



**DOVER SCHOOL  
DISTRICT**

## DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting  
Meeting Location: City Council Chambers  
Meeting Date: **Monday, December 8, 2008**  
Meeting Time: **7:00 pm**

Chairperson Marjorie Fisher called a meeting of the Dover School Board to order on Monday, December 8, 2008, at 7:05 p.m. in the City Council Chambers.

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

Also present were; Superintendent John O'Connor; Dustin Gray, Garrison School Principal; Mal Forsman, Horne Street School Principal; Dustin Gray, Garrison School Principal; Patrick Boodey, Woodman Park School Principal; Larry DeYoung, Dover Middle School Principal; Debi Migneault, Dover High School Principal; Jean Briggs, Curriculum, Instruction, and Assessment Director; Sandra Crosson, Director of Pupil, Personnel Services; Student Representative to the School Board, Julia Huggins, Kathy Lupi and Terry Warren, School Nurses; Diane Gormly, DMS Teacher; Maybeth Anderson, Librarian; and the Fosters' Reporter.

**B. PLEDGE OF ALLEGIANCE:** Dorothea Hooper led the Board in the Pledge of Allegiance.

**CITIZENS' FORUM:** No one addressed the Board

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

- 1) **Nonpublic Session, November 10, 2008 (Grievance)**
- 2) **Regular Session #11, November 10, 2008**
- 3) **Nonpublic Session, November 24, 2008 (Negotiations)**
- 4) **Special Session, November 24, 2008 (Architect for HSS)**
- 5) **Workshop Session, November 24, 2008**
- 6) **Nonpublic Session, December 2, 2008 (Student Discipline)**

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

### **E. CONSENT AGENDA**

1. **Correspondence:**
2. **Resignations/Retirements:**
  - a. **Pauline Theorette, Deans' Secretary, Dover High School**
  - b. **Scott Hazen, Biology Teacher, Dover High School**
3. **Leaves of Absence: None.**
4. **Nominations:**
  - a. **Sheet 1: Nomination and Election of Food Service Worker and Paraprofessional (Bettcher to Buckingham)**
  - b. **Sheet 2: Nomination and Election of Coaching Position (Hartman to Zopf)**
  - c. **Sheet 3: Nomination of DALC Personnel**



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

**6. Extended Travel (Student Trips): None.**

Audra Lurvey moved, Carolyn Mebert seconded, to approve the consent agenda. An oral **VOTE PASSED 7/0.**

### **F. SUPERINTENDENT'S REPORT:**

- Dr. O'Connor read a letter submitted of appreciation written to the students responsible for the naming of the submarine USS New Hampshire.
- Dr. O'Connor noted he received a Department of Education letter addressing the issue of lice that he would share later in the meeting.
- Dr. O'Connor commended UNICCO for the work they accomplished during their transition and shared a "transition document" prepared by them. He noted they had catalogued all mechanical and heavy equipment in the district and have created a planned maintenance schedule for the future.

Dr. O'Connor then invited all building principals to share items of interest that have happened or are upcoming for each of their schools.

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.

- The Hockey Team will be dropping their team champion banner at next Saturday's game.
- Key Club has been busy wrapping presents
- Preparations are underway for the Annual Film Festival
- Students are invited to sign up for the Penguin Plunge at Hampton Beach
- The first Winter Guard and Percussion Ensemble Programs will begin in January
- Classes are holding a canned food drive competition
- Preparations are also underway for the Class Olympics coming in January

### **H. COMMITTEE REPORTS:**

#### **1. Profession Development Committee Meeting, Dorothea Hooper Reporting:**

The Professional Development Committee met Nov. 18<sup>th</sup> at the SAU office. After a welcoming statement, Jean Briggs Badger, Director of Curriculum, Assessment and Instruction, led a discussion on the October early release day. Grades K through 8 worked on literacy, CTC and Freshman Academy staff heard John Collins on writing, and DHS Sped and the Alternative School Staff were given an overview of New Hampshire Sped rules. High school staff developed department pacing guides for competencies and block scheduling.



