



**2023-2024**  
**ANNUAL REPORT**  
**TO THE COMMUNITY**



## Welcome

to the 2023-2024 Dover Area School District Annual Report to the Community. This publication reflects a small sample of the many achievements of our students and staff this past year. We are dedicated to positively influencing the future of tomorrow's leaders, and we are committed to informing the community of our district's accomplishments. In this report, you will find this year's (2023-2024) district finances, and the current state of the district.

## DASD VISION

DASD students will achieve success by engaging in rigorous and relevant instruction, exploring a broad range of opportunities, and discovering unique pathways to a productive future through the supportive collaboration of the entire school community.

## DASD MISSION

Educate, empower, and inspire all students to become contributing citizens in an ever-changing world.

## DASD BELIEF STATEMENT

We believe all Dover Eagles will demonstrate Perseverance, Respect, Ownership, Unity and Dedication.

## Dover Area School District Board of Directors

The members of the Dover Area School District (DASD) Board of Directors are volunteers who give their time and energy to provide DASD students with a quality education while maintaining fiscal responsibility for their decisions. School Board agendas and meeting minutes can be found on our website at [www.doversd.org](http://www.doversd.org).

Mr. David Conley, President  
Mr. Craig Kindig, Vice President  
Mr. Rob McKinney, Treasurer  
Mr. Terry Emig  
Mr. Allen Hogan  
Mrs. Heidi Mease  
Mrs. Karen Miller  
Mrs. Carmen Witmer  
Mr. David Wolverton

### School Board Work Sessions

Second Tuesday of each month at 7:00 p.m., except December, June, and July.

Agenda and meeting location information can be found on the website at [www.doversd.org](http://www.doversd.org)

### School Board Meetings

Third Tuesday of each month at 7:00 p.m., except December.

Agenda and meeting location information can be found on the website at [www.doversd.org](http://www.doversd.org)





## Superintendent's Letter

The Dover Area School District continues to work diligently to bring its mission and vision to life by aligning our curriculum, instruction, programs, and services in order to challenge and support each student. DASD faculty and staff members strive to partner with our families and community organizations to meet the needs – academic, emotional, physical, and social - of the whole child.

To that end, the **District's 2023-2026 Comprehensive Plan**, which the School Board approved on August 22, 2023, includes six major goal areas and has established priorities, action plans, and action steps within each goal: *Early/Elementary Literacy, Process Writing, Reading & Writing Across the Curriculum, High Standards and Expectations, Guaranteed & Viable Curriculum and Math Intervention*.

The new Comprehensive Plan, required every three years by PDE, also revised the District Mission and Vision statements:

### MISSION STATEMENT

Educate, empower, and inspire all students to become contributing citizens in an ever-changing world.

### VISION STATEMENT

DASD students will achieve success by engaging in rigorous and relevant instruction, exploring a broad range of opportunities, and discovering unique pathways to a productive future through the supportive collaboration of the entire school community.

My aspirations for the District dovetail with the goals of the Comprehensive Plan. Within these goals are several objectives, and within each objective are many actions and steps.

#### Goal 1: Excellence in Teaching and Learning

DASD provides a high-quality education for all students, maintaining high expectations for all students and emphasizing the [9 Characteristics of High Performing Schools](#)

Objective 1: Strong Foundation for Early Learning

Objective 2: Curricular Alignment in All Subjects K-12

Objective 3: Instructional Delivery

Objective 4: Assessment Procedures and Use of Data

Objective 5: Preparation for Career, College, and Life

#### Goal 2: Positive Culture and Climate

DASD fosters positive school communities in which students can develop their academic, emotional, physical, and social skills in a learning environment that is developmentally responsive to students' strengths and needs, with an emphasis on the [9 Characteristics of High Performing Schools](#).

Objective 1: Safe, Supportive, and Engaging Classrooms and School Communities

Objective 2: Family and Community Engagement

#### Goal 3: Efficient and Effective Operations

DASD employs best practices to maintain efficient and effective organizational operations, retaining an emphasis on the [9 Characteristics of High Performing Schools](#).

Objective 1: Consistency, Communication, Collaboration and Coordination

Objective 2: Maximize Human and Fiscal Resources

#### Goal 4: Future Focused Decision Making

DASD plans for the future of the district by applying sound practices for the present, responding to needs and adjusting as appropriate to accomplish the district's mission and vision while maintaining an emphasis on the [9 Characteristics of High Performing Schools](#).

Objective 1: Retention of a Highly Qualified Staff

Objective 2: Mutually Beneficial Community Partnerships

DASD is blessed with dedicated employees who love kids, teaching, and Dover – and want the very best for Dover Area School District. We strive to celebrate, honor, and build upon the effective practices already in place in Dover with a culture of growth, a culture of excellence, and a culture of well-rounded, rigorous curriculum and instruction that prepares our students for careers and college – *their* futures.

Sincerely,

Kelly K. Cartwright, Ed.D.

Superintendent of Schools

### About the Dover Area School District

Dover Area School District extends over 42 square miles and serves a community of approximately 24,000 residents. DASD is a diverse school district in York County with almost 500 employees who educate over 3200 students in grades K-12. The district addresses our students' needs by providing educational services in one high school (9-12), one middle school (6-8), four elementary schools (K-5), and a Virtual Academy. Please visit the Dover Area School District website for more specific information about each of the Dover Area schools.





## 9 Attributes of High Performing Schools

### 1. Clear and Shared Focus

What it Means	What It Looks Like
Common beliefs and values	Commitment to continual improvement; always room for improvement

### 2. High Standards and Expectations for All Students

What it Means	What It Looks Like
<b>ALL</b> students: rigorous courses, career & college ready; teachers and students believe they can do it	Clear and high expectations, examples of quality work

### 3. Effective School Leadership

What it Means	What It Looks Like
Trust, distributive, sustainable, collaborative; student success at core	Modeling, mentoring, vision of high quality, focus on student learning, remove barriers to student learning; begin with end in mind/proactive

### 4. High Levels of Collaboration and Communication

What it Means	What It Looks Like
Prioritize. Focused on things that matter: student success Community/stakeholder engagement	Time and support for collaboration Multiple means of collaboration 2-way communication

### 5. Curriculum and Instruction Aligned with Standards

What it Means	What It Looks Like
State standards - curriculum – CIA connections/alignment; consistency	High expectations best practice research culturally responsive teaching strategies, personalized instruction

