

A meeting of the Dover School Board was called to order by Chairperson Marjorie Fisher on Monday, April 10, 2006, at 7:00 p.m. in the City Council Chambers.

A. ROLL CALL: Present were Marjorie Fisher, Dorothea Hooper, Carolyn Mebert, Audra Lurvey, Brandon Foye, Kara Winton, and Doris Grady.

Also present were Superintendent John O'Connor; Laurie Verville, Business Manager; Anne Watson, Woodman Park School Principal; Anna Parrill, Garrison School Principal; Larry DeYoung, Dover Middle School Principal; Patrick Boodey, Acting Principal, Dover High School; Murray Ingraham, Director of Curriculum; Jean Briggs, Federal Projects; Bailey Rigg, Network Manager; Andrea Elliot, Dean of Instruction, Dover High School; Janet Mason, CTC Secretary; Richard Barrett, DTU President; James Stopa, Career Technical Center Director; Jackie Adams, Director of Special Education; Woodman Park and Garrison School Literacy Collaborative Team teachers; Granite State Scholars; and Citizens of Dover.

B. PLEDGE OF ALLEGIANCE: Kara Winton led the Board in the Pledge of Allegiance.

Kara Winton moved, Audra Lurvey seconded, to suspend the rules and bring item L.2. Resolution of Recognition – Granite State Scholars, to this point in the meeting. An oral **VOTE PASSED 7/0**. Ms. Lurvey read the resolution into the record:

Resolution of Recognition

- WHEREAS** the qualifications for designation of Granite State Scholar in school year 2005/2006 are: student must be a high school senior, under the age of 21, and
- WHEREAS** the student must be ranked in the top 10% of the senior class , and
- WHEREAS** the student must have scored at least 1200 on an SAT exam taken on or before January 31st of the student's senior year (or an equivalent score on ACT) , and
- WHEREAS** those Granite State Scholars who further their education at a 2-year or 4-year New Hampshire public institution are eligible for Granite State Scholars' scholarships, and
- WHEREAS** the names of those high school seniors that met the qualifications to be a Granite State Scholar were submitted by the Dover High School Principal, and
- WHEREAS** only 200 high school seniors were designated as Granite State Scholars, and
- WHEREAS** each recipient will receive a certificate signed by the Governor and the Commissioner of Education for the State of New Hampshire, and
- WHEREAS** the Dover High School Seniors who were selected as this year's recipients bring great pride, recognition, and honor to themselves, to their parents and families, to Dover High School, and to the City of Dover,

NOW THEREFORE BE IT RESOLVED that the Dover School Board applauds, honors and recognizes the many achievements of the following Dover High School Seniors:

Karl Belanger
Hillary Cooke
Cara Fieseher
Elizabeth Fletcher
Amanda Flitter

Kent Willis
Matthew Lemoyne
Camden Mamigonian
Sarah Phelteplace
Stephanie Servetas

William Hedberg
Matt Hergott
Heather Jones

Andrew Sipple
Meredith Taylor
Ben Whitcomb

C. CITIZENS' FORUM:

Kenneth Appel, 16 Isaac Lucas Circle, stated that he was distressed that a recommendation had been made not to renew Philip Loud's contract for the next school year. He spoke at great length about his experience working with Mr. Loud in the mathematics department at Dover High School and at the University of New Hampshire. He stated in his opinion that Mr. Loud was being punished for participating in the Dover Teachers' Union and asked the Board to explain the grounds under which Mr. Loud is not being renewed.

Chairperson Fisher noted that state law, RSA 91-A indicates personnel matters of this nature are to be discussed in non-public session only and the Board could not comment.

Students Kent Willis, Chris Cavalari, Amanda Flitter, Marlene McManus, and Cara Fieseher spoke in support of renewing Mr. Loud's contract and provided personal experiences and positive interactions with Mr. Loud, in and out of his classroom.

Parent Corrine Belanger, 278 Longhill Road, expressed her concerns that Mr. DeYoung proposed changes in the 7 Gold teaching team for next year. She stated the team should remain as is until the 8th grade looping year is completed.

Four seventh grade gold team students also spoke against changing the 7 Gold teaching team prior to the completion of the 8th grade looping. They presented reasons why they believed it would be unwise to make these changes in the next school year.

Parents Sue Calabrese, Mary Pescavich, and Kathy Al Darriji also spoke in favor of retaining the current 7 Gold team teachers until the completion of the next year's 8th grade looping.