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In November, while k-8 teachers are holding teacher conferences, the high school will have a workshop day. The focus will be on continuing preparation for the new block scheduling the high school will implement in Sept. 2009.

A tentative schedule for the rest of the early release days was distributed. The Dec. 10<sup>th</sup> meeting will focus on literacy and mental health district wide. In January there are plans for science kit training for grades k through 6, 7<sup>th</sup> and 8<sup>th</sup> will have department meetings, while the high school will work on competencies and pacing guides. The February meeting will include data work at the building levels k through 12 while CTC and Freshman Academy teachers will have a Collins writing follow-up. In April literacy and technology will be working on across grade levels. In May there will be a continuation of literacy k through 8 while 9 through 12 teachers discuss teaching in a standards based classroom.

A teacher workshop day planned for March will have Joe Sassone as our keynote speaker with the topic "Literacy and Formative Assessment". After that address, teachers will have their choice of three workshops geared to a wide variety of relevant topics depending on grade level and subject area.

Distributed at this meeting were forms used by paraprofessionals to evaluate their workshop on Language Arts as well as a survey of district staff on the type of technology workshop in which they would like to participate.

Our next meeting will be December 17<sup>th</sup>.

### **2. District Dining Facilities Committee Meeting, Dorothea Hooper Reporting:**

The District Dining Facilities Committee met Nov. 20<sup>th</sup> at DMS. Chair Laurie Verville, district Business Manager, introduced Dana Poist and Kim Povec, UNH interns who will be assisting us with our nutritional goals. Also visiting were members of the DMS Student Council.

Under old business:

1. menus in word format are now on our website and readable
2. items that were once on Edline should now go on our website
3. we had feedback from parents on "Recommended Food Items" that were suggested and are removing marshmallows and jello from the list.
4. Mark Covell cafeteria director gave a report on taste testing of new foods.
5. we are trying to find a way to properly disposed of Styrofoam trays ---looking into a shredding machine.

Under new business:

1. the establishment of a sub-committee for sharing ideas among smaller groups and bringing them back to the full committee.
2. Amy Winans, parent and UNH instructor introduced a presentation by the UNH interns on quality driven menu choices. Their goals included new and revised recipes, sampling, and posting of nutritional values of foods.



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3. Melissa Snow discussed items listed as healthy for snacks which included yogurt, trail mix, and fresh fruits and vegetables.

There was a general discussion of how we can protect diabetic children keeping track of sugar levels and restricting harmful foods. Also discussed was the possibility of breaking down our needs into workable segments so that it would be easier to get funding from grants and local sources.

Our next meeting will be Jan. 22<sup>nd</sup>, 2009.

### **3. Curriculum Planning Council Meeting, Dorothea Hooper Reporting:**

The Curriculum Planning Council met on Dec. 4<sup>th</sup> at the Dover Middle School. Chair Jean Briggs Badger, Director of Curriculum, Assessment and Instruction, welcomed the members and presenters.

We began with an implementation by the science department. The High school co-chair's, Patrick Woodworth and Justin Mahan reported that the funding of brand-new, updated texts had made a huge difference in instruction, as had funding varied lab equipment that allowed for more frequent and advanced lab demonstrations. They thanked the School Board for funding these improvements and indicated that it has resulted in a huge jump in science electives. The high school curriculum is also aligned with state testing.

Deb Hackett gave a very enthusiastic presentation of middle school science and the growth of student excitement for science due to the implementation of a new program. Units match the GLE's and teachers either have had or will have professional development related to the new curriculum. While there is a need to come up with an assessment piece, to quote Mrs. Hackett, "Science is happening in the Middle School." The new curriculum does not use a text so discussion, analyzing, and note booking become important tools. As Mrs. Hackett noted ---- now being a geek is a good thing!

Elementary schools represented by Dave Goldsmith, Elaine Marhefka, and Jill Sears, seemed equally pleased with the improved science program and the enthusiasm of students and parents. It was suggested that elementary and secondary teachers would mutually benefit from sitting down and sharing ideas. While the high school teachers represent subject area experts, the elementary teachers have more training and experience with differentiated instruction.