## 9 Attributes of High Performing Schools (continued)

### 6. Frequent Monitoring of Teaching and Learning

What it Means	What It Looks Like
Analysis: how we're doing v what we want Assessment informs and improves instruction Feedback for improvement	Time and resources provided for reflection, collaboration, and review of teaching and learning

### 7. Focused Professional Development

What it Means	What It Looks Like
Professional development is tied to the District's goals and tailored to the needs of the professionals.	Based on needs with input from stakeholders Deliberate, purposeful, supports student learning

### 8. Supportive Learning Environment

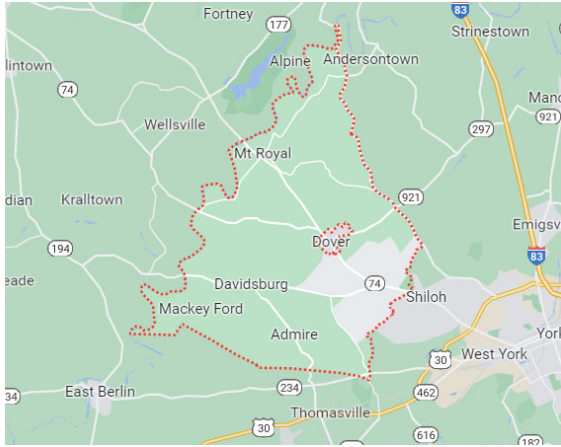
What it Means	What It Looks Like
High expectations; warm/caring environment; personalized instruction; culture is healthy and intellectually stimulating	School loyalty; progress; respectful and courteous environment; students own their learning

### 9. High Levels of Community and Parent Engagement

What it Means	What It Looks Like
ALL feel a sense of responsibility for the educational process	Parents are recruited to serve in key roles; frequent use of diverse ways to engage parents

# 2023-2024 Dover Area School District Profile

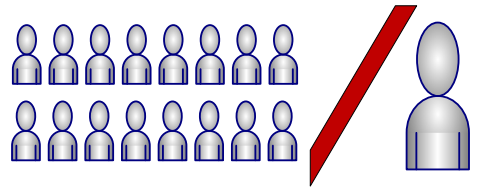
Data is based on active students as of December 2023



Over 42 square miles of land  
Approximately 24,000 residents

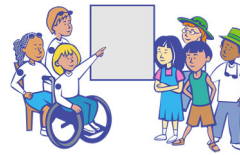
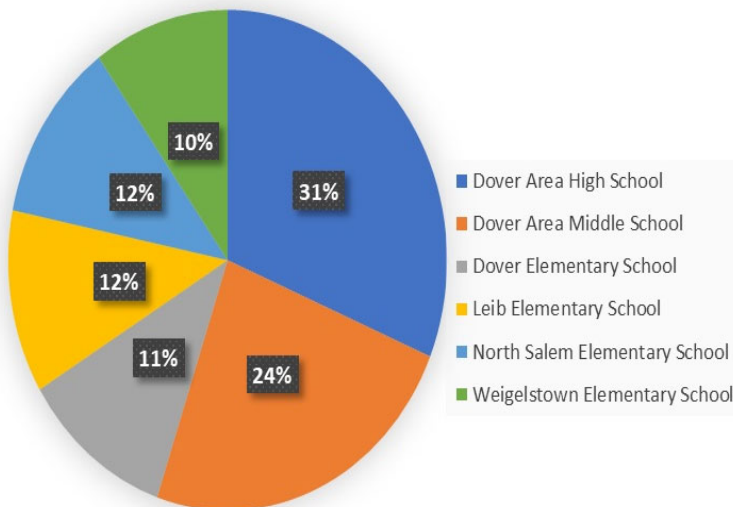


One high school (9-12), one middle school (6-8), four elementary schools (K-5), and a Virtual Academy



Approximately 16:1 Student  
to Teacher Ratio

## Enrollment by DASD Building



Approximately 500  
employees who  
educate over 3200  
students

## Percentage of Outside Enrollments

Cyber Charter Schools: 4.49%  
Home School Programs: 4.25%  
Off Campus Placements: 1.53%  
Parochial Schools: 3.06%  
York Co. School of Technology: 2.10%

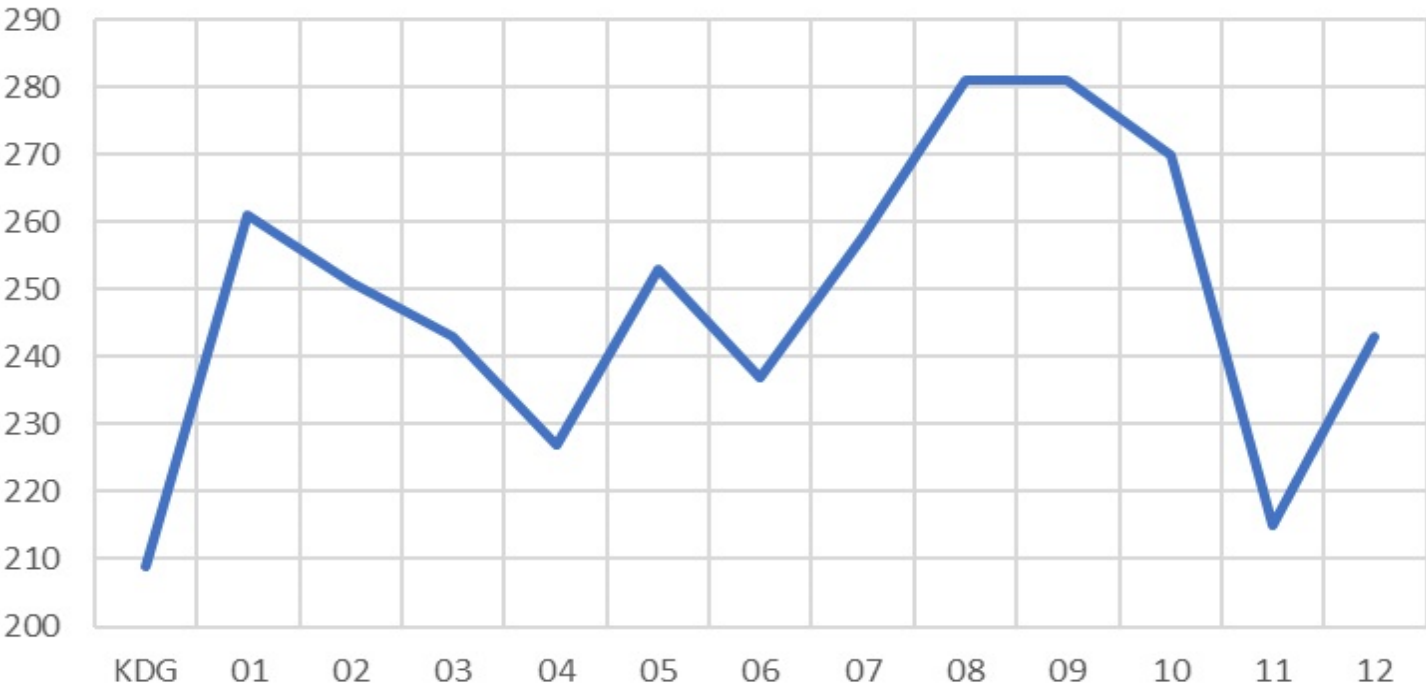
## Percentage of Enrollment by Student Groups

Economically Disadvantaged: 56%  
English Language Learners: 3%  
Foster: 0.04%  
Homeless: 0.1%  
Special Education: 16.19%

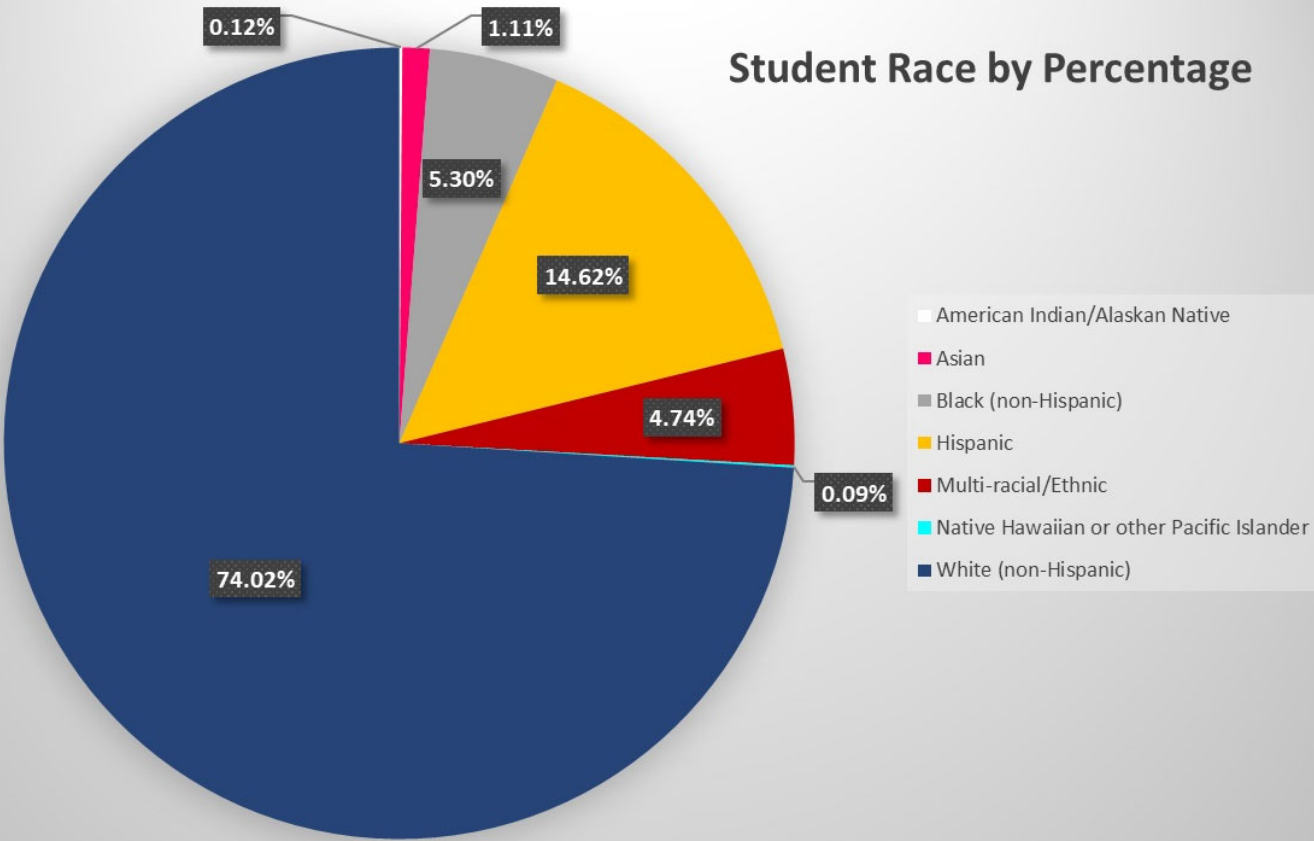
# 2023-2024 Dover Area School District Profile (continued)

Data is based on active students as of December 2023

## Number of Students per Grade Level in Buildings



## Student Race by Percentage





## May 2023 Parent Survey Results

Question	District Average %
<b>Building Specific</b>	Agree/Strongly Agree
My child's school is a supportive and inviting place for students to learn.	95.3
My child is safe at school.	95
My child's school provides high-quality instruction.	87.7
Adults in this school motivate my child to learn.	97.6
My child is treated fairly by staff members in this school.	97
My child is treated with respect by staff members at this school.	97
At this school, there are effective supports for all children, including children with learning difficulties.	89.6
My child likes his/her teachers.	98.8
Teachers and counselors in this school really care about students.	98.2
Administrators in this school really care about students.	89
Adults at the school respect cultural diversity.	97.5
The school is clean and well maintained.	99.3
Adults in this school have high expectations for all students.	90.1
This school is a supportive and inviting place for parents/guardians.	96.2
Adults in this school take parent concerns seriously.	81.8
Parents and guardians are treated with respect.	98.2
I feel like I am actively involved in my child's education.	94.5
I would recommend my child's school to others.	88.3



## December 2023 Parent/Teacher Conferences

Question	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	SA & A
The dates offered for Parent Teacher Conferences suited my schedule.	124	58	6	1	96.3%
The times of day offered for Parent-Teacher Conferences suited my schedule.	120	65	3	1	97.88%
Time slots were available that suited my schedule.	118	62	8	1	95.23%
Parking space at my child's school was sufficient.	127	60	0	2	98.25%
I felt welcomed at my child's conference.	143	45	0	1	99.47%
The time allotted (20 minutes) for my conference was sufficient.	99	68	19	3	88.46%
The conference was productive and worthwhile.	121	61	7	0	96.3%

**WE ARE HIRING**  
*Join Our Team*

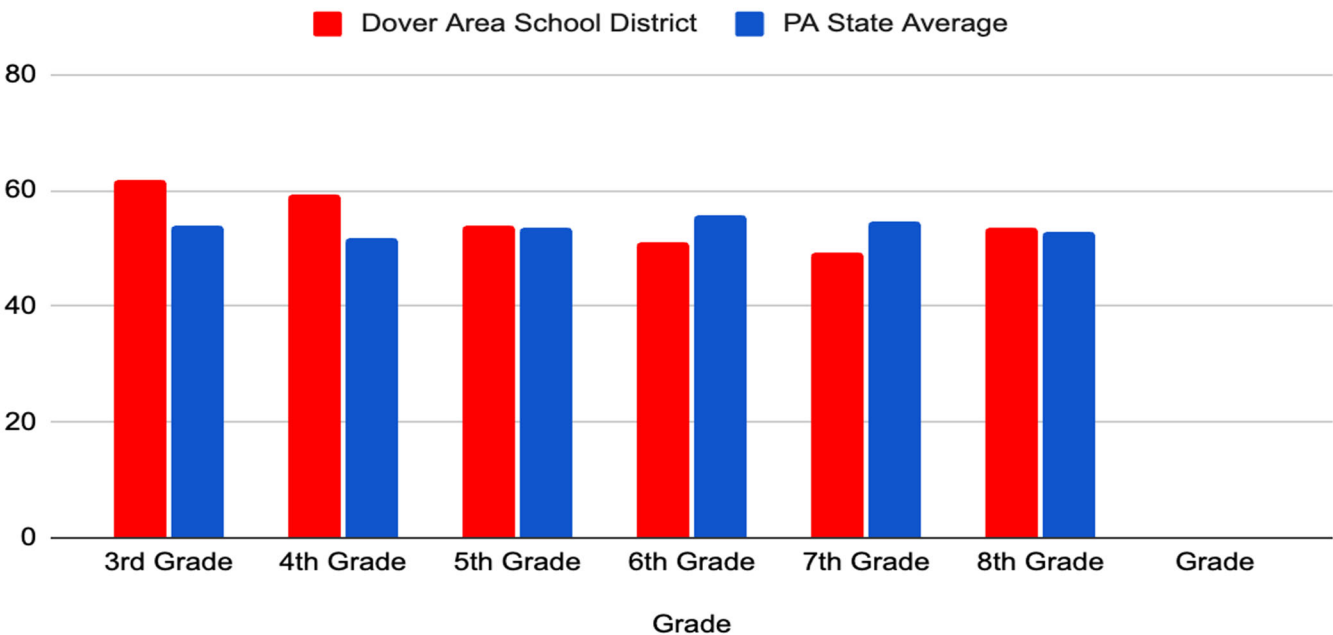


*Apply Today at*  
[www.doversd.org](http://www.doversd.org)

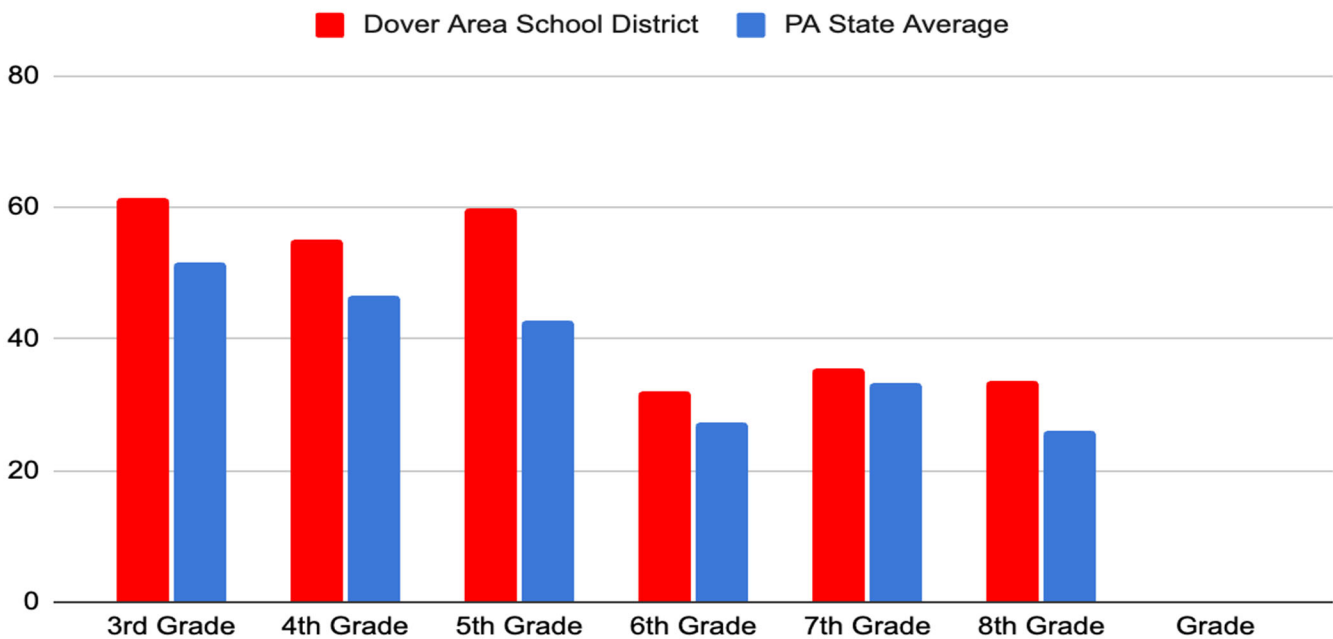
# Dover Area School District Achievement Data: 2023 PSSA Results