D. APPROVAL OF MINUTES: Audra Lurvey moved, Kara Winton seconded, to accept the following minutes:

- a. **Nonpublic Session #10, March 13, 2006 (Personnel & Negotiations)**
- b. **Regular Board #3, March 13, 2006**
- c. **Nonpublic Session #12, March 15, 2006 (Student Discipline)**
- d. **Nonpublic Session #13, March 20, 2006 (Superintendent's Evaluation)**
- e. **Nonpublic Session #14, March 27, 2006 (Teacher Evaluations)**
- f. **Nonpublic Session #15, March 29, 2006 (Student Discipline)**

An oral **VOTE PASSED 7/0.**

E. CONSENT AGENDA:

Audra Lurvey moved, Doris Grady seconded, to remove Custodian Francis Cross from the consent agenda. (Record Note: Mr. Cross resigned prior to this meeting). An oral **VOTE PASSED 7/0.**

Audra Lurvey moved, Kara Winton seconded, to approve the consent agenda as amended. An oral **VOTE PASSED 7/0.**

Chairperson Fisher noted that long-time guidance secretary, Anita Emond, is retiring at the end of a twenty-three year career. She thanked Ms. Emond for her dedication and noted that she will be missed.

1. **Correspondence:**
 - a. Chamber of Commerce, Request for Waiver of Rental Fees, Walker Auditorium

2. **Resignations/Retirements:**
 - a. Catherine Jones, Horne Street School, First Grade Teacher
 - b. Amy Grucel, Woodman Park School, Title I Tutor
 - c. Benjamin Utter, Dover Middle School, Island Program Teacher
 - d. Anita Emond, Dover High School, Guidance Secretary
 - e. Mary O'Mahony, Dover High School, Aide
 - f. Susan Mills, Garrison Elementary School, Second Grade Teacher
 - g. Franchesca DeMaria, Garrison Elementary School, Behavior Specialist
 - h. Michelle Diep, Dover High School, Math Teacher
 - i. Sarah Brewer, Dover High School, Spanish Teacher

3. **Leaves of Absence:**
 - j. Jackie Adams, Memo dated April 4, 2006 re: July 10 to August 4 - Leave without Pay

4. **Nominations:**

Sheet 1: Nomination and Election of Teachers (Clay to Merz)
Sheet 2: Nomination and Election of a Secretary, Aide, Custodian, Non-Union, Substitutes, and Summer School Staff (Arnold to McKenney)
Sheet 3: Nomination and Election of Coaching Positions (Osbon)
Sheet 4: Nomination Letter School Year 2005-2006 for HUB

5. **Professional Development Waiver:** None.

6. **Extended Travel (Student Trips):**
 - a. Request for Final Approval, DHS School Art Club Overnight Field Trip to Mountainville, NH on May 12, 2006
 - b. Request for Final Approval, DMS School Washington, DC Field Trip departure May 30, 2006

F. SUPERINTENDENT'S REPORT: Superintendent O'Connor reported on the following items:

1. **Educational Information:**
 - a. March was Music in Our Schools Month. Many concerts were held throughout the school community. Additionally, the Dover Middle School presented three performances of *Aladdin, Jr.*
 - b. Congratulations to the Percussion Ensemble who won 1st place (for the third time) and the Color Guard who won 1st place (for the second time) at the New Hampshire School Band Association.
 - c. A group of Dover Middle School student collected letters, telephone cards, and other useful items to "Adopt a Troop." The items were sent to Julie Sears, Class of 2000, who distributed them to her troops.

- d. According to feedback surveys received, the teacher's/paraeducator's workshops held on March 17 was very successful.
 - e. State test (NECAP) results will be sent home with report cards this month.
 - f. Kindergarten "Welcome" packets will be sent to parents of incoming kindergarteners. The theme is based on literacy and the packet includes books for parents and to share with their children.
 - g. Chris George is home and doing very well. He anticipates an 8 to 12 week recovery.
2. **Education Achievements:** Superintendent O'Connor requested Career Technical Center Director, James Stopa, and Alternative School Director, Michael Russo, to report on the recently held Governor's Summit on High School Graduation.

Mr. Russo and Mr. Stopa reported the summit revolved around Senate Bill 268 which proposed raising from 16 to 18 the age for compulsory school attendance and provides a procedure for a pupil who is at least 16 years of age to obtain an attendance waiver from school. The bill also established a 2-year pilot program in the Manchester and Nashua school districts to increase opportunities for interested pupils in those school districts to attend vocational education programs. Mr. Russo added his opinion that "While this gathering included many of the stakeholders that can have an effect on the student drop out situation, the groupings, as structured, were limited to information gathering. So, this was a good first step in identifying the problems. A recurring theme that emerged, despite facilitator training to minimize or eliminate its occurrence, was a loud call for funding. My belief is that funds (and lower drop out rates) may go to those who are leaders in the field. The next step is for us to look at what else we can do to address the needs of our community."

Carolyn Mebert moved, Doris Grady seconded, to accept the Superintendent's report. An oral **VOTE PASSED 7/0.**

G. STUDENT REPRESENTATIVE REPORT: Erica Sgrignuoli reported World Language week was two weeks ago. It featured a question every morning from each language, a cake walk, cuisine of the countries, and a "cash-ola night" held at Burger King. A blood drive was held today, sponsored by the key club. They collected 60 units of blood. Student elections are coming up in May.

H. COMMITTEE REPORTS:

1. Health, Wellness, and Nutrition Task Force - Dorothea Hooper reporting: The Health, Wellness, Nutrition Task Force met on March 29th to continue developing a policy draft to address wellness in our schools.

At this meeting we took our 7 guidelines and defined what we wanted to accomplish in each instance. One idea, that we felt had merit, included the services of a qualified nutritionist to assist in menu planning. The possibility of working out some sort of arrangement with UNH was discussed. Another idea proposed the posting of the contents of food and their nutritional level on the Edline website, in school newsletters, and on cafeteria bulletin boards. Yet another was to publicize healthy snacks as an alternative to snacks with high sugar and fat.

The Task Force recognized that we are going to need a lot of support and cooperation from the varied parent groups, after school organizations, and district staff to help us enlighten

youngsters as to healthy food choices and to look for alternative fundraising to lessen the number of cake walks and candy sales.

We also discussed the need for opportunities for physical activities in addition to the standard physical education class for students.

Our next meeting will be April 13th when we will focus on how to accomplish what we need to do.

2. Curriculum Committee Meeting- Dorothea Hooper reporting: There was a meeting of the Curriculum Planning Committee on Thursday, April 6, 2006. The district Art Department gave their year 5 monitoring curriculum update.

At the elementary school level, the art curriculum is based on National Visual Arts Standards and reflects national content standards. Students in grades 1 through 4 have art once a week for 40 minutes while students in kindergarten have it every other week for 40 minutes. We are nowhere near the N.H. Dept. of Ed. Minimum standards that call for 108 minutes of art per week at the elementary level.

The teachers are basically satisfied with the elementary art curriculum as written but use Early Release and Teacher Workshop Days to review and revise curriculum. A major concern is the low amount of money in the art materials budget which equals to approximately \$4.41 per student for art supplies. There are presently 2 full time and 1 part time teachers covering all three elementary schools. The recommendation is that each school have a full time art teacher.

Another concern is the lack of financial support for professional development for art teachers. The teachers now locate, attend, and pay for, out of their own pockets, art related workshops.

There are no longer achievement grades in elementary art (neither national or state standards include assessment). Assessment for report card purposes are based on effort.

At Dover Middle School the curriculum is also aligned with state and national benchmarks. Students in grades 5 and 6 receive art once a week for 50 minutes. Students in grades 7 and 8 receive instruction every day for one quarter of the school year. This amount of time is also below federal and state standards.

The amount budgeted for middle school art supplies equals approximately \$4.32 per student.

Number grades are used for assessment at the middle school level. The tools of assessment include rubrics, critiques, and portfolio review.

Also aligning with state and national benchmarks, the high school offers a wide range of courses in the arts including painting, drawing, ceramics, photo, sculpture, jewelry, portfolio preparation and independent study. Here too the art curriculum is supply driven. The department needs \$18,000 to run their programs and they bring in \$12,000 in lab fees. The district budgets \$6,400 which does not come near supporting the program. Assessment at the high school includes rubrics and self-evaluation. The focus is on promoting higher order thinking skills.

At the end of the meeting there was a brief discussion on a model lesson plan from Nashua High School that would indicate skills, the focus of the instruction, performance tasks, activities, evaluation, and homework of daily lessons. Would it be beneficial to develop a form plan for teacher use that ties in with NH Curriculum Frameworks, NHEIAP and national standards?

The next meeting will be May 4th when Dave Bennett will give the Math DINI report.