The World Language Chair for both the middle school and high school, Mrs. Jan Hennessey, reported on the status of languages in the Dover schools. Mrs. Hennessey gave an overview of the changes in the world language program over the past few years. These included:

- 1) the language department includes both middle and high school teachers and under one supervisor.
- 2) all students are capable of learning another language.
- 3) all new programs have been introduced resulting in a huge increase in sections and number of students studying a foreign language.
- 4) "can do" statements, which make students better able to function in another culture.



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- 5) updating Latin texts which has helped students improve their English literacy.

Future plans of the language department in 2009 include taking our students up a notch by making the curriculum more challenging and working towards global literacy with students.

### I. POLICY CHANGES - PROPOSALS:

a. **JICK – PUPIL SAFETY & VIOLENCE PREVENTION**: Audra Lurvey moved, Carolyn Mebert seconded to table the policy until the January meeting. An oral **VOTE PASSED 7/0**.

b. **IHCD – ADVANCED COURSE WORK/ADVANCED PLACEMENT**: Audra Lurvey moved, Carolyn Mebert seconded to table the policy until the January Meeting.

Dorothea Hooper pointed out some grammatical errors to be corrected prior to second reading. Doris Grady addressed concerns with the previous administration at Dover High School. She felt the past principal was against awarding college credits and also felt he placed too many obstacles in front of students wishing to take these courses for credit. Ms. Grady noted the new focus of the Department of Education is to help students “move along” and further their education with the help of the high school administration. Ms. Grady indicated she took exception to the use of the phrase, “student who is capable of” and questioned whose job it would be to make that decision. Dr. O’Connor stated the policy would be revised to alleviate Ms. Grady’s concerns and brought to the January meeting for approval. He also encouraged all Board members to submit their thoughts for changes to the policy to him to incorporate them before the next meeting.

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

### J. POLICY ADOPTIONS:

a. **TECHNOLOGY ACCEPTABLE USE POLICIES & PROCEDURES (FORMALLY EGA, EGAA-R, EHAA) -NEW POLICIES EHAA, EHAA-P, EHAA-S**. Chairperson Fisher read policy EHAA into the record. Audra Lurvey moved, Carolyn Mebert seconded, to approve the policy in its second reading. An oral **VOTE PASSED 7/0**.

### SCHOOLNET ACCEPTABLE USE POLICY

**PURPOSE:** The purpose of this Acceptable Use Policy is to communicate the procedures, rules and guidelines for the use of Dover School District information systems (SchoolNET) and the Internet. The District has established this policy as a means to achieve the following goals:

- To provide for compliance with the Children’s Internet Protection Act (CIPA.)
- To provide for the confidentiality, integrity and availability of all SchoolNET resources.
- To communicate the District’s limitation of liability concerning information systems.



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The District intends to enforce the rules set forth below and reserves the right to change these rules at any time.

### **Use Of SchoolNET**

The Dover School District is pleased to offer its students and personnel access to Dover School District's information system, SchoolNET. SchoolNET allows students, faculty and staff access to local network resources, as well as the Internet, and to communicate and collaborate with other individuals and groups around the world, significantly expanding their available information base.

Successful operation of the network requires that all users conduct themselves in a responsible, decent, ethical, and polite manner while using the network. Each user is ultimately responsible for his or her own actions in accessing SchoolNET. Misuse of any aspect of the network, including school hardware, school software and peripherals will result in disciplinary actions.

SchoolNET, has a limited educational purpose. Activities that are acceptable on SchoolNET include classroom activities, career development, high-quality personal research and all activities that relate to the day-to-day running of the Dover School District. All other use of SchoolNET or the Internet is prohibited. You may not use SchoolNET for entertainment purposes. SchoolNET is not a public access service, nor a public forum. You may not use SchoolNET for commercial purposes; this means you may not offer, provide, or purchase products or services through SchoolNET. You may use the system to communicate with elected representatives and to express your opinion on political issues, but not for political lobbying.

The Dover School District has the right to place reasonable restrictions on the material you access or post through the system. You are expected to follow the rules set forth in Dover School District's disciplinary code, and the law, in your use of SchoolNET.

### **Accessing SchoolