

A workshop session of the Dover School Board was called to order by Chairperson Marjorie Fisher on Monday, September 25, 2006 at 7:12 p.m. in City Council Chambers.

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

Also present were Superintendent John O'Connor; Larry DeYoung, Principal, Dover Middle School; Barbara Szabunka, Principal Horne Street School; Christopher George, Principal, Dover High School; Patrick Boodey, Principal, Woodman Park School; Dustin Gray, Principal, Garrison Elementary School; Jean Briggs, Director of Federal Projects; Richard Barrett, DTU President; Nickolas Skaltsis; and Larry Clow, *Foster's*.

A. FULL-DAY KINDERGARTEN PROPOSAL: Nickolas Skaltsis presented to the Board a preliminary proposal for full-day kindergarten in Dover. The following information was shared:

Kindergarten Facts:

The Dover School District program of half day Kindergarten begin its ninth year this September

Enrollment in the 2005-06 school year was 227 students

200 were in a half-day program

27 attended a full day program

Student/Teacher Ratio averaged 38 students per teacher

(each teacher teaching two classes a day averaging 19 students each)

The program has averaged 220 students over the nine years of operation.

Enrollment September, 2006 totals 230 students

80 Horne 77 Woodman 73 Garrison

District wide there are seven Kindergarten teachers, seven aides and seven classrooms dedicated to Kindergarten instruction

Scoring on the PALS Analysis pre-Kindergarten testing in 2005:

On average 16% or 41 students entering Kindergarten are "at-risk" and do not possess basic written language and/or math skills

Elementary School Level Facts (K-4)

Elementary students September 1998 Total 1545 (fifth grade included)

Elementary students September 2006 Total 1303 first day of School 9-1-06

Note: Dover's elementary level population has declined by 142 students over the last ten years

Elementary Classrooms since 1997

six classrooms have been added to Horne Street

(two kindergarten and four in a new wing)

five classrooms have been added to Garrison

(two kindergarten and three in a new wing)

four modular classrooms were removed from Horne Street

two modular classrooms removed from Garrison Street

Net increase of five elementary classrooms over the past ten years

Nineteen buses run delivering the 8AM pick up for grades K-4

Sixteen buses have a 72 passenger capacity/Three buses have an 84 passenger capacity

The nineteen buses average 36 student passengers

A mid-day bus run is for Kindergarten students arriving or departing from the half day program:

Last school year this run averaged a drop off of 61 students and a pick up of 66 students

This noontime bus run is estimated to cost taxpayers between \$150,000 and \$200,000 in FY 2007.

State and National Statistics

In New Hampshire

21 School Districts offer full day Kindergarten to all students

(Keene is the only City)

7 Districts offer a full day program to some students based on test or other evaluation

(Dover, Nashua, and Manchester included here)

15 School Districts have no Kindergarten program

(two of these are set to begin programs this September)

In the United States

Currently 55.5% of five year olds in the US attend full day Kindergarten

Twelve States require full-day Kindergarten (almost all Southern States)

Since 1988 there have been seven nationally recognized studies comparing student achievement after half day and full day student performance. Five of these were completed in the 1990's. The general conclusions favor full day kindergarten.

The most recent longitudinal study by the University of Chicago was reported in February 2006. Copies are available from the Superintendent. This sampled over 8000 students in 500 School Districts.

The general "full day" benefits from these studies are outlined below:

1/significant gains in School socialization (increased understanding of proper behaviors)

2/full day students trend toward higher academic achievement

3/higher attendance levels for full day students tracked through the elementary grades

4/higher literacy measures through third grade and in one study through seventh grade

5/one study concluded that a full day program doubled the number of pupils remaining "on grade" through third grade

6/full day students were less likely to be retained

JR Cryan *Outcomes of Full-Day Kindergarten 1992*

Housden/Kam *Full Day Kindergarten, Summary of the Research 1992*

Hough/Bryde *The Effects of Full Day Kindergarten on Student Achievement* 1996
 Walston/West *Full Day & Half Day Kindergarten in the US* 1998-99 (see June 2004)
 Lee/Burkham *Full Day versus Half Day Kindergarten* 2006

Budget of Half Day and Proposed Full Day Kindergarten

A full day budget estimate would include hiring five new teachers and 1.5 new extra curricula teachers. The outline absorbs the noon busing expense to pay for part of the additional teacher cost.

The School Budget increase for full day implementation is projected to be between \$100,000 and \$280,000. Variables include the number of new aides hired and if a thirteenth teacher would be needed.

This does not include the cost of space needs.

The budget outline below is an example of a Kindergarten program that would accommodate 240 students with a maximum of 20 pupils per classroom.

	Current Cost	Full Day Adjustment	Total Full Day
Teachers	\$392,000	\$347,000	\$739,000
7 currently			
5 teachers added			
Aides	99,000		99,000
7 currently			
See aides added below			
Specials		98,000	98,000
1.5 music/art added			
Morning Bus		NO CHANGE	0
Noon Bus	\$200,000	eliminated	(\$200,000)
Afternoon Bus		NO CHANGE	0
Title Funds	(\$26,000)	26,000	26,000
TOTAL EXPENSE	\$668,000		\$762,000

BUDGET INCREASE FOR INSTRUCTION ONLY \$100,000

VARIABLE COST ITEMS FOR FULL DAY PROGRAM

Thirteenth teacher	69,000
Five additional aides	90,000
One additional aide	18,000

INCREASE FOR VARIABLES \$277,000

*savings from the mid-day bus require further study. This amount is not a separate item in the Bus Contract. The figure is a projected cost from the Business Office based on recent bidding proposals for a similar program.

Space Needs for Full Time Kindergarten
Maintaining the Neighborhood School Concept

Basing the program on twelve full time teachers

Garrison Elementary

No construction required:

Two classrooms are currently assigned to Kindergarten

Two additional classrooms would need to be assigned to Kindergarten

The administration indicates room re-assignments would cover classroom needs at GES

Horne Street Elementary (four classrooms needed)

Construction and/or Redistricting required

Two classrooms are currently assigned to Kindergarten

Two additional classrooms would be needed and may have to be constructed

Currently there is no space available

Significant redistricting may not be able to create adequate space

Woodman Elementary

No additional construction required

Three classrooms are currently assigned to Kindergarten

Five pre-K and Kindergarten classrooms are planned for the first floor space of the new addition

One additional classroom would need to be assigned to Kindergarten

Space Alternatives by Phasing in the Program

Phasing the implementation of full day Kindergarten is the normal. It is possible for Dover to consider introducing Kindergarten over a three year period adding two full day classrooms each year. The budget impact by phasing the change would be about a $\frac{1}{4}$ of 1% increase in the annual budget each of three years.

During the phasing period available seating is typically filled by academic need as determined through evaluation. Some Districts have used a lottery system.

Garrison School could begin full day Kindergarten in September, 2007 as only some remodeling and room reassignments would be necessary.

Woodman Park could be ready to accept additional children in September, 2008 as construction should be complete to provide the necessary rooms.

Horne Street would be ready only when re-districting was sufficient to create space and/or when the construction of two new rooms could be completed.

A Committee reviewing Kindergarten programs will have much to consider.

Half day program benefits

It uses less classroom space

Costs less to operate

Some five year olds work well in an abbreviated program

Some teachers/parents oppose a full day program

Half day program drawbacks

Additional busing costs solely for this program
Loss of instructional time for delayed start of school and early release days
Student/teacher ratio 38-1
Teachers and students are rushed to complete their work
Afternoon students may not be as alert

Full Day program drawbacks
Additional cost for teachers and staff
Additional classroom space required

A full day program benefits
Student/teacher ratio could be 18 to 20-1
Art, music, physical education would be expanded
Significantly more instructional time

Mr. Skaltsis ended his presentation noting that a committee established for the purpose of investigating the feasibility of full day kindergarten in Dover would need to answer many questions, including:

- Is this the best possible program for five year olds in Dover?
- Is it reasonable for taxpayers to pay \$200,000 for mid-day transportation?
- Is it reasonable to ask five year olds to begin their academic day after lunchtime?

He then stated his belief that the “payback would be significant dividends to the community.”

Carolyn Mebert stated she appreciated all the work Mr. Skaltsis had done and shared her opinion that full day kindergarten seemed like a good idea.

