



CITY OF DOVER

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Hall Auditorium
Meeting Date: **Monday, February 11, 2008**
Meeting Time: **7:00 pm**

A. ROLL CALL: Present were Marjorie Fisher, Beth Setear, Audra Lurvey, Britt Ulinski Schuman, Doris Grady, Carolyn Mebert, and Dorothea Hooper.

Also present were Superintendent John O'Connor; Laurie Verville, Business Manager; Patrick Boodey, Woodman Park School Principal; Dustin Gray, Garrison School Principal; Chris George, Dover High School Principal; Barbara Szabunka, Horne Street School Principal; Larry DeYoung, Dover Middle School Principal; Jean Briggs, CIA Director; Chris Roberge, Technical Support Services Manager; Peter Wotton, Director of Athletics and Physical Education; John Gamache, Facilities and Operations Manager; Sandi Crosson, Director Pupil Personnel Services; Capt. Sessler, Kim Stephens, Freshman Dean; Carol Castellan, Jackie Tromba, Mary Keays, and Deborah Hackett, District teachers; and Julia Huggins, Student Representative to the School Board.

B. PLEDGE OF ALLEGIANCE: Britt Ulinski Schuman led the Board in the Pledge of Allegiance.

C. CITIZENS' FORUM: Christy Thomas, parent and Kindergarten Implementation Committee Member, spoke in support of full-day kindergarten. She asked the Board to find room in the schools for a full implementation. She also asked the Board to support the full implementation in the 2008/2009 school year budget, citing her belief that partial implementation would be unfair. Ms. Thomas stated she believes the half-day program is too rushed and does not allow enough time for student socialization. She thanked the Board for their consideration.

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

- a. Nonpublic Session #1, January 21, 2008 (Grievance & Personnel)
- b. Regular Session #1, January 21, 2008
- c. Nonpublic Session #4, January 28, 2008 (Personnel)
- d. Budget Workshop #1, January 28, 2008
- e. Budget Workshop #2, February 4, 2008

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

E. CONSENT AGENDA: Doris Grady moved, Audra Lurvey seconded, to remove pull items 2.a, b., and c. from the consent agenda for discussion. An oral **VOTE PASSED 7/0.**

Audra Lurvey moved, Dorothea Hooper seconded, to adopt the balance of the consent agenda. An oral **VOTE PASSED 7/0.**

1. **Correspondence:**



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- a. **Request for Job Share, Karen Berg and Shannon DeLello, Dover Middle School Grade Five Supplemental Math**
- b. **Request for Job Share, Joyce Nystedt and Anne-Marie Horvath, Dover Middle School Grade Five**

2. **Resignations/Retirements:**
 - a. **Barbara Szabunka, Principal, Horne Street School**
 - b. **Edward Camire, Teacher, Horne Street School**
 - c. **Susan Hodgson, Music Teacher, Dover Middle School**
 - d. **Stephen Pascucci, Physics Teacher, Dover High School**

3. **Leaves of Absence: None.**

4. **Nominations:**
Sheet 1: Nomination and Election of Aides, Secretaries, and Custodians (Brown to Whitlock)

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

6. **Extended Travel (Student Trips): None.**
 - a. **Final Approval, Dover High School Trip to Spain**
 - b. **Final Approval, Dover High School, Trip to France**

Ms. Grady then spoke to items 2.a., b., and c: “Tonight, we, the Dover School Board, face a loss of three more very important staff members including staff and administration: Ed Camire, Susan Hodgson, and Barbara Szabunka. Again, they represent a very large number of years of dedication to the educational system of this city in different fields – administration, the arts, and the classroom teacher. All are names heard many times over the years in their contributions to the whole development of a child. Replacement will be difficult for Dr. O’Connor, we are sure. You, Ed, Sue, and Barbara, are truly respected and will be greatly missed. Can you imagine finding a candidate to fill the shoes of Sue, producing the many musical events throughout her many years? Barbara, being proficient in taking over a building that was in need of direction and did that successfully to the benefit of all. And Ed’s caring commitment to students will always be recalled. We wish all of you, Ed Camire, Sue Hodgson, and Barbara Szabunka, the very best in your new adventures and we will miss you all.”

Carolyn Mebert moved, Audra Lurvey seconded, to approve consent items 2.a, b., and c. An oral **VOTE PASSED 7/0.**

Audra Lurvey moved, Carolyn Mebert seconded, to suspend the rules to bring item N.7., Art Curriculum Adoption, to this point on the agenda. An oral **VOTE PASSED 7/0.**



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N. 7. ART CURRICULUM ADOPTION: Jean Briggs presented Mary Keays to speak about K-12 curriculum changes and Carol Castellan to address changes to the high school curriculum. Mary Keay, Academic Coordinator for Art, gave the following report:

Republishing of Curriculum:

The art curriculum “The Bridge to the Future” has not seen major changes. We feel the present curriculum is more than adequate. It provides teachers with guidelines for establishing lesson plans to meet curriculum objectives and achievement standards which are based on National Visual Arts Standards.

Curriculum Changes:

A scope and sequence has been added to the art curriculum. It is based on the elements of art and principles of design. The elements include line, shape, color, space, value, form, and color. The principles of design include pattern, balance, contrast, proportion, rhythm, emphasis, unity, and movement. Skills are charted at each level of achievement for all grades and high school courses as follows:

1. Skill introduced
2. Continue working on skill
3. Mastery of skill
4. Review of skill
5. More in depth study of skill or working in combination with other skills
6. Competent approach to understanding and application of artistic qualities of skills and materials
7. Refined and sophisticated approach to understanding and application of artistic qualities of skills and materials

At the elementary level, task examples have been changed to reduce repetition and to update the lessons we teach. A technology component has been added and the assessment component has been updated to reflect the new elementary grading system where students' grades are based entirely on effort.

At the middle school level, a technology component has been added as well as an assessment component.

At the high school level, two new courses have been added to the scope and sequence but not to the curriculum itself. The courses are Honors Art and Animation/Video. The high school curriculum will remain as is until next year. At that time it will need to be completely redone to meet new state competency standards, which will be required of all courses offered through the high school. We feel it would be prudent to wait until then to add the new courses and revise



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the rest of the high school curriculum. A technology component has been added and the assessments have been updated.