Dover data is compared against the Commonwealth of Pennsylvania's average

## 2023 PSSA English Language Arts

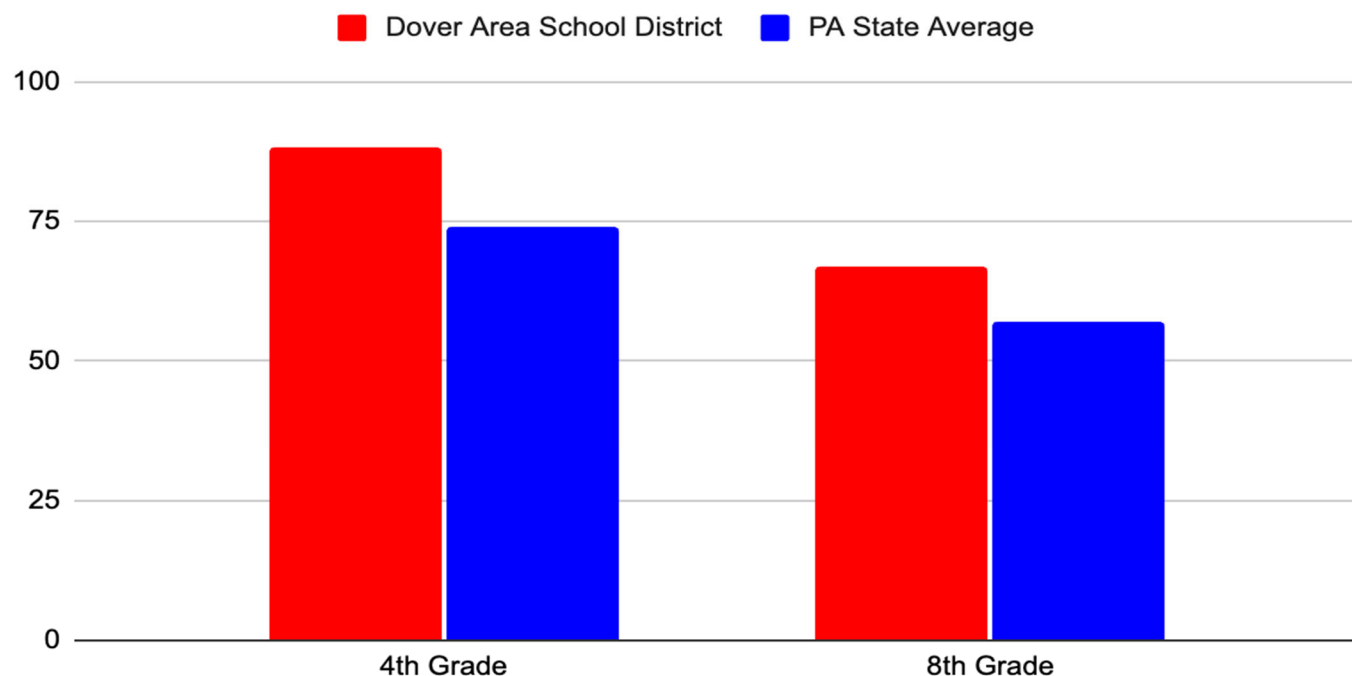


## 2023 PSSA Math

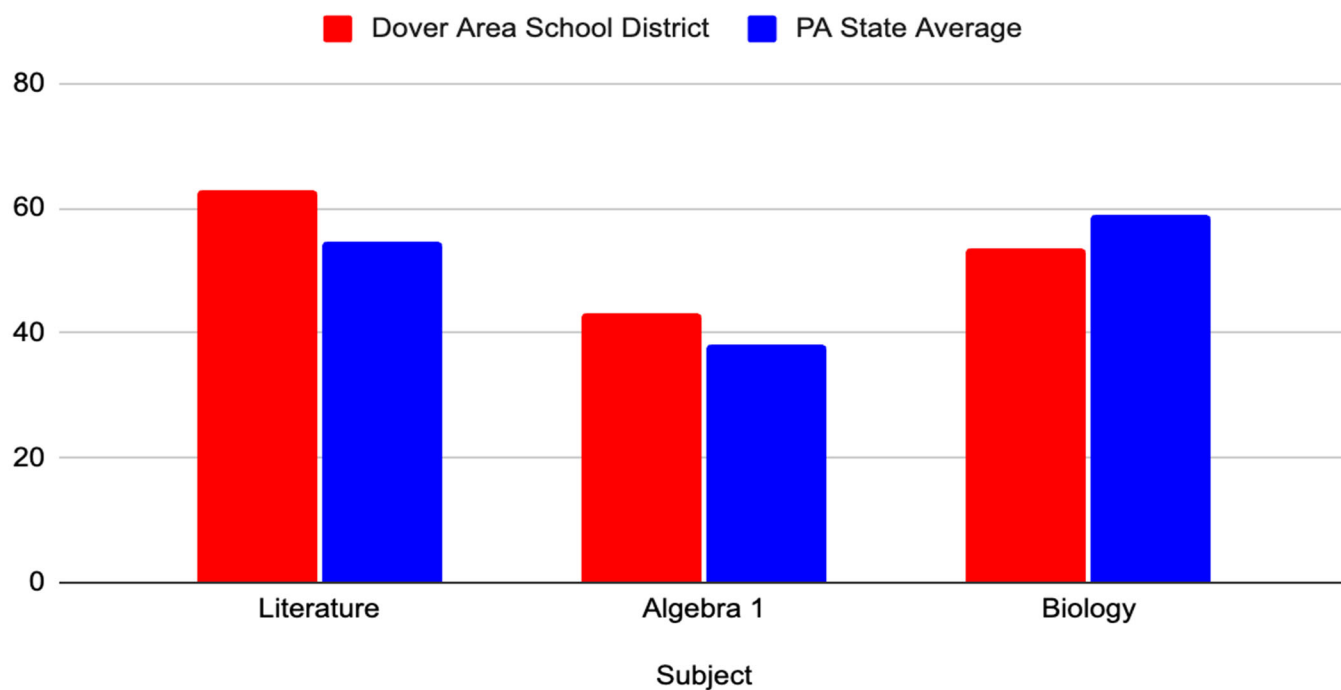


## 2023-2024 Dover Area School District Achievement Data (continued)

### 2023 PSSA Science



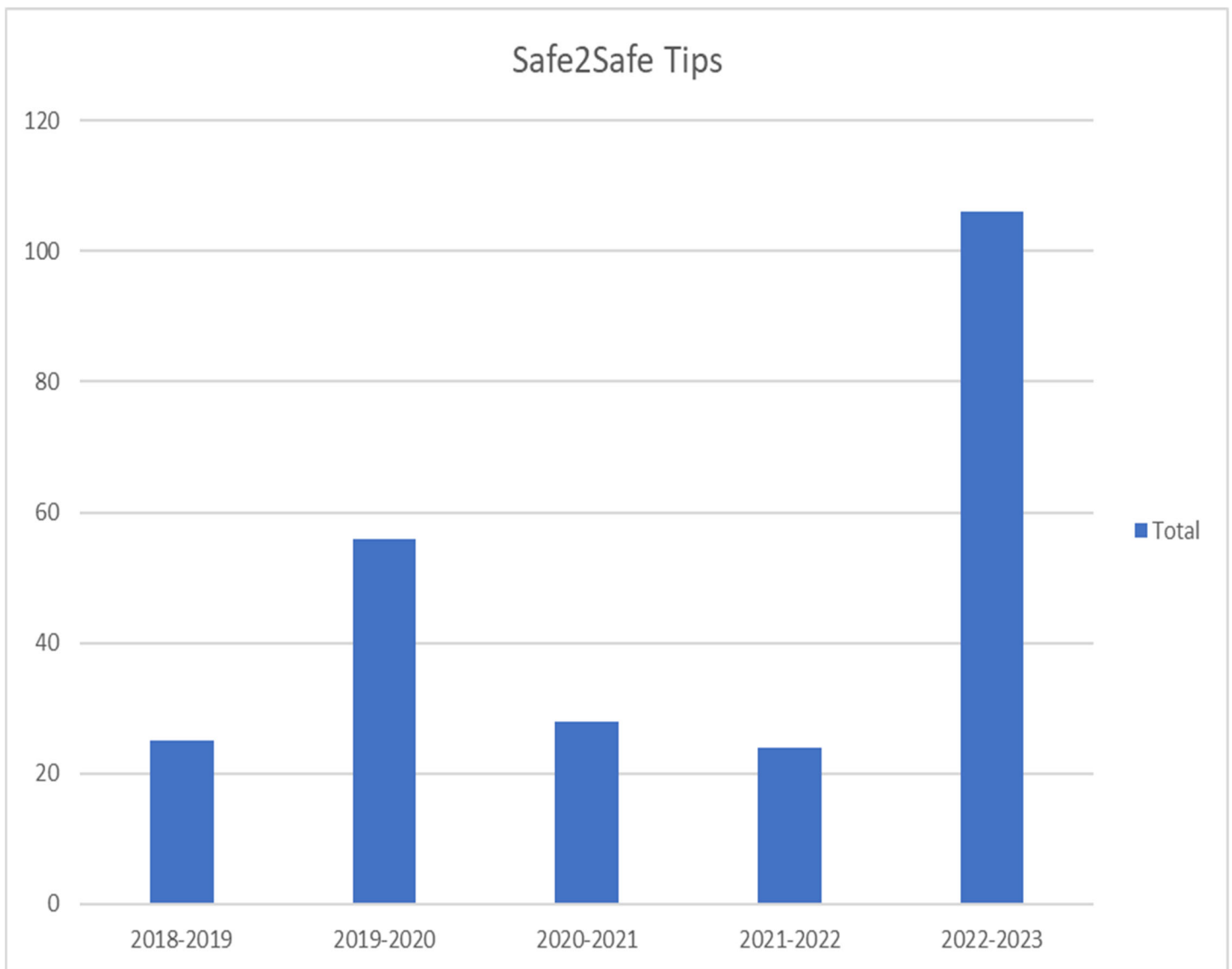
### 2023 Keystone Exams



## 2022-2023 Dover Area School District and Safe2Say

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to “say something” BEFORE it is too late. With Safe2Say Something, it is easy and confidential to report safety concerns to help prevent violence and tragedies. Here is how it works:

- Submit an anonymous tip report through the Safe2SaySomething system
- Crisis center reviews, assesses and processes all submissions
- Crisis center sends all submissions to school administration and/or law enforcement for intervention
- If needed, crisis center may contact tipster anonymously through the app



*\*\*Note: 2018-2019 was only ½ of a year due to the implementation of Safe2Say*





## **Dover Area School District and Northern York County Regional Police Department School Resource Officer Program**



January 2014, in cooperation with the Dover Area School District, the Northern York County Regional Police assigned a School Resource Officer to the school district. In August 2019, the NYCRPD and DASD reached an agreement to add a second SRO to the district. One officer has an office in the Middle School and the other officer has an office in the High School. Together they handle law enforcement duties at all Dover Area Schools. This effort has lead to a stonger cooperative effort between the police department and the school district. The goal of this collaboration is to provide a safe environment for students, staff, and visitors to the school district.

