implementación de involucración de actividades de padres y la familia.
- Conducta, con involucración significativa de padres y familia, una evaluación de la efectividad del contenido del compromiso de la política de padres y familia. Se usarán las recomendaciones de la evaluación para diseñar estrategias basadas en evidencia para un mejor involucramiento efectivo de los padres, y para revisar el compromiso de la política de padres y familia.
- Oportunidades son previstas para padres y miembros de familia para participar en decisiones relacionadas a la educación de sus niños en tiempos convenientes. La escuela y otra agencia local educacional proveerán otro apoyo razonable para actividades de involucramiento de padres.
- Padres y miembros de familia de los niños participantes serán proveídos información oportuna sobre programas bajo esta parte, una descripción y explicación de plan de

estudios en uso, las formas de evaluación académica usada para medir el progreso del estudiante y los niveles de logro de los Estándares Estatales. La escuela provea con asistencia, oportunidades y materiales y entrenamiento para ayudar a los padres y miembros de familia a trabajar con sus niños en mejorar sus logros académicos en un formato y cuando sea factible, en un lenguaje que padres y miembros de familia puedan entender.

- Maestros/as educadores, personal especializado en apoyo instruccional, directores, y otros líderes escolares, con la asistencia de los padres con el valor y utilidad de contribuciones de los padres y miembros familiares, como contactar, comunicarse y trabajar con los padres como iguales.
- Coordinar y entregar involucramiento de padres a programas y actividades con otros programas federales, estatales y locales, incluyen programas preescolares que alientan y apoyan a padres y miembros de familia para participar en la educación de sus hijos.

Help Your Child Bounce Back And Learn From Mistakes

Mistakes are a part of life. It probably won't be long before your child makes one on a school assignment or test—and that's OK. What matters is how children and families respond to those mistakes.

Instead of criticizing or ignoring errors, help your child learn from them. Research shows that when students are encouraged to learn from their errors, they do better in school.

By fixing mistakes, children learn they can improve—that “smarts” aren't something they either have or they don't. Intelligence can be increased. And when students understand their errors and don't repeat them, they become more optimistic about their own ability to learn.

When reviewing schoolwork, first point out what your child did well. Then, to help your student learn from mistakes:

- Talk about them. Rather than saying, “Don't worry—you'll do better on the next test,” ask if your child understands why the answers were wrong. If so, your child should correct them. If not, offer suggestions or encourage your child to ask the teacher for help.
- Praise progress. Did your child miss only two problems on the latest test? After reviewing mistakes, talk about how your student is improving. Paying attention to past mistakes—and correcting them—likely made a difference.

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Boost Your Child's Test Performance

Regardless of how well students know the material before a test, they will benefit from knowing basic test-taking strategies.

During a test, encourage your elementary schooler to:

- Read carefully. This applies to the directions, questions and answers.
- Ask the teacher for clarification if the directions are confusing.
- Manage time. Your child should look over the questions and answer the easy ones first. Then, your student can go back to answer the more difficult questions. When stuck on a question, your child should make an educated guess and then move on.
- Use the process of elimination when answering multiple choice questions. Your child should read all of the answers and cross out the choices that don't make sense.
- Answer all questions. Blank answers won't earn points.
- Use any extra time to review all answers and check for careless mistakes.

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Los errores son parte de la vida. Y es probable que no pase mucho tiempo antes de que su hijo cometa uno en un trabajo escolar o un examen, y no hay problema. Lo importante es cómo responden los niños y sus familias a esos errores.

Al corregir los errores, los niños aprenden que pueden mejorar y que la inteligencia no es algo que tienen o que no tienen, sino que puede desarrollarse. Y cuando los estudiantes comprenden sus errores y no los repiten, aumenta su optimismo sobre su capacidad para aprender.

Hable sobre ellos. En lugar de decir, “No te preocupes, te irá mejor en el próximo examen”, pregúntele a su hijo si entiende por qué las respuestas eran incorrectas. Si lo comprende, debería corregirlas. Si no lo comprende, haga sugerencias o anímelo a pedirle ayuda al maestro.

Felicitelo por su progreso. ¿Resolvió mal solo dos problemas en el último examen? Después de revisar los errores, hablen sobre cómo está mejorando su estudiante. Es probable que prestar atención a los errores anteriores —y corregirlos— haya marcado una diferencia.

[illegible]

Independientemente de qué tan bien los estudiantes sepan el material antes de rendir un examen, se beneficiarán de conocer las estrategias básicas para rendir exámenes.

- Leer con atención. Esto aplica a las instrucciones, las preguntas y las respuestas.
- Pedirle al maestro una aclaración si las instrucciones son confusas.
- Administrar su tiempo. Su hijo deberá mirar las preguntas y responder las más fáciles primero. Después, podrá responder las preguntas más difíciles. Cuando se atasque en una pregunta, debería hacer una conjetura fundamentada y avanzar.
- Usar el proceso de eliminación cuando responda preguntas de opción múltiple. Debería leer todas las respuestas y tachar las opciones que no tengan sentido.
- Responder todas preguntas. Las respuestas en blanco no sumarán puntos.
- Usar el tiempo extra para revisar todas las respuestas y detectar errores por descuidos.

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During the 6th grade language arts class at Dorchester Public School in the spring of 2023, students prepared entries in penmanship and poetry for the 2023 Nebraska State Fair. Annaleah Tellez earned 2nd place in the penmanship category and Javier Cornejo earned honorable mention in the poetry category. Annaleah also received a monetary award from the Nebraska State Fair to honor her accomplishments. Congratulations to these students for putting forth effort in these education competitions. The current 6th grade language arts class plans to prepare entries for the 2024 Nebraska State Fair. Keep up the super work, students!