Staff Development Needs:

More Art Workshops should be offered district wide. They might include:

- Demonstrations of art software that is available
- Workshops by Crayola or other companies to explain and demonstrate their new products
- Crayola Dream-Makers workshop
- Beth Olshansky's Picturing Writing

Budget:

At the elementary level we would like to see an increase in the supply budget. Art is totally based on consumable items. Each class except Kindergarten meets once a week about 35 times a year. Kindergarten meets every other week. At Garrison Elementary School, we presently have a student population of approximately 514 students and an art budget of \$1745.00. That provides \$3.39 per student. At Horne Street School, there are approximately 366 students and an art budget of \$2035.00. That provides \$5.56 per student. At Woodman Park School there are approximately 475 students and an art budget of \$2,000.00. That provides \$4.21 per student. We would like to see the dollar amount for each student be equal city wide and the amount should be at least \$5.00 per pupil.

Dover Middle School currently has 1110 students. The art supply budget is currently \$4000.00 (\$2000.00 for grades 5 and 6, \$2000.00 for grades 7 and 8). That amounts to \$3.60 per child for supplies and it covers only absolute basics. Due to increased shipping costs and rising prices, we are requesting that the per child dollar amount be increased to \$4.50 per child, which is an overall increase of \$995.00. This is a minor, yet necessary increase that we hope will be considered.

Ms. Keays then invited Carol Castellan to speak to the Board regarding high school curriculum issues. She gave the following report:

Dover High School received laptops and cameras for the new animation course that is now offered. They need soundproofing in Rm. 137 A and B. They love the spacious high ceilings but it is very noisy and hard to hear when jewelry students are pounding metal next door.



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Dover High School needs more supply money. Lab fees for photography, painting, jewelry, and ceramics continually increase. \$12,000 is requested instead of the \$9,000 that is currently received for supplies.

There are presently 4 4/5 art teachers at Dover High School. They are forced to use the living skills classrooms for two drawing classes. Another classroom needs to be added to the art department.

Ms. Castellan noted that some students (photography was given as an example) also pay user fees for some art classes. Ms. Mebert asked if other schools imposed fees and what fees would be more acceptable. Ms. Castellan stated that Dover is the only area school charging lab fees. Combined, they total approximately \$9,000.00 per year. Ms. Mebert asked what fees she thought would be more palatable to students and Ms. Castellan stated she thought \$20 to \$25 per student for photography seemed to be more reasonable.

Ms. Keays noted that the costs to implement the revised curriculum totals \$26, 092.00.

Audra Lurvey moved, Carolyn Mebert seconded, to adopt the new Art Curriculum. An oral **VOTE PASSED 7/0.**

E. SUPERINTENDENT'S REPORT: Superintendent O'Connor addressed the following items:

- The Director of the Career Technical Center has prepared and distributed a number of flyers this school year advertising some of the unique learning experiences offered at the center.
- Excerpt from a Department of Education letter to the Superintendent: "On behalf of the NH DOE, I am writing to report the results of the NHDOE Special Education Program Approval Review of the Dover School District Primary Self-Contained Program for students with educational disabilities as required by RSA 186:C. Based on review of your application materials, it has been determined that the Dover School District Primary Self-Contained Program is granted full approval through June 30, 2008." Congratulations to the elementary SPED Staff under the direction of Sandi Crosson!
- The following female scholar athletes were recognized by the Commission on the Status of Women: Miranda Cole, Nicole DeJong, Michaela Drake, Kay Fletcher, Alicyn French, Maggie Gaskin, Kaitlin Hurley, Brianna Michaud, Haley Pelletier, and Samantha Quimby. The athletes had to meet certain criteria in order to be recognized including a B+ or better GPA, lettering in at least two varsity sports, participate in community service endeavors, and demonstrate leadership by serving as positive role models.
- The following male scholar athletes are being recognized at the Capitol Center for the Arts in Concord today (2/11). The criteria for the award are the same as the female scholar athlete: Sean Clancy, Pat Hambrook, Andrew Kelsey, Minh Ly, Brian Musk, Cam Quimby, George Quinn, Patrick Rydin, Aaron Van Dessel and Stephen Wallis.



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- The girls swimming and diving team took home the runner-up trophy at the NHIAA State Swimming and Diving Championships on Saturday at UNH. Melissa Doucette won the diving portion of the meet for the 3rd year in a row; Chelsey Long won the 500 freestyle for the second year and also won the 100 breaststroke; Heather Beardsworth won the 200 individual medley and took third in the 100 fly; Rachel Busby placed in the top 6 in the 200 freestyle and the 100 backstroke; Mandy Carper placed in the top 12 in the 200 Individual medly. The coach is Linda Long.
- The gymnastics team placed second in their portion of the State Meet on Saturday while Sarah Bourque qualified for the New Englands. Members of the gymnastics team are: Sarah Bourque, Kalie Couturier, Karen Gray, Jordan Strand and Claudia Wigger.

Principals Szabunka, Boodey, Gray, and DeYoung reported on upcoming events and those that occurred at each of their schools over the past few weeks.

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

G. STUDENT REPRESENTATIVE REPORT: Julia Huggins reported on the following items for Dover High School:

- The first issue of the full size newspaper was released on February 1, 2008
- The annual Film Festival and Mr. DHS Competition were held recently
- The presentation of Les Miz is coming up soon
- There has been a lot of support for the new girls' ice hockey team that joined forces with the St. Thomas Aquinas team
- There has been strong support and lots of Dover pride as they cheer the girls' and boys' basketball teams through the season
- Students have voiced the following concerns to the Board rep:
 - Bathroom cleanliness/repairs continue to be ongoing issues - complaints of stench, overflowing trash, broken stall doors, and old facilities
 - COAST bus complaint: A recent replacement bus did not accommodate all of the students riding the broken bus. 17 students were left standing on the highway, feeling unsafe!
- There have been lots of recent complaints of unsafe driving (especially students driving) on days without a 2-hour delay
- Received an email from a parent concerned that the Board might eliminate half-day kindergarten as an option for parents who do not feel all-day is right for their child

H. COMMITTEE REPORTS: Carolyn Mebert reported the Joint Building Committee voted in a new chairperson, City Councilor, Catherine Cheney.