3. Cable Franchise Committee – Audra Lurvey Reporting: Ms. Lurvey reported that the committee met on March 30, 2006, and voted to accept a tentative language that COMCAST is offering for Dover's franchise. Ms. Lurvey added her understanding that there will be a provision to provide funding to place a studio in the Dover High School.

I. POLICY - CHANGES – PROPOSALS:

1. EBBB – Accident Reports: Audra Lurvey moved, Kara Winton seconded, to table the policy until the May 8, 2006, Regular Meeting. An oral **VOTE PASSED 7/0.**

2. EBBC – Emergency Care & First Aid: Audra Lurvey moved, Kara Winton seconded, to table the policy until the May 8, 2006, Regular Meeting. An oral **VOTE PASSED 7/0.**

3. JLCD – Administering Medication to Students (& Attachments): Audra Lurvey moved, Kara Winton seconded, to table the policy until the May 8, 2006, Regular Meeting. An oral **VOTE PASSED 7/0.**

J. POLICY ADOPTION:

1. IHAK – Character & Citizenship Education: Audra Lurvey moved, Kara Winton seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 7/0.**

2. IJ – Instructional Materials Selection Policy: Audra Lurvey moved, Kara Winton seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 7/0.**

3. IMBD – Early Graduation Guidelines : Doris Grady stated she felt the policy was rather restrictive and that she would like to review the policy. "I know a Junior in a nearby school who. Buy the time she graduates, will have 9 college credits before she leaves." "If we look at SB268, they are looking at all kinds of extended learning opportunities. "I had a little trouble feeling this one was a little too restrictive to the program and would like to revisit it."

Ms. Fisher stated she felt the policy addressed the new state standards and just provided the principals and guidance departments the authority to allow the students to graduate early if standards are met.

Superintendent O'Connor explained that there is another policy in development for the awarding of credit for things like travel, private lessons, and sports participation. The policy will be developed over the summer and into the next school year.

Audra Lurvey moved, Kara Winton seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 6/1 (Grady Opposed).**

4. JI – Student Rights and Responsibilities: Ms. Grady asked why the policy was deleted and the only statement it now held was, "Student rights and responsibilities shall be identified by

each school and published in the Parent-Student Handbook.” She asked if those rights and responsibilities would be the same in every school. Dr. O’Connor stated the three elementary schools would have something similar and the middle and high schools would have more defined and stringent. He added that school handbooks will be coming to the School Board at the next meeting for review and acceptance. The Board will have the opportunity to ensure the schools require similar behavior.

Audra Lurvey moved, Kara Winton seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 6/1 (Grady opposed).**

5. JICD – Student Conduct, Discipline, and Due Process – Safe School Zone:

Ms. Grady questioned a policy statement, “The Board further recognizes the right of each school to establish disciplinary procedures.” She asked the Superintendent if that referred to separate schools or the school district. Dr. O’Connor stated it was the school district. She then asked if the policy could be revised to read, “The Board further recognizes the right of each school district to establish disciplinary procedures,” noting that the current language would allow each school to come up with different suspension rules. Dr. O’Connor stated his belief that the three elementary schools employ similar disciplinary practices. He added that each school may have slightly different issues based on their student populations, PBIS feedback, etc. Their disciplinary codes might vary due to differing data. The guiding principals are RSA 193-13 and 193-D and we must be sure that our practices and procedures comply with these laws.

Ms. Hooper concurred. “Having taught in everything from inner-city schools to so called “country club” schools, I would expect that the discipline procedure would be different from school to school because the school environment and clientele are different. You really have to personalize your discipline to the particular environment you are dealing with.”

Audra Lurvey moved, Kara Winton seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 6/1 (Grady opposed).**

6. KB – Title I Parent Involvement in Education: Audra Lurvey moved, Kara Winton seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 7/0.**

7. KEC & KEC-R – Policy on Recosideration of Instructional Materials and Report Forms : Audra Lurvey moved, Kara Winton seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 7/0.**

K. SUBMISSION AND PAYMENT OF BILLS: Doris Grady moved, Dorothea Hooper seconded, to authorize the Business Manager to pay manifest 06-J in the amount of \$2,796,075.20. A roll call **VOTE PASSED 7-0.**

L. RESOLUTIONS:

1. Appointment to Joint Building Committee: Doris Grady read the resolution into the record:

RESOLUTION RE: APPOINTMENT TO THE JOINT BUILDING
COMMITTEE

WHEREAS: The Woodman Park School Joint Building Committee currently has four members consisting of two City Council appointees and two School Board appointees, and

WHEREAS: The Joint Building Committee Chairperson, member of the City Council, shall forward a resolution for the consideration of the appointment of a citizen to the City Council, and

WHEREAS: Per RSA 199:3 of the New Hampshire state stature, it is deemed that the Joint Building Committee shall be chosen in equal numbers by the City Council and the School Board,

NOW, THEREFORE, BE IT RESOLVED THAT,

The School Board recommends the following citizen be appointed to the Woodman Park School Joint Building Committee:

Appointment
Mark Geuther

Term Expiration Date
April 2009

Doris Grady moved, Audra Lurvey seconded, to adopt the resolution to add Mark Geuther as a member of the Joint Building Committee. **An oral VOTE PASSED 7/0.**

2. Recognition – Granite State Scholars: See Above.

M. OLD BUSINESS: None.

N. NEW BUSINESS:

1. Horne Street School Enrollment Committee Recommendation: Kara Winton reported that the Horne Street Enrollment Committee met on March 30, 2006 and came up with a recommendation for the Board. They examined three options: Redistricting, "No Vacancy", and "Maximum Enrollment Plan". Committee members agreed on the Maximum Enrollment Plan. It is the Committee's belief that this plan will have the least impact on class size and staffing.

This means once grade level maximums are reached, other will be bused to Garrison Elementary School: Maximum enrollments were set as follows:

- Kindergarten and Grade 1 – 20 students per class
- Grade 2 – 22 students per class
- Grades 3 and 4 – 23 students per class

This may require the addition of a paraprofessional at a grade level when maximum capacity is reached. She added that the Committee agreed redistricting should be reviewed once Woodman Park School renovations and additions are completed.

Ms. Szabunka stated the original plan was looking to move approximately 60 students through redistricting. Under the Maximum Enrollment Plan, at this point, only approximately 10 students will be affected.

Procedures for transporting those students taken to Horne Street and transferred to a dedicated bus to travel to Garrison School were discussed. Dr. O'Connor noted that the District would attempt to have The Provider pick those children up at their homes and deliver them directly to Garrison School so they would not be required to transfer buses. These options would not be finalized until the numbers of students requiring transport were known. He noted there is still some room for growth at Horne street with the exception of second grade. New enrollers would be advised there will be a strong likelihood their child might be attending Garrison School.

Ms. Lurvey noted there was not a lot of time to transfer any overflow children to Garrison in the morning. Ms. Szabunka agreed the students will be late and will need to leave school 10

minutes earlier. She added that although that was true, "The reason we decided on this modified no-vacancy policy is that it impacted the least number of students. Somebody is going to be impacted if we try to just maintain numbers at Horne Street."

Ms. Grady asked the Superintendent whether overflow students who were sent to Garrison would be invited to return to Horne Street School if enrollments decreased to below the maximums. Dr. O'Connor replied, yes, parents of students being bused to Garrison would be invited to return to Horne Street if the numbers allowed. He noted however, that depending on the time of the year, many parents prefer to leave their child in their current classrooms for the remainder of the school year.

Ms. Grady then noted redistricting students to Woodman Park School was not an option at this time because construction will be undertaken with students attending school and it would be too disruptive to send "overflow" enrollments there.

Kara Winton moved, Doris Grady seconded, to accept the Horne Street School Enrollment Committee Recommendation of a Maximum Enrollment Plan. An oral **VOTE PASSED 7/0**.

2. Grade K-4 Report Card Feedback: Dr. Ingraham explained that districts throughout the seacoast had developed revised report cards and conducted pilot programs during the past school year. Areas of concern were discussed. Feedback was collected and based upon teacher and parent comments, the report cards will be modified prior to the next school year.

Ms. Grady expressed concern about the number of hours required for teachers to complete these complex report cards citing a teacher she knew in another district who took 18 hours to complete her report cards.

Dr. Mebert questioned if "any research had ever been done to see if there is a difference in kid performance as a function of the type of report card that they get?" "It seems to me that if we have teachers spending 18 hours doing report cards, it should be for something. If there is no effect on the performance of kids in the classrooms, lets go with three skills and excellent, good, unsatisfactory."

Dr. Ingraham stated he had not seen any research on the report card types, but research on teachers grading in classrooms indicate that unless it is directed feedback to exactly what the student's problem is, just putting a grade on the paper does not improve student performance. Dr. Mebert noted the report card is for the parents, not the children.

Kara Winton added, the parents to whom she sends report cards, see the skills on which they can work with their child...feedback for the parent to see what they can work with their child at home. She added that she completed report cards for 36 children in her class and it took approximately one hour.

Dr. Mebert added it might be an interesting study to divide the grades into simpler report card and more complex report card and see if there is any effect on the students or parents or teachers or anybody. "I got emails after the first bout of these more complex report cards from parents saying, 'it's taken me three hours to read the report card,' I can't imagine how long it took the teacher to fill the thing out." Ms. Winton asked if emails came in for second and third quarters... "The first time it goes out, you're going to get feedback on the first time it goes out. If you're getting feedback all along, every single time, then that would be my concern."

Dr. Mebert noted, "It did raise the question in my mind about, what is the effect of report cards overall. Has anybody asked this question?"

Kim Boothraid of Tufts University, working with Garrison in the LRR program, stated there is a large body of research that indicates that feedback needs to be based on effort rather than grades, it will increase student performance. "Knowing that if you work really hard, you can get better at it." Research shows children who do well, are the ones for whom the teacher/report card/feedback, lets that child know that it is based on effort; not the grade alone. If they know that their effort will help them to improve, they are more likely to get better than just getting a letter grade.

3. Technology Scope and Sequence Adoption: Dr. Ingraham presented a Technology Scope and Sequence Curriculum for Board approval. He presented Board members with the entire K-12 Technology Scope and Sequence, a sample third grade scope and sequence, a listing of district-wide available computer programs, a sample third grade scope and sequence using computer programs, and a sample third grade scope and sequence using *EXCEL*.

Ms. Winton asked about the numbers of labs in schools and who is responsible for teaching the skill identified in the curriculum. Dr. Ingraham and Superintendent O'Connor stated the teachers are be responsible to teach the skills using a combination of lab sign-ups, library IIM projects, and classroom computers. Dr. O'Connor added that it is the responsibility of the building principals to monitor sign-ups in the computer labs to ensure classroom expectations are met. Mr. Riggs explained that technology coordinators were available to help the teacher make sure equipment is operational and programs are running, but did not teach in the labs. Ms. Winton expressed concerns that facilitators were not being provided in the labs. "When we talked about this last year, I thought the idea was to put together the skills that would be taught and having the support, teachers, there. I am a little disappointed." There was further discussion about the desire to provide instructors for the labs, but it was noted, given the current financial constraints, that would not be possible.

Kara Winton moved, Audra Lurvey seconded, to adopt the Technology Scope and Sequence curriculum presented by Dr. Ingraham. An oral **VOTE PASSED 6/1 (Winton opposed)**.

4. Literacy Initiatives at WPS & GES Report: Principals Anna Parrill and Anne Watson presented a PowerPoint presentation of how the Literacy Collaborative (Woodman Park School) and Learning to Read through Reading (LRR) (Garrison Elementary School) are enhancing student's performance.

Anne Watson opened by explaining these were models for comprehensive school reform provided through school-university partnerships (Lesley/WPS and Tufts/GES). The goal is to assure growth for each child through the development of teacher expertise. Ms. Parrill reviewed the extensive professional development undertaken including over 75 hours per year of facilitated hours and discussion, reflection, and planning hours.

Ms. Watson stated that teachers are active participants in data collection and analysis of both formal and informal assessment; classroom-based data provides crucial information to guide on-going literacy instruction; and specific professional development needs are determined through data analysis.

Developmental Reading Assessment (DRA) results for the fall of 2004 at Garrison School show about half of the students were above grade level and the other half were at or below their

grade level. Ms. Parrill reported that after one year of ding LRR, the DRA results for fall 2005 showed a significant increase in the numbers of students reading above their grade levels in each grade. Teachers collect and analyze data for daily instruction. Ms. Watson shared similar studies for Woodman Park School student performances.

They then went about the collection of feedback from teachers across the schools. Some of their comments shared were:

In the area of Environment: "Setting the climate for Reading and Writing Workshop and the Word Study block has enabled me to establish the goals for my students to become better readers and writers."

In response to Professional Development and Collegial Conversations: "I feel that after 34 years of teaching, I can learn something new and use it successfully to help my students to become independent learners. I feel great about all I've learned and being able to implement much of it this year."

Regarding teacher development and learning with peers: "The sessions have given us the opportunity (time) to sit with our colleagues and discuss teaching/learning..." and "New things I have learned this year have helped me to become more strategic in my teaching of literacy."

Comments on Explicit Instruction: "I feel like I am getting a better sense of the ways to incorporate what I know about best practices into my daily teaching," and "(New Learning) has made me concentrate on smaller areas...now I focus on certain aspects and I see better results."