In addition to having a uniformed presence in the school, the job description of the SRO also includes the following;

- Handle parking and traffic concerns
- Provide classroom instruction on a variety of topics pertaining to law enforcement
- Present educational assemblies
- Coordinate police presence at after school activities
- Investigate criminal activity
- Provide information on current trends to the NYCRPD and other law enforcement agencies
- Assist school officials in enforcing truancy and attendance

### **2022-2023 Dover Area School District Arrests Per Building**

In order to comprehend what constitutes an arrest, one must first understand the definitions within the bounds of Pennsylvania. The National Council of State Legislators (2019) explain how states use “citations to reduce jail populations and provide local cost savings” (para. Overview). Additionally, citations redirect individuals of lower risk from being detained (National Council of State Legislators, 2019). By implementing a different option for “pretrial detention and release processes” for specific offenders, “citation in lieu of arrest” can be treated as a factor of “state pretrial policies” (para. Overview). In the Commonwealth of Pennsylvania, Pennsylvania Title 234 Rules 402, 441, and 519 are applicable in the “citation in lieu of arrest.” When an individual receives a citation, he/she is considered arrested.

<b>School</b>	<b>Arrested but not for a weapons violation</b>	<b>Arrested for a weapons violation</b>	<b>Not Arrested</b>	<b>Grand Total</b>
High School	38		45	83
Middle School	18	1	58	77
North Salem			1	1
Weigelstown			1	1
<b>Grand Total</b>	<b>56</b>	<b>1</b>	<b>105</b>	<b>162</b>

**\*\*Note:** The term “Not Arrested” means that law enforcement was involved in the investigation, but the individual was not arrested for a variety of reasons.