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I. POLICY - CHANGES – PROPOSALS:

a. Policy EFD – Funding Student Breakfast and Lunch Accounts:

“Funding Student Breakfast and Lunch Accounts

It is the responsibility of students, or parents of students, to ensure that their child’s lunch account is adequately funded or they have daily cash payment if they intend on participating in the National School Breakfast or Lunch Program.

The cashier will notify students in all schools when their account reaches a balance of \$5.00 or less so their account can be replenished.

The food service department will notify student’s parents if their child’s account goes into a negative balance. Accounts that are in a negative balance need to be replenished in order for the student to continue participating in the National School Breakfast or Lunch Program.

If the account is not replenished after notification, an alternative meal may be offered to the student in lieu of the menu item until it is replenished. The alternative meal will consist of a sandwich, fruit, and milk.”

Ms. Verville stated this policy was being proposed to formalize what has been common practice in the student lunch program to make parents aware of the process that will be followed. Board members discussed changing language in paragraph two to read, “*The school will notify parents in all schools...*” and deleting paragraph three. Concerns were also raised regarding student privacy if they were given an alternative meal. Ms. Fisher noted, “Everyone would know if they didn’t get the meal.” Ms. Hooper stated her belief that the important thing was that each child is given a healthy meal. She then asked how long the alternative meal would be given to a student if a parent did not replenish an account. Ms. Verville stated the meal would be provided indefinitely.

Superintendent O’Connor stated he would work with the business manager and school lunch program director to research and modify the policy to bring back for a second reading in March.

Audra Lurvey moved, Carolyn Mebert seconded, to table the policy in its first reading to the March meeting. An oral **VOTE PASSED 7/0.**

J. POLICY ADOPTION:

- a. Policy JICD – Student Conduct, Discipline, and Due Process: The policy was read into record:



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“STUDENT CONDUCT, DISCIPLINE, AND DUE PROCESS

Safe School Zone

Inappropriate student conduct that causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of others will not be tolerated. Students are expected to exhibit appropriate classroom behavior that allows teachers to communicate and educate effectively.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

Suspension means an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten days. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

Expulsion means an action by the board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the board. Due process in accordance with all applicable laws will be afforded to any student involved in a proceeding that may result in suspension, exclusion, or expulsion. Students expelled from school may be reinstated by the Board under the provisions of RSA 193:13.

The Superintendent may modify expulsion requirements as provided in RSA 193:14, IV.



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Discipline of students with identified or suspected disabilities will be in accordance with the Individuals with Disabilities Education Act 2004, New Hampshire Rules for the Education of Children with Disabilities, and Section 504 of the Rehabilitation Act of 1973.”

Audra Lurvey moved, Carolyn Mebert seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 7/0.**

b. Policy JICFA - Hazing: The policy was read into record:

“HAZING

It is the policy of the District that no student or employee of the District shall participate in or be a member of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by the Board of Education shall engage or participate in hazing. For the purposes of this policy, hazing is defined as an activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board of Education.

“Endanger the physical health” shall include, but is not limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug or controlled dangerous substance; or any forced physical activity which could adversely affect the physical health or safety of the individual.

“Endanger the mental health” shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the Board of Education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

This policy is not intended to deprive School District authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action which may include expulsion for students and employment termination for employees.

A copy of this policy will be furnished to each student and teacher in the school district.”

Audra Lurvey moved, Carolyn Mebert seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 7/0.**



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c. Policy IMBE – High School Credit for 7th and 8th Grade Advanced Coursework:

The policy was read into the record:

“HIGH SCHOOL CREDIT FOR 7TH and 8TH GRADE ADVANCED COURSEWORK

Students in 7th or 8th grade may take advanced courses and apply the credit of those courses toward high school graduation, provided the course demonstrates content requirements consistent with related high school courses and the student achieves satisfactory standards of performance. School Board policies relative to assessment, mastery, and competency shall apply.

The high school principal shall approve such coursework and credit prior to the student enrolling in the class in order for such credit to be applied toward high school graduation.”

Ms. Grady questioned many facets of the new policy: “When they’re referring to taking advanced courses, within the middle school? Outside-of-the-school? It just says ‘take advanced courses.’ In what and where?” Dr. O’Connor explained that would be open to interpretation of the school staff. “There are virtually very few courses at the middle school that would qualify based on their curriculum. They would not qualify based on the new standards for high school looking at course expectations. Perhaps the only course...could possibly be Algebra II that we currently offer this year to 8th grade students that may qualify for high school credit. We have to make sure the course is taught by a competent, highly qualified high school educator with that type of background as well as students being able to meet the expectations for that high school course.” He added that Algebra I course criteria would not meet high school standards. Ms. Grady noted Algebra I has been “in and out” of credit for the last 30 years and just wondered if it was included. Dr. O’Connor added, “That doesn’t mean we couldn’t beef up that class in future years to be thinking about awarding credit.” Student representative Julia Higgins agreed that Algebra I should be “beefed up” to allow them to be eligible for high school credit. She had taken Algebra I in the middle school and was required to take it again in high school.

Audra Lurvey asked if there were common exams in Algebra. Dr. O’Connor noted there were, at the high school only. He added that this was currently the way students were able to get high school credit now. Dr. O’Connor added, “In addition to the testing outcomes, you’d have to look at the course of studies itself, and it has to be taught by a highly qualified teacher who has a high school certification. If it’s not, it’s more of a challenge to offer it as a high school credit. The next thing you know, you’ll have people coming along to ask, ‘...why can’t we offer high school credit for foreign language, or art’, or ‘...my child takes gymnastics? Why can’t we offer credit for that?’ So we have to be very careful with awarding credit at the high school for work that does not measure up to high school standards.

Ms. Grady stated she felt the policy was vague. “I think it (the policy) should be more specific because, if not, exactly what you said is going to happen. It says advanced courses. In what and where?” Dr. O’Connor noted that, “the new standards for secondary education that go into



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effect this year say School Districts will have a policy that will look at earning credit in 7th and 8th grades for students at high school level in advanced areas. We would have to define what that criterion was for those students and have them pass competency exams to demonstrate that they fully understood the content. I'm not certain we're going to get into this wholesale. In discussion with the high school principal, we've talked about one class and one class only. That would be the Algebra II class at the present time. If we want to allow students to earn additional credit, we will have to beef up those programs in that curriculum area." Ms. Grady stated she could not vote for it now because it is too vague.

Ms. Setear added, "I think what clarifies it for me is the fact that the high school principal needs to approve that coursework before it's taken. So, Doris, I don't think anybody's going to come after they've taken a virtual high school course or been in gymnastics and then say, 'I want credit for it,' because they need permission prior to taking the class to get the credit. So it does really leave it up to the high school principal to make the determination of which classes actually meet the requirements for high school credit." Ms. Grady stated she still would have liked to see it be more specific.

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

K. SUBMISSION AND PAYMENT OF BILLS: Audra Lurvey moved, Beth Setear seconded, to direct the Business Manager to pay manifest #08-H in the amount of \$3,092,760.13. A roll call **VOTE PASSED 7/0**.

L. RESOLUTIONS:

1. **Establishment of the Charles D. and Zena L. Boulanger Scholarship:** Audra Lurvey read the resolution into the record.

RE: CHARLES D. AND ZENA L. BOULANGER SCHOLARSHIP FUNDS

WHEREAS: the Dover School Board approved policy IKG, Establishments of Scholarships, and

WHEREAS: this policy states, "Once the School Board authorizes the establishment of a scholarship, a resolution shall be submitted to the Dover City Council for approval and acceptance of the scholarship funds. Upon City Council approval, the donated scholarship funds will be immediately turned over to the City of Dover, Trustees of Trust Funds," and

WHEREAS: In memory of Charles D. Boulanger, father of Dover High School Music Teacher Michele Boulanger, an annual scholarship in the amount of \$250.00 will be



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granted to a Dover High School senior who plans to pursue a career in teaching at any academic level and subject area. The recipient will receive the scholarship award at the completion of their first semester of college.

Community members, colleagues, and family members have generously contributed to the Charles D. and Zena L. Boulanger Scholarship Fund. Ms. Boulanger and family will determine the annual recipient through a short essay application process by May 1st. The essay will be about a teacher who has inspired them and why they want to teach.

NOW, THEREFORE, BE IT RESOLVED the Dover School Board requests the Dover City Council accept the establishment of the Charles D. and Zena L. Boulanger Scholarship and allow the City of Dover to be Trustees of these funds.

Audra Lurvey moved, Carolyn Mebert seconded, to adopt the resolution. An oral **VOTE PASSED 7/0.**

M. OLD BUSINESS:

1. Professional Development Committee Request for Early Release Days: Jean Briggs presented an overview of the process followed by the Professional Development Committee in requesting 6 early release days in the 2008/2009 school year:

The Professional Development Committee respectfully requests consideration of increasing the number of Early Release Days for the 2008-09 school year from 4 to 6.

A recent January 2008 survey given to all Dover teachers and paras had approximately 40% of K-12 staff responding. The results indicated that the majority of the respondents would be in favor of increasing the number of Early Release Days for the following reasons:

- Additional opportunities for pertinent ongoing training in core curriculum areas.
- Quality time for collegial interaction, meeting across grade levels and in curriculum areas.
- Increased focus on using data to drive instructional and programmatic changes.
- Additional opportunities for teacher collaboration and regular education/special education communication.



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- Additional time to focus on implementing competencies, NEASC recommendations, State Grade Level/Grade Span Expectations, and implementation of systematic changes (i.e. block scheduling at DHS).
- Focused time to collectively analyze our assessment results from State and district assessments – writing prompts, math common assessments, PALS, NWEA and NECAP.

A quote from a DHS teacher on the January survey sums it up well:

“We are always under the gun to finish something – common assessments, competencies, curriculum revisions! Early Release Days are by far the most productive pieces of time we get to do these tasks”.

Linda Smart then presented an overview of the District librarian’s plans for six early release days:

- Opportunity for librarians to meet and collaborate as a team
- Collaboration to scaffold library skills through Library Information Literacy Standards and Learning Outcomes document
- Horizon—Library software system:
 - Migration
 - Profiling
 - Glitches
 - Technical
 - Training: Group Item Editor, Statistical Reports, etc.
 - New software system, as Horizon will no longer be developed or be supported by SirsiDynix as of 2011
- DoverNet (library collaborative—public library and school libraries):
 - Sharing meeting notes
 - Horizon updates, fixes
 - Database clean-up
 - Common procedures
 - Licensing
 - Servers
 - Budget
- Library budgets
- Trends in literature—e.g. graphic novels
- Collection development
- Book sharing
- Edline
- Website



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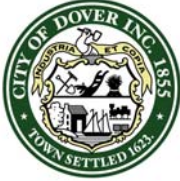
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- Meet with Network Manager, Business Administrator, Technology Committee, etc., as needed
- Technology trends: electronic databases, SMARTboards, blogging, Wikipedia, search engines/directories (try Clusty, or Kartoo), portfolios
- Technology equipment/software support for SMARTboards, podcasting, picture editing, movie making, etc.
- Book challenges
- Conference proposals
- Reading promotions: Cochecho Readers', Ladybug Picture Books, Islinglass Teen Read, Flume: NH Teen Readers' Choice
- Workshop/conference sharing:
 - 21st Century Strategies for Strengthening Your School Library Program
 - AASL (American Association of School Librarians) Conference on Data and School Libraries
 - What's New in Children's Literature?
 - Christa Technology Conference
 - NHEMA (New Hampshire Educational Media Association), various topics
 - Keene Children's Book Festival
 - Annette Lamb's EduScapes website, and more...
- Plan summer work/workshops: technology workshops, policy revision, review of Library Information Literacy Standards and Learning Outcomes, Edline, Edline and website cleanup, etc.

Jackie Tromba reported on the national trend for professional education as it has changed over the past thirty years. "There has been a lot of research on professional development programs that they found have had good results and good student achievement. These are some of the things they found in programs that worked effectively: Sustained coherent study, collaborative learning, time for classroom experimentation and follow up; the National Staff Development Council has found that staff development has shifted from the isolated learning and occasional workshop to focus ongoing organizational learning. This is also reflected in our state. Our state has their newest publication – literacy plan – has a whole section on ongoing professional development. They suggest professional development provide support, advanced knowledge, and collaborative opportunities for new teachers and experienced teachers...We need to have things like shared values, collaboration among staff instead of isolation, reflective dialogue, and shared responsibilities and active communication so you have a chance to meet and talk and reflect about what's happening and how it can get better. This language is reflected in our own Professional Development Master Plan. I think that increasing from four to six days doesn't answer all of those questions, but I think it is a step in the right direction working towards that improved community."