Concerning Guided Practice/Individual Conferencing: "The children respond well to this framework. All children get support in the areas where they need it on an individual basis. It provides a well-rounded approach that incorporates all aspects of literacy consistently."

Independent Work: "The students are fully engaged. This approach has totally increased their independence and routines are more finely tuned," and "The children are more excited about reading, writing, word study, etc...They are more actively involved and appreciate the time I spend individually with them in these areas." On students sharing their work: "Observation of my students in the areas of reading, writing, and word study have helped me to better understand where each child is and where I need to focus to help them improve."

Both principals ended by discussing the funding sources and sustainability of each program for their school:

Anna Parrill, LRR - Federally Funded Comprehensive School Reform Project – funded for 2-1/2 years (Federal Funds end December 2006).

Sustainability:

- On-going , Job-embedded Professional Development

- Will continue with Monthly Literacy Team Meetings

- Weekly Grade Level Meetings

- Collaboration with other Seacoast LRR Schools (Portsmouth, Barrington, etc) and other schools in our district

- School-University partnership with Tufts University

- 2-1/2 years has given staff shared understanding and knowledge to sustain our vision

Anne Watson, Literacy Collaborative – Federally Funded Title I Project – 5 year contract with Lesley University (ends June 2008).

Sustainability:

- On-going , Job-embedded Professional Development
- Will continue with Monthly Literacy Team Meetings
- Two in-house Professional Developers trained by Lesley University providing training sessions and one-on-one coaching
- Collaboration with other Literacy Collaborative Schools (Manchester, Laconia, Cambridge, etc) and schools in our district
- School-University partnership with Leslie and Ohio State Universities
- Implementation year has provided us with shared understanding and knowledge to sustain our vision

At 9:20 p.m., Dorothea Hooper moved, Kara Winton seconded, a motion to recess for five minutes. An oral **VOTE PASSED 7/0**. The meeting resumed at 9:27 P.M.

5. Policy IBC – Minimum Enrollment Numbers: Andrea Elliot, Dover High School Dean of Instruction shared the following information with the Board:

In March 2005, there were 1581 students scheduled for 2005/2006 classes.

In March 2006, that number has increased to 1678 students and is expected to increase by 100 students by the start of school in September 2006. Numbers of students enrolled in classes have also increased because students are adding rigor to their high school programs and state standards have increased the number of required credits to graduate. Ms. Elliot then reviewed the courses cancelled during the budget process (2) and the courses cancelled due to low enrollment (17). An additional six courses with low enrollments were combined or absorbed in other classes.

Ms. Elliot then reviewed the current numbers of scheduled students for the 2006/2007 school year that were up over 15%, 20%, doubled, or tripled over the previous year's scheduled numbers of students. She explained, in order to run the fully subscribed courses at Dover High School for the 2006-2007 school year, the following additions are necessary:

Science Department – add 2/5 (note: 6 teachers have agreed to teach an extra period daily.
However, this leaves no supervision for study halls)

Math Department – add 1/10 (semester course)

World Language Department – add 1/10 (semester course)

Art Department – add 2/5

Music Department – add 2/5

Without this staffing, the high school will be forced to gouge core components of the curriculum including multiple selections of chemistry, cut 60-100 students from art, cut 30 students from music, cut 20 students in Mythology, and cut an additional semester course in math.

There are currently multiple selections of classes in all departments with numbers between 26 and 34 per section.

Finally, Ms. Elliot requested waivers to run the following courses with low enrollments:

1. AP Biology – Enrollment 6
2. Advanced Writing – Enrollment 10 (No additional staffing required)
3. Fundamental French II – Enrollment 10 (Students who have difficulty after the first month in the regular French II program will move down into this course and enrollments will increase

4. ROTC III – Enrollment 8 (No additional staffing required)
5. Select Choir – Enrollment 5 (This is taught after school twice a week)

Kara Winton moved, Audra Lurvey seconded, to approve a waiver to run the five requested courses with low enrollments. An oral **VOTE PASSED 7/0**.

At 9:20 P.M. Dorothea Hooper moved, Kara Winton seconded, a motion for a five minute recess. An oral **VOTE PASSED 7/0**. At 9:30 P.M., the meeting resumed.