# FINANCIAL DATA ELEMENTS

FISCAL YEAR ENDING JUNE 30, 2022

Note: 2021-2022 is the latest school year data published by the PA Department of Education

## Dover Area School District

## PA State Average

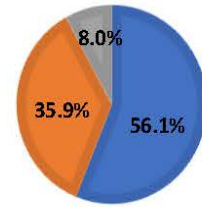
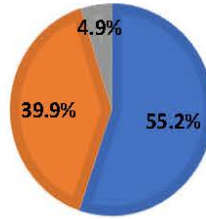
### REVENUE

Total Local, State, and Federal Revenue

\$67.8 Million

\$70.1 Million

#### Revenue Sources:



Per Student

\$20,310

\$21,263

Property Taxes Collected

\$28.2 Million

\$30.2 Million

% of Total Revenue

41.6%

19.8%

43.0%

20.2%

Basic Education Funding

% of Total Revenue

### EXPENDITURES

Total Current Expenditures

\$62.6 Million

\$62.2 Million

% Spent on Instruction

67.5%

14.8%

% Spent on Pensions

% Spent on Charter Schools

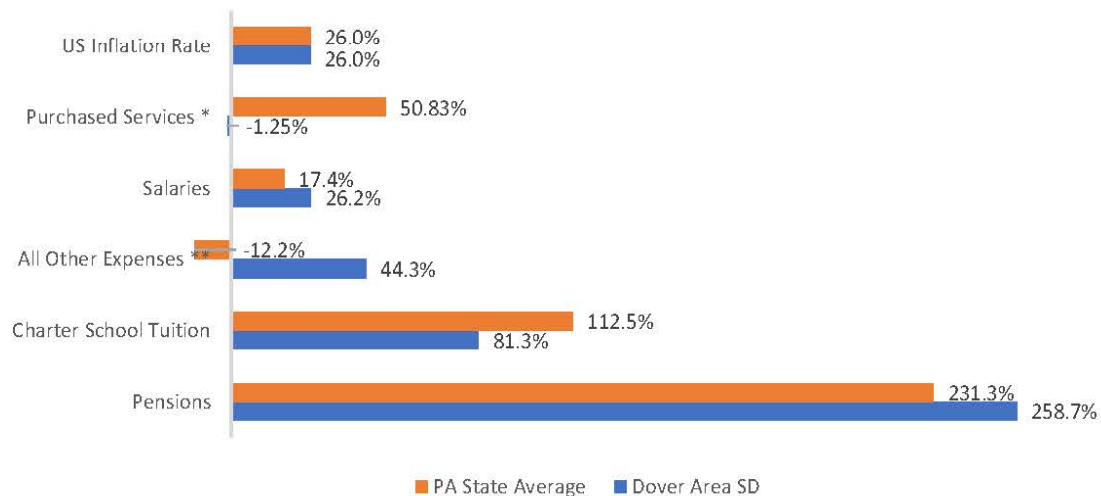
4.0%

Per Student

\$18,126

\$18,383

### SPENDING INCREASES SINCE 2012 - 2013



**Dover Area School  
District**

**PA State Average**

**SPECIAL EDUCATION REVENUES & EXPENDITURES**

Special Education Expenses

\$10.3 Million

\$10.8 Million

Revenue Sources:

Local Special Education Revenues

\$ .8 Million

\$ .6 Million

State Special Education Revenues

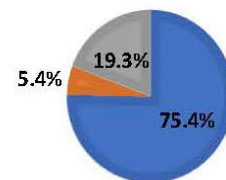
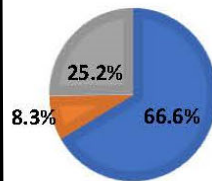
\$2.2 Million

\$2.3 Million

Federal Special Education Revenues

\$ .3 Million

\$ .2 Million



**FUND BALANCE**

Total Fund Balance - General Fund \*\*\*

\$13.9 Million

\$12.0 Million

% of Total Expenditures

19.5%

17.0%

Total Unassigned Fund Balance - General Fund

\$4.2 Million

\$5.3 Million

% of Total Expenditures

5.9%

7.5%

**STUDENT CHARACTERISTICS & DEMOGRAPHICS**

Average Daily Membership

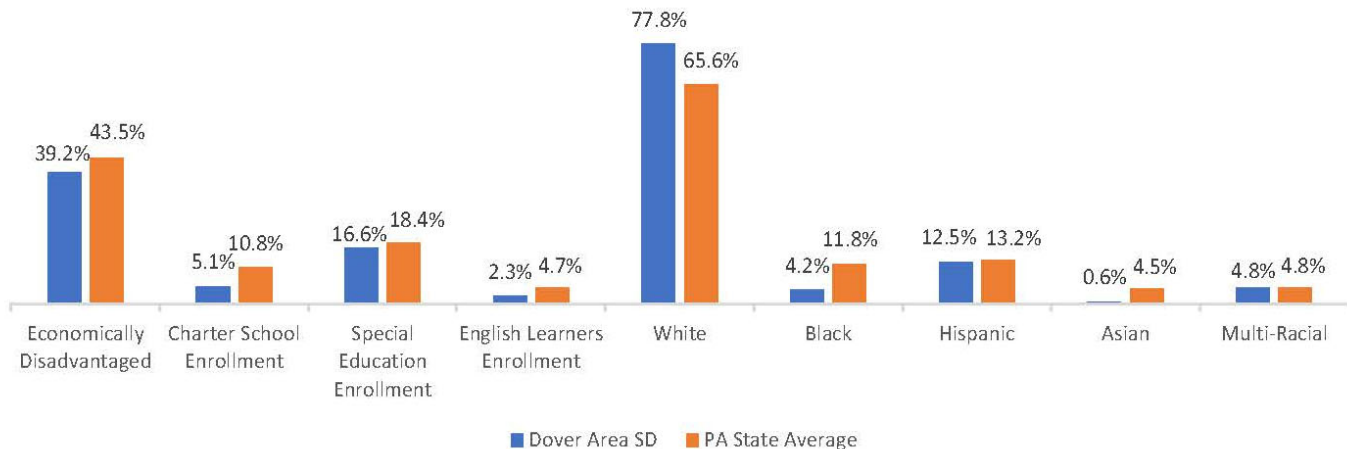
3,455

3,386

School District Enrollment

3,270

3,038



\* These include outside educational services, transportation, liability insurance, other tuition payments, and contracting services.

\*\*\* Excludes nonspendable fund balance.

# Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students

State and federal special education regulations require each school district to provide notice to the community by publishing an annual public notice to parents, in newspapers, on the web-site, or by other media, regarding the school district's identification and screening activities, the location and time of the activities, and also any evaluation activity that takes place in the Dover Area School District.

The district is required to provide a free appropriate public education (FAPE) to children with disabilities who are determined, through the evaluation process, to need special education and related services under IDEA and 22 PA School Code Chapter 14. A school-age child with a disability, who is determined to be in need of special education and related services, is identified as a child with a disability for special education in need of specially designed instruction. The following are disability categories under IDEA:

Autism, Deafness, Hearing Impairment, Multiple Disabilities, Other Health Impairment, Traumatic Brain Injury, Specific Learning Disability, Speech or Language Impairment, Deaf-Blindness, Emotional Disturbance, Intellectual Disability, Orthopedic Impairment, Visual Impairment

**Early Intervention:** Children ages 3 through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need special education and related services. Developmental delay is defined as a child who is less than the age of beginners and at least 3 years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument that yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas. (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information, you may contact IU12 Pre-school Office at (717) 624-6475.