Ms. Winton mentioned she would like to see more current studies on the topic of full day kindergarten. (Record Note: Copies of the University of Chicago February 2006 report will be sent to Board members in their Items Packet on September 27, 2006.) She then noted a complete study would need to include consideration of the need and costs for materials, supplies, desks, etc. and costs to upgrade kindergarten classrooms with bathrooms. Ms. Winton stated she would also want to see how many students were registered for full day kindergarten in other communities.

Ms. Grady noted that half day kindergarten had its drawbacks including a 38:1 student/teacher ratio. She then asked if the figures prepared by Mr. Skaltsis included the current SMART Start students. Mr. Skaltsis stated they did. Ms. Grady asked whether cost associated with full day specials teachers (PE, Art, Music) were included in the costs projected by Mr. Skaltsis. He stated they were. Ms. Grady stated her belief that students attending morning kindergarten sessions were at an advantage over students attending afternoon sessions and questioned whether the District should alternate between north and south Dover students attending AM and PM kindergarten. This would give students throughout the city the opportunity to attend the morning session when students “function better.”

Ms. Hooper stated she had moved to Dover 12 years ago when there was no kindergarten and she felt “now is a good opportunity to move forward.” She then asked how many hours a day full day kindergarten would run and if the committee would study how a full day program would impact parents. Mr. Skaltsis agreed there would need to be a survey of parents in the city. Ms.

Hooper added her belief that the proposed costs were “underestimated.” Mr. Skaltsis agreed to that possibility and noted that his presentation included cost information estimated by himself with the help of the business manager. He stated he had only attempted to “get a feel” for whether the program would cost “millions” to implement and the answer to that question was “no.” Ms. Hooper stated her belief that implementing a full day kindergarten would be “self-defeating” unless the class sizes were kept low.

Mr. Skaltsis noted that one “unknown” was what was happening to those students who did not attend Dover public kindergarten but registered in public school first grade. That question will need to be answered to get a better estimate of the additional numbers of kindergarten students who might access a full day program. Ms. Lurvey asked Ms. Szabunka if she could estimate the number of students who enter first grade without having attended any kindergarten program. Ms. Szabunka estimated that 75% of the incoming first graders had attended a private kindergarten and the numbers were becoming “fewer each year.”

Dr. O'Connor thanked Ms. Skaltsis for his hard work and asked how he would address members of the community who did not support full day kindergarten. Mr. Skaltsis stated his opinion that “I think you will find a positive reaction in the community as a whole.” He noted he presented the proposal at a Chamber of Commerce Education Committee meeting and felt there was “wide, broad support” from those in attendance.

Ms. Fisher agreed that a committee should be formed to answer these and other questions. The Superintendent noted the next agenda item would address this issue.

B. ESTABLISH LONG-RANGE STUDENT CAPACITY/FACILITIES STUDY COMMITTEE – REVIEW SCHOOL DISTRICT BOUNDARIES: Dr. O'Connor made a brief power point presentation. He noted that there are three major issues facing the Dover school district at this time. They are: District Enrollment, Student Capacity, and Facility Issues. In order to address these three major issues, the Superintendent proposed the creation of three sub-committees to study:

1. All Day Kindergarten
2. Student Capacities/Redistricting (Enrollment as of September 22, 2006: Garrison – 378; Horne Street – 476; Woodman Park – 453.)
3. Facility Renovations (Dover High School opened in 1966; Garrison Elementary School opened in 1962; Horne Street School opened in 1957. All three facilities need to address as-built infrastructure upgrades including air exchange systems, lighting and electrical systems, tile, flooring, windows, etc.)

Dr. O'Connor then proposed the sub-committees include the following members:

All-Day Kindergarten Study

- 1 or 2 School Board Members
- 3 Elementary Principals
- 3 Kindergarten Teachers
- 1 Facilities Representative
- 4 to 6 Parents/Citizens

Student Capacity/Redistricting Study

- 1 or 2 School Board Members

- 3 Administrators
- 3 Teachers
- 1 Facilities Representative
- 6 Parents/Citizens

Facilities Renovations Study

- 1 or 2 School Board Members
- 3 Administrators
- 1 Business Manager
- 3 Teachers
- 1 Facilities Representative
- 1 or 2 City Council Members
- 2 City Management Team Representatives
- 4 to 6 Parents/Citizens

These three sub-committees would report to an oversight committee that would include the School Board Co-Chairperson and an Appointed Citizen Co-Chairperson. (This citizen should be knowledgeable in facilities construction.)