Dorothea Hooper noted she has been a member of the Professional Development Committee for a while and that it has changed significantly over the years. "Certainly in the first days I sat



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on this Board, we were into spending thousands of dollars hiring a professional to come in, give a speech the first day of school, that might or might not apply to the particular level or subject matter that you had. This probably was not the best way to promote professional development...(this committee really) focus on 'what do we need?' What we need is to meet is to meet all the huge new demands being made on us from the various levels of government. Our teachers have to be able to interpret data now...come up with some commonality in curriculum...meet the diversity in larger class sizes....All these things are really very necessary kinds of training that teachers need. We've found the way to get the best bang for our buck. That is by using our highly qualified staff. We have in-house resident experts in many fields..." She ended by stating there is a need for the extra two professional development days, they are at no cost to the district, and she encouraged the Board to support this and give the training to teachers that they really need.

Ms. Setear questioned whether the early release days had been aligned with Rochester and Somersworth. Ms. Briggs indicated they tried to do so, but the challenge was that only one day was common between the two districts. They did, however, choose 4 days shared with Somersworth and 2 in common with Rochester.

There was discussion by board members on what was viewed as a low level of staff response to the early release day survey (40%) and that only a portion of those 40% were in favor of increasing the number of early release days. Ms. Grady asked what the percent of the 40% who did respond were in favor of adding the two days. Ms. Briggs stated 65% of the 40% of respondents were in favor of the additional days. Ms. Briggs added that many of the remaining 35% were not "wholesale" in favor of the additional days, but stated they would be in favor if they were "promised" the days would be "valuable." She then suggested the Board approve the increase to six days as a "pilot program" and review the outcomes prior to scheduling next year's early release days. Ms. Grady added her concern was that 70% of the staff "has not shown me that this is what they thought they wanted. All they had to do was fill out a form and say 'yes I think it's beneficial' or 'no I don't think it's beneficial. In addition to that, I have difficulty with it being at the expense to the student that instructional time is lost and that the parents are inconvenienced...It seems by now, staff should realize that this is what they wanted...because of the poor response, I have difficulty with it"

Ms. Hooper noted her belief that 40% was not necessarily a poor response because survey responses are generally very low. She added that the survey was not passed out at one of the schools in error. Ms. Briggs agreed that the timing of the survey contributed to the low response rate. Ms. Hooper added, "We've had very negative responses from staff on some of these days when we've had a speaker come in from outside because generally, that kind of a speaker doesn't hit everybody's needs. Now we are talking about smaller groups that are targeting specific areas..."(the teachers have) a choice that they didn't have before. I think that choice becomes an important fact or also...Part of it is you have to make the half day the kids are in school meaningful. We talked about the fact that at the High school, if you cut the class down,



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you get a 20-23 minute class and the kids think, ‘what is the value there?’...Maybe you could schedule so some classes will meet at regular times and other classes can meet at another day.”

Ms. Mebert asked, if this was to be approved as a pilot program, was a plan to evaluate the effectiveness of the early release days. Ms. Briggs stated she did. She added that the committee spends a lot of time reviewing the comment sheets provided by teachers taking these workshops, and making changes as appropriate. Ms. Mebert stated, “I would like to revisit this after we’ve been through a year with the additional release days and see if it did turn out to be beneficial and we’ve got enough information to suggest this is something we should continue with.” Ms. Fisher agreed with Ms. Mebert and Ms. Grady and stated she would approve this as long as it is a pilot program for the Board to revisit next year.

Beth Setear moved, Carolyn Mebert seconded, to amend the calendar to add the Professional Development Committee request for six early release days in 2008/2009. An oral **VOTE PASSED 6/1 (Grady opposed)**.

2. Dover Middle School End-of-Year Procedures: Principal DeYoung provided new criteria for 8th grade students. In order to attend the end-of-year events, they must meet the following requirements:

“The end of the school year is an exciting time as students prepare for the transition to high school. Two major events for eighth grade students, the Dinner Dance and Six Flags, close out their middle school career. Students who decide to take part in these activities must meet the following behavioral and academic expectations effective June 2, 2008.

Behavioral:

Earning One In-School Suspension after 6/2 with no previous suspensions	Loss of Six Flags
Earning One In-School Suspension after 6/2 with previous suspensions	Loss of both events
Earning Two or more In-School Suspensions after 6/2	Loss of both events
Earning Out-of-School Suspension after 6/2	Loss of both events

Academically, students failing one or more subjects for the fourth quarter may not participate in either event.”

Additionally, in response to Board members comments last year, the Middle School Awards Assembly will take place in the evening this year, starting at 7:00 p.m. on June 18th instead of during the school day.

Board members expressed concerns with a starting date of June 2nd, and the suggestion that a student who behaved well all year may potentially lose privileges after one offense in June. They asked why the date was so late in the year and why student’s behavior throughout the



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year was not considered. They also asked what would happen to a student who misbehaved frequently throughout the school year, but who managed to behave for those two weeks in June. The Superintendent noted the June 2nd date is the day after the 8th grade returns from the Washington trip and was chosen in response to Board concerns that students who had not been allowed to attend the Washington Trip (because of academic or behavioral issues) would still have an opportunity to attend the remaining end-of-year events. Mr. DeYoung stated, "The bottom line is that we look at the individuals and I have the ultimate say. If a child has made a lot of poor choices, then they would lose those privileges. If they had out-of-school suspensions and multiples, they're losing quite a few privileges that would tie into the end-of-the-year and the DC trip also. Some Board members suggested the length of time that the students are monitored should be lengthened; others suggested that a student who receives an OSS or ISS has already been punished and taking responsibility for their behavior. To hold it against a student twice for infractions that occurred very early in the year, would be receiving "double jeopardy." Ms. Fisher asked language be added to the parent letter to say that, "If a student has many suspensions throughout the year, even though it is before June 2, that the principal has the discretion to do something." Dr O'Connor stated that Mr. DeYoung will do that and share the language with him prior to distribution.