Director of the Career Technical Center, James Stopa, advised the Board that the Career Technical Center enrollments continue to change through August. He then presented the following:

Courses with enrollments of less than 11 and have been cut from the program:

- E-Commerce
- Advertising Using Microsoft Publisher
- Business Communications

The following course will not be offered due to lack of staffing:

- Interior Design and Architecture

Mr. Stopa then requested waivers to run the following courses with enrollments of less than 11 that are anticipated to have an enrollment at or above 11 by the beginning of 1st or 2nd semester:

- Car Works – Current Enrollment: 8 Projected Enrollment: 15
- Aquaculture – Current Enrollment: 10 Projected Enrollment: 15
- Introduction to Agriculture – Current Enrollment 10 Projected Enrollment: 15
- Building Construction II – Current Enrollment: 8 Projected Enrollment: 10

The following courses currently have an enrollment of less than 11 but have been combined with another course or program:

- Clothing Design & Needlework and Advanced Clothing and Design – Current Enrollment: 43
Projected Enrollment: 43
- Marketing and Management and Marketing and Entrepreneurship – Current Enrollment: 15
Projected Enrollment: 20
- Computer Technology I and Computer Technology II – Current Enrollment 14 Projected
Enrollment: 16
- Engineering Technology II and Programming for Engineering – Current Enrollment 18
Projected Enrollment: 18

Kara Winton moved, Audra Lurvey seconded, to approve waivers for four courses and combinations of four additional courses as requested by Mr. Stopa.

Ms. Hooper stated each year, she noted there were low enrollments in Introduction to Agriculture and the Aquaculture courses and asked why we still carry them. Mr. Stop stated the curriculum was changed to cover the technological aspect of agriculture and what is happening in the industry. It is no longer learning about crops, per se. Ms. Hooper stated she still did not see it getting a lot of enrollment year after year though. Mr. Stopa stated he would monitor this and make changes to the program to meet the needs of the students. Ms. Grady asked how many students the agriculture teacher would be teaching in a day with 15 students enrolled. Mr.

Stopa stated the agriculture teacher also teacher other courses, and this year, the teacher services 97 students in six sessions throughout the school day.

Dorothea Hooper made a friendly amendment to remove Aquaculture and Agriculture from the list of programs being granted waivers.

Dorothea Hooper moved, Audra Lurvey seconded, to approve the waivers as amended. An oral **VOTE FAILED 3/4. (Winton, Foye, Lurvey, Mebert opposed).**

Kara Winton moved, Audra Lurvey seconded, to approve waivers for four courses and combination of four additional courses as requested by Mr. Stopa. An oral **VOTE PASSED 4/3 (Grady, Hooper, Fisher opposed).**

6. Dover School District Testing Schedule: Kara Winton moved, Audra Lurvey seconded, to table this item until the May Regular School Board Meeting. An oral **VOTE PASSED 7/0.**

7. Policies DD & DIC – State and Special Funds Updates: Business Manager, Laurie Verville, reported as of March 30, 2006, \$2,543,696.01, or 77% of fiscal year 2005-2006 Federal grants, have been obligated and disbursed. Audra Lurvey moved, Doris Grady seconded, to accept the Business Manager's report. An oral **VOTE PASSED 7/0.**

Ms. Verville also reported as of March 30, 2006, the Food Service Fund balance is \$75,852.64 and the Facilities Fund balance is \$45,866.63. Audra Lurvey moved, Carolyn Mebert seconded, to accept the Business Manager's report. An oral **VOTE PASSED 7/0.**

8. Award Bid for Laptop Computers: Laurie Verville requested the Board award a bid for 6 laptop computers to the lowest bidder, Government Connections of Merrimack, for the amount of \$936.75 (including shipping) per unit to be used by mentoring teachers. A roll call **VOTE PASSED 7/0.**

9. Award Bid for Tri-City Technical Center Transportation:

Laurie Verville requested the Board award the bid for a three-year contract for Tri-City Technical Center Transportation to the low bidder, The Provider, for \$105,300 in year one; \$108,000 in year two; and \$110,700 in year three. When asked, she responded that the contract did not allow for the addition of a fuel surcharge during any of the three years.

Kara Winton moved, Doris Grady seconded, to award the bid for Tri-City Technical Center Transportation to The Provider for a three-year contract in the stated amounts. A roll call **VOTE PASSED 7/0.**

O. ADJOURNMENT: At 10:05 p.m., Kara Winton moved, Audra Lurvey seconded, to adjourn the meeting. An oral **VOTE PASSED 7/0.**

Respectfully submitted,
KARA WINTON, SECRETARY
April 15, 2006