Ms. Fisher agreed with the three sub-committee concept. She asked Board members to think about the Superintendent's proposal and get back to him with their recommendations. Ms. Fisher also asked that this be posted on the web site for community member review and sign up if interested in being a citizen volunteer. Dr. O'Connor stated that would be done.

C: EDUCATOR PERFORMANCE ASSESSMENT PLAN: Superintendent O'Connor provided an overview of the revised staff evaluation model, Educator Performance Assessment Plan Cycle. He noted the plan had been built around the Danielson Framework for teaching model, currently used by the District.

PERFORMANCE ASSESSMENT CYCLE

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Continuing Contract 3-Yr Cycle</u>
District Mentor Program* (New to Profession) Individual School Orientation /Mentoring Programs	School Programs for Continued Mentoring/Induction	School Programs for Continued Mentoring/Induction	
Review of District and School Goals and Professional Growth Plan by October 1 st	Goal Setting (Written Documentation and Conference) by October 1 st	Goal Setting (Written Documentation and Conference) by October 1 st	Goal Setting (Written Documentation and Conference) by October 1 st

Informal Walk Throughs and Observations	Informal Walk Throughs and Observations	Informal Walk Throughs and Observations	Informal Walk Throughs and Observations
Formal Observations and/or Curriculum Implementation Review by December 1 st by March 1 st Post Conference (Within 10 school days) Improvement Plan (If needed)	Formal Observations and/or Curriculum Implementation Review by December 1 st by March 1 st (Optional) Post Conference (Within 10 school days) Improvement Plan (If needed)	Formal Observations and/or Curriculum Implementation Review by December 1 st by March 1 st (Optional) Post Conference (Within 10 school days) Improvement Plan (If needed)	Formal Observation (Year 3 of 3 year cycle) by April 1 st Post Conference (Within 10 school days) Improvement Plan (If needed)
Informal Visitation of Other Teachers Classroom Once Per Semester	Informal Visitation of Other Teachers Classroom Once Per Semester (Optional)	Informal Visitation of Other Teachers Classroom Once Per Semester (Optional)	Informal Visitation of Other Teachers Classroom Once Per Year (Optional)
	Mid-year Goal Reflection by January 30 th	Mid-year Goal Reflection by January 30 th	Mid-year Goal Reflection by January 30 th
Self Assessment and Summative Evaluation and Preliminary Goal Setting Conference by June 1 st	Self Assessment and Summative Evaluation and Goal Reflection Conference by June 1 st	Self Assessment and Summative Evaluation and Goal Reflection Conference by June 1 st	Goal Reflection (In each year of three year cycle) by June 1 st Curriculum Audit (In year 2 of cycle) Self Assessment and Summative Evaluation in year 3 of cycle

***NOTE:** Teachers with more than three years of experience and new to the Dover School System *may not* be required to attend the District's Mentor Program.

******Non-tenured teachers who were tenured in a New Hampshire School District will be on a two-year cycle (years 2 & 3).

Ms. Winton noted this was a very ambitious plan and questioned whether the Principals would be able to accomplish this. Dr. O'Connor noted this is a modified version of the existing plan and he had consulted with the Principals who assured him this plan was doable.

Ms. Mebert asked the Superintendent to change the terms Tenured and Non-tenured to reflect the accurate State of New Hampshire designated term Continuing Contract. Dr. O'Connor stated he would make this update.

Ms. Grady noted this seemed very similar to the 1990 version of the staff evaluation. Dr. O'Connor noted this version was built on what was in existence.

Dr. O'Connor stated the plan, revised to incorporate Board comments, would appear on the October 9th Regular School Board meeting agenda for approval.

D. ADJOURNMENT: At 8:20 p.m., Kara Winton moved, Doris Grady seconded, to adjourn the Workshop Session. An oral **VOTE PASSED 7/0.**

Respectfully submitted,

KARA WINTON, SECRETARY
Dover School Board
KW/kgb
September 26, 2006