Audra Lurvey moved, Carolyn Mebert seconded, to amend the 8th grade parent letter to add language that the principal has the "final say" on who will attend these activities. An oral **VOTE PASSED 7/0.**

Audra Lurvey moved, Carolyn Mebert seconded, to approve the end-of-year activities letter to eighth grade parents as amended. An oral **VOTE PASSED 7/0.**

3. Budget Discussion: Audra Lurvey moved, Carolyn Mebert seconded to move the budget discussion to the end of the evening's agenda. An oral **VOTE PASSED 7/0.**

N. NEW BUSINESS:

1. Mid-Year Student Performance Data Review and Recommendations: Principals from Garrison, Horne Street, Woodman Park, and Dover Middle School addressed the Board providing mid-year student performance data. They also highlighted recommended program changes that have, or will be made, based on the results of the NWEA/NECAP data review.

Principal George was unable to provide testing data information because high school students did not participate in spring 2006 NECAP testing. They did take the fall 2007 NECAP at the high school and those results will be available in March. However, Mr. George did provide tracking data from Dover High School including: Enrollments. NWEA, Where do DHS graduates go – numbers and percentages; numbers of students participating in the SAT's and ranges of scores; Attendance information; and Expulsion information.



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2. Dover Reads 2008 Update: Dover Reads, the community-wide reading project for people of all ages, will kick off on February 14th in the City Hall Auditorium between 4:00 p.m. and 5:00 p.m. This year's book is "*Tuttle's Red Barn – the Story of America's Oldest Family Farm.*" Events will take place from February 14th throughout the month with the Final Celebration scheduled for Thursday, March 27, 2008 at 6:30 p.m. in the middle school cafeteria. Additionally, this is the first year the event is sponsoring the "Dover Reading Chair Project," a community collaboration between the Dover Police Department, Dover School District, Ready to Learn Taskforce, and Dover Reads. Students from the Career Technical Center at Dover High School will build 100 chairs – these chairs will be decorated by Dover High School art students and given to young children at My Friend's Place, the HUB Family Resource Center, Dover Preschool, and Head Start. Three children's books will also be given with each chair.

3. Dover School Lunch Program – September 2008 Fees: Business Manager, Laurie Verville, asked the Board to approve a request by School Lunch Program Director, Mark Covell, to increase prices of school lunches for the 2008/2009 school year as follows:

Elementary	\$1.85
Middle School	\$2.35
High School	\$2.35
Adult Lunch	\$2.75

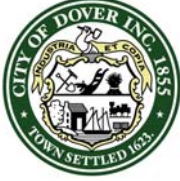
The last increase was made in September 2005.

Audra Lurvey moved, Carolyn Mebert seconded, to approve the School Lunch Director's request to increase the 2008/2009 school lunch program costs as submitted. An oral **VOTE PASSED 7/0.**

4. Approve Wages for Cafeteria Employees 2008-2009: Business Manager, Laurie Verville, asked the board to approve the School Lunch Director's request for wages for cafeteria employees for the 2008/2009 school year. She noted the average increase in wages was between 2.1% and 2.8%.

Audra Lurvey moved, Carolyn Mebert seconded, to approve the School Lunch Director's proposed wages for cafeteria employees 2008/2009. An roll call **VOTE PASSED 7/0.**

5. Approve Expenditure for DHS Scoreboard Repair: Business Manager, Laurie Verville, requested the Board approve an expenditure for up to \$600 from the athletic gate receipts account to repair electrical issues on the Dover High School scoreboard located in the gymnasium.



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Audra Lurvey moved, Carolyn Mebert seconded, to approve the Business Managers request to expend up to \$600 from the athletic gate receipts to repair the high school scoreboard. A roll call **VOTE PASSED 7/0.**

6. Award Bid for ADA Compliant Wheelchair Lift: Business Manager, Laurie Verville, reported that a CDBG had been approved last April in the amount of \$70,000 to install an ADA compliant wheelchair lift in the stairwell of the 8-room wing at Dover High School. Bids were recently solicited and Ms. Verville recommended the Board award the bid to the second lowest bidder in the amount of \$42,738.00. Ms. Verville explained the range of bids (from \$80,917 to \$36,975) occurred because the low bidder did not include electrical and heating relocation costs and the highest bidder was planning to contract the job out, resulting in higher costs. Ms. Verville also noted that Garaventa USA was able to install the lift during the week of April vacation, which was also an important consideration.

Audra Lurvey moved, Carolyn Mebert seconded, to approve the Business Managers request to award the bid for installation of an ADA compliant wheelchair lift to Garaventa USA in the amount of \$42,738.00.
 A roll call **VOTE PASSED 7/0.**

7. Art Curriculum Adoption: See above.

8. Music Curriculum Adoption: A motion was made and seconded to table Music Curriculum Adoption until the regular March Board meeting. An oral **VOTE PASSED 7/0.**

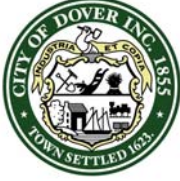
M. 3. Budget Discussion: Dr. O'Connor reviewed the current state of Superintendent's proposed budget. The overall 2007/2008 budget was \$41,600,000 and the Superintendent's proposed budget for 2008/2009 is \$44,657,000. That is a \$3,054,000 increase. However, due to the tax cap amendment, growth is limited. Based on City Council feedback to date, the amount of increase allowed in the District budget is approximately \$1,467,000. This means the Board needs to find ways to eliminate approximately \$1.55 million from the Superintendent's proposed budget.