**Screening Activities:** The Dover Area School District conducts ongoing screening activities throughout the school year to identify students who may have a disability and be in need of special education services. Screening is conducted in the student's home school unless other arrangements are necessary. If a child is identified by the district as possibly in need of such services, the school district will seek parental consent to conduct an evaluation. Parents can request screening in writing for their children by contacting the building principal.

**Evaluation Process:** When screening indicates that a student may have a disability, the school district will seek parental consent to conduct an evaluation. "Evaluation" is the procedure used to determine whether a child has a disability and if the child's disability is of the nature and extent that the child would be eligible for special education and related services. Evaluation procedures used are determined on an individual basis by a Multi-disciplinary Team, which includes the parents. Evaluation for the purpose of determining if a child has a disability eligible for special education does not include the procedures or basic tests that are administered to all children.

Parents, who think their child is exceptional may request, at any time, that the school district conduct an evaluation. This request should be made in writing to the building principal. If a parent makes an oral request for an evaluation, the school district shall provide the parent with a form for that purpose within 10 days of the oral request.

**Independent Educational Evaluation:** Parents also have the right to obtain an independent educational evaluation. The school district must provide to parents, on request, information about where an independent educational evaluation may be obtained and criteria application for independent evaluations.

Under certain circumstances, such an independent educational evaluation may be obtained at public expense.

**Consent:** School entities cannot proceed with an evaluation or with the initial provision of special education and related services without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice, which can be found at the at PaTTAN website, [www.pattan.net/](http://www.pattan.net/). Once written parental consent is obtained, the district will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

**Program Development:** Once the evaluation process is completed, a team of qualified professionals and parents determine whether the child is eligible. If the child is eligible, the Individualized Education Program (IEP) team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff, intermediate unit staff, or charter school staff issue a Notice of Recommended Educational Placement/ Prior Written Notice (NOREP/PRN). Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

**Gifted Education:** The Dover School District conducts child find activities for children who may be eligible for gifted services via 22 Pa. School Code Chapter 16. Parents who suspect that their child is in need of specially designed instruction beyond that required in 22 Pa. School Code §16.22. If a student is both gifted and eligible for special education, the procedures in IDEA and Chapter 14 shall take precedence. For additional information, please contact the Director of Exceptional Children at 717-292-3671 ext. 80114.

**Protected Handicapped Students:** In compliance with state and federal law, and 22 Pa. School Code Chapter 15, the Dover Area School District will provide to each protected handicapped student, without discrimination or cost to the student or family, those related aids, services or accommodations that are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability that substantially limits a major life activity or prohibits participation in or access to an aspect of the school program. These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students with disabilities enrolled in special education programs.

**Confidentiality:** The Dover Area School District, and to some extent the intermediate unit, maintain records concerning children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Parental consent, or consent of an eligible child who has reached the age of majority under state law, must be obtained before personally identifiable information is released, except as permitted under the Family Educational Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collections, storage, disclosure, and destruction states. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information. For additional information related to student records, the parent can refer to the Family Educational Rights and Privacy Act (FERPA).

This notice is only a summary of the screening, evaluation, services activities, and rights and protections pertaining to children with disabilities, children thought to be disabled and their parents. For information about these policies and procedures, rights of confidentiality, and access to educational records, or to request an evaluation or screening of a public or private school child, parents should contact the Director of Exceptional Children at 717-292-3671 ext. 80114.



### **Anti-Bullying and Harassment Policy**

The Dover Area School District Board of School Directors is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students (Policy 249).

### **McKinney-Vento Act**

Students lacking a fixed, regular, or adequate nighttime residence may be eligible for additional educational support through the federal McKinney-Vento Act. For more information on eligibility, please see our website or contact Mrs. Marsha Hake at 717-292-3671 ext. 80113.

### **Pest Management Plan:**

The Dover Area School District abides by the provisions of Act 35/36 2002 of the Commonwealth of Pennsylvania — Integrated Pest Management. In accordance with this plan, non-chemical pest management treatment will be implemented whenever practical. Advance notification of pesticide treatment will be posted prior to all applications. Parents or guardians may also request individual notification prior to pesticide use within the school district by contacting the Facilities Department. All reports of inspections and our management plan are on file in the Facilities Department located at the District Office. Anyone interested may examine these reports by appointment by contacting the Facilities Department at 717-292-3671 ext. 80203.

### **Notification of Rights under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records. They are:

The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when the school is notified of the request for a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent from the parents or eligible student, as applicable. One exception that permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school system to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

### **Directory Information Notice**

The school may disclose certain information known as directory information, in its discretion without consent. Information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized school activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.



Dover Area School District  
101 Edgeway Road  
Dover, PA 17315  
[www.doversd.org](http://www.doversd.org)

The Dover Area School District is an equal opportunity institution. It will not discriminate based on race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in the treatment of individuals, or any aspect of its operations, including its employment practices, as required by Title VI, Title IX, and Section 504. The lack of English skills shall not be a barrier to admission or participation in the district's activities and programs. The district offers CTE programs in Business, STEM, Visual Communications, and Agriculture. For information regarding civil rights or grievance procedure, contact Dr. Troy Wiesting, Title IX Coordinator, [twiestling@doversd.org](mailto:twiestling@doversd.org) or 717-292-8066. For information regarding Section 504, contact Mrs. Katherine Guyer, Director of Exceptional Children, [kguyer@doversd.org](mailto:kguyer@doversd.org), or 717-292-3671.

## Dates to Remember

Due to space limitations, this calendar represents district-wide events scheduled on or after February 1, 2024. For more information, please visit the district's website.

Friday, February 16	.....	No School for Students
Monday, February 19	.....	No School for Students and Staff
Friday, March 1	.....	SCHOOL IN SESSION (Make-up Day from January 16)
Wednesday, March 13	.....	Early Dismissal
Friday, March 29	.....	No School
Monday, April 1	.....	No School (Make-up Day, if needed)
Wednesday, April 17	.....	Early Dismissal
Monday, May 27	.....	No School
Thursday, May 30	.....	Early Dismissal
Friday, May 31	.....	Last Student Day/Early Dismissal (Tentative)*

\*Last day is tentative and dependent on snow make-up days. There is one more snow make-up day scheduled (April 1, 2024), if needed. This day will be used first. Additional snow make-up days will be added to the end of the school year.