During the previous budget workshop, School Board members questioned whether user fees might possibly be charged for some programs in the District. Based on that request, Dr. O'Connor provided the following potential scenarios to the Board for consideration. :

Revenue Potential for Athletic and High School Transportation, and the Preschool, Instrumental Music, and Full Day Kindergarten Programs' User Fees

Athletic Transportation

Middle School High School
 Anticipated



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Participants:	273	839	
Allowance for F & R and LOP*:	30%	30%	
Adjusted Number Of Participants:	191	587	
Option A:			
User Fee of \$125 Per Year:	\$23,875	\$73,375	
Total Potential Revenue to Offset Athletic Transportation:			\$97,250
Option B:			
User Fee of \$150 Per Year:	\$28,650	\$88,050	
Total Potential Revenue to Offset Athletic Transportation:			\$116,700

**Free and Reduced Lunch Program and Loss of Participation*

High School Transportation

High School Ridership on First Student and COAST Buses

Anticipated Participants:		375	
Allowance for F & R and LOP*:		30%	
Adjusted Number Of Participants:		263	
Option A:			
User Fee of \$100 Per Year:		\$26,300	
Total Potential Revenue to Offset High School Transportation:			\$26,300
Option B:			
User Fee of \$200 Per Year:		\$52,600	
Total Potential Revenue to Offset High School Transportation:			\$52,600

**Free and Reduced Lunch Program and Loss of Participation*

Preschool Program User Fees



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Preschool Program at Woodman Park Elementary

Anticipated Participants: 20

Allowance for F & R and LOP*: 30%

Adjusted Number Of Participants: 14

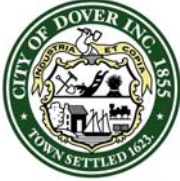
Option A:
 User Fee of \$100 Per Quarter: \$5,600
Total Potential Revenue to Offset Preschool Program: \$5,600

Option B:
 User Fee of \$200 Per Quarter: \$11,200
Total Potential Revenue to Offset Preschool Program: \$11,200

**Free and Reduced Lunch Program and Loss of Participation*

Instrumental /Band Program user Fees

Grade 4 – All Schools	Grades 5 – 8	
Anticipated Participants:	149	205
Allowance for F & R and LOP*:	30%	30%
Adjusted Number Of Participants:	104	144
Option A:		
User Fee of \$125 Per Year:	\$13,000	\$18,000
Total Potential Revenue to Offset Instrumental/Band Program:		\$31,000
Option B:		
User Fee of \$150 Per Year:	\$15,600	\$21,600
Total Potential Revenue to Offset Instrumental/Band Program:		\$37,200



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**Free and Reduced Lunch Program and Loss of Participation*

Full Day Kindergarten Program

Kindergarten – All Schools

Anticipated

Participants: 289

Allowance for
F & R and LOP*:

30%

Adjusted Number
Of Participants:

202

Option A:

User Fee of

\$100 Per Quarter: \$80,800

Total Potential Revenue to Offset Full Day Kindergarten Program: \$80,800

Option B:

User Fee of

\$200 Per Quarter: \$161,600

Total Potential Revenue to Offset Full Day Kindergarten Program: \$161,600

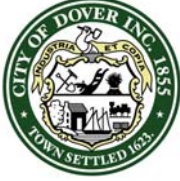
**Free and Reduced Lunch Program and Loss of Participation*

Total cost for a full day kindergarten program is contained in the budget at \$647,000.00.

A full time-part/time program will cost \$424,000. If the full-time/part-time program is chosen, there will be a need to raise only \$250,000 in “new money” because there is also \$250,000 in the budget, as a place holder, for transportation costs, that will shift over. If the Board decides not to support full day kindergarten, that money will be needed to continue to run mid-day busing and to continue to run the Smart Start program.

Ms. Fisher asked, “If we vote on the full-day kindergarten it will be \$200-odd thousand more than if we have half-day kindergarten...in new money?” Dr. O’Connor clarified – “\$647,000 minus \$250,000 (place holder) brings you down to about \$400,000 – that’s for the full-day program. The full-day/part-day program is \$424,000 minus \$250,000 is about \$175,000 that we would need, new money.”

Ms. Grady stated she thought the Superintendent’s budget contained double entries for kindergarten. Dr. O’Connor stated it was NOT double entered. The \$647,000 is for the new staff and materials needed to run full-day kindergarten, over and above what is already being spent. The \$647,000 is to pay for an additional 6.8 teachers, 6 paraeducators, and 5 separate



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classroom set-ups. That's not a double entry. The total cost, \$750 to \$850 thousand being spent now, and adding another \$647,000, would bring the total cost of the kindergarten program to over \$1 million. The cost of the mid-day bus and Smart Start Programs that are also contained in the Superintendent's proposed budget would decrease the full-day kindergarten cost by approximately \$250,000.

Maximum Transportation and User Fee Totals

Option A	Option B
\$240,950	\$379,300

Dr. O'Connor stressed this information was being provided for consideration by the Board as possible ways to raise revenue. Board members asked if there were other schools charging Athletic User Fees. Mr. Wotton stated there were very few and some that had charged user fees had removed them after one school year. Ms. Ulinski Shuman asked if there were additional high school classes charging user fees. Mr. George stated there were a few science classes charging lab fees.

Dr. O'Connor then passed to the Board a list of proposed cuts representing approximately \$700,000 within the Dover School District. "Again, I cannot stress how difficult this was for the administrative team to come up with these recommendations."



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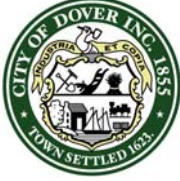
DOVER SCHOOL DISTRICT - SAU #11
Possible Budget Reductions For Review as of 2/7/08

<i>(Positions) and Description</i>	<i>Amount</i>	<i>(Positions) and Description</i>	<i>Amount</i>
(3) Elementary Reading Specialists-(BA+15-1) with Family Health Benefits	\$176,210.37		\$176,210.37
(2) Middle School Specialists	\$134,690.59		\$134,690.59
(1) Class 2 Paraprofessional (DMS) and (1) Class 3 Paraprofessional (DHS)	\$56,151.80		\$56,151.80
(3) Elementary Classroom Teachers	\$216,706.17		\$216,706.17
(12) DMS Team Leaders	\$17,357.85		\$17,357.85
(5) Full Year Secretaries to School Year (Assuming 6.8hrs/day)	\$98,523.97	(3) Full Year Secretaries to School Year (Assuming 6.8hrs/day)	\$59,821.29
Total	\$699,640.75		\$660,938.07

<i>Other</i>	<i>Amount</i>
Selected Professional Staff Positions (Resignations and Retirements)	

Dr. O'Connor noted, one item "jumped out" at him on the list. The "Team Leaders are contractual and may not be something that can be eliminated."

He added, "What may be on this list March 10th may be very different than what's on here. Down below, you will note I said that there are selected professional staff positions due to resignations or retirements we will have to look at very carefully to determine their value or worth to the School District. We may find that a resignation or retirement from a staff member, that that position will go unfilled for this coming school year." If you recall last year we had a social studies position that Mr. George felt the remaining staff could handle the student needs at that time. We chose not to fill a social studies position... Another example could be, as you heard this evening, Ms. Szabunka will be retiring which means we will be looking for a principal to replace at Horne Street School. But, do we have to hire a principal to work the twelve months? Could we delay hiring until August 1st instead of July 1st? You could save \$10 -\$12-\$15,000 that way. We've done that with past administrators. We could do that with other positions that open between now and the start of school and look at delayed hiring. Not so much in the teacher ranks as it might be in the support and administrative staff." Ms. Fisher noted, "What would happen in next year's budget?" Dr. O'Connor stated that the budget would go up. "Anything you save this year, you would have to put back in the following year. Unfortunately,



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we live from year to year with budgets.” He then asked Board members for additional direction. “This gives us something to work with at our next budget meeting. What I would like to hear from you this evening, are there other directions that you would like us to move towards – in an effort to help you understand where we are in the process and what might be necessary for us to get to that number that is dictated by the spending amendment.”

Ms. Lurvey asked, “Everybody who’s talking about this tax cap and this spending amendment is talking about how we’re following in the footsteps of Laconia. What is Laconia doing in their schools? If theirs is as restrictive as ours is looking like it is, what is the state of their schools? Do they have so many fewer students? Do they offer fewer programs? What are they doing that they’ve been able to work with this for as many years as they have and we’re struggling?”

Dr. O’Connor agreed, many communities have been working under a spending amendment. Ours is modeled on the amendments in Franklin and Laconia, not Nashua or Derry. “But for people in our community, the City of Dover, to think we should be comparing ourselves to two communities that are much smaller, clearly not as economically growing and improving as Dover, I think it’s a shame that we’re holding those two communities up as a model... I just can’t imagine that we’re going to compare ourselves to those communities. Their schools are much smaller; Mr. Gray did a study recently clearly showing Garrison is outperforming those two communities and outperforming them admirably. Is that where we’re headed? When we’re looking at recommended cuts that involve a minimum of 8 specialists and teachers out of our elementary and middle school classrooms, I can say we are heading in that direction.”

Ms. Ulinski Shuman added, her research indicated Laconia did cut some sports that ended up being fully supported by the Booster Clubs. Ms. Hooper added, six years ago when she joined the Board, her first thought was always what was best for the children and the taxpayers were considered secondarily. “Now my first thought is, ‘how can we save money?’ and I think that’s a sad place to be for a School Board. Instead of ‘what can we do for children?’ it’s ‘how can we fund this?’ And, I think you’re right. I think when you’re talking about cuts with specialists...we put those specialists on board because we were not happy with our test scores. And now that our test scores are up there, we’re going to take them away? That doesn’t make any sense.”

Dr. O’Connor shared his concern, “This spring, the state will come out with DINI/SINI designations. I’m concerned that reading will be a target for the Dover School District and here we are recommending the elimination of reading specialists in Dover.” He then asked Board members for direction at the next meeting. “We will have three meetings prior to the March 10th School board meeting when we will have to vote on our budget.”

Ms. Mebert asked the Superintendent if he could provide “...rationale for the (recommended) elimination of these positions. I have to say, there is a little jaded part of me that says, ‘Did the administrators come up with positions that would look the ugliest if we cut them?’ to try to get some support for retaining those positions in that way, or are these positions they really think



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could be eliminated without severe damage to programs?” Dr. O’Connor stated he did not believe administrators chose “hot button” positions to place on the list. “When you look at the Elementary school for example, there are three elementary schools in Dover, there are a limited number of positions that can be eliminated. They are reading specialists of which there are two in each of the elementary schools, there is a behavior specialist...” Ms. Fisher questioned if guidance counselor could be added.” Dr. O’Connor added that the state requires one guidance counselor for each 500 students and also requires nurses. The only other positions he knew of that could be eliminated were classroom teachers that would raise the number of students in each classroom.

Ms. Grady stated it is the same process every year (“it’s a sad time, hard time, what are we going to do, where are we going to go?”) and that the Board would eventually solve it.

Dr. O’Connor stated, “I would agree, we have survived in previous years. But we have never been under a spending cap. We have had budgets that have been 3, 5, 7, 8% - they’ve allowed for growth. Even the 3% budgets that we’ve had for a couple of years, we did have to eliminate selectively positions. You look at just administratively in the last five, six years and you’ll see that we whittled away and whittled away. You can look at the elementary school in terms of support staff that has been provided. We have whittled away and whittled away. In the high school, instead of cutting staff we’ve gone supplies, supplies, textbooks, replacement books, furniture...we haven’t bought desks at Dover High School for years. And they wear out after 40 years. And we’ve chosen not to because we’re surviving. This year, with the limitation of our growth, and 95% of it is going towards salary and benefit increases, we’re not going to survive well. Now, something to consider, eliminate all of your priorities: No kindergarten, no increase in curriculum, let’s not do the science, and all these positions stay. But you all know we need a science program, K-12. But you all know that we need a science program K-12. This is a half million dollar adoption. We have \$300K+ in the budget now; we’re adding almost another \$300K to it. We could put it off for another year. It’s been 10 years! But again, as a school board, you have to look at where those priorities are. We know, we hear all the time from high school and middle school staff about the technology infrastructure, the communication infrastructure with our computer system. We need some serious upgrading and we’ve been putting those off and that upgrade off for many years. We don’t have to do it, and we’ll survive with what we have. But it’s a matter of priorities for the Board. We’re going to have to sit down over the next three meetings and decide ‘what are our priorities?’ and ‘are we putting them into the budget, and then, ‘how are we going to cover those costs.’

Ms. Fisher asked how the elementary administrators decided to put reading specialists on the list of possible cuts and not guidance or behavioral specialists. Dr. O’Connor explained that guidance counselors were never considered because the state requires they have a guidance counselor for every 500 students. Based on administrator’s feedback, based on what is happening in their schools, they decided the behavior specialist was a higher priority in their



CITY OF DOVER

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Hall Auditorium
Meeting Date: **Monday, February 11, 2008**
Meeting Time: **7:00 pm**

building than one of the two reading specialists. There have been two reading specialists for the past 6 to 8 years. Prior to that, there was only one reading specialist in each school.

O. ADJOURNMENT: At 10:25 p.m., Audra Lurvey moved, Carolyn Mebert seconded, to adjourn. An oral **VOTE PASSED 7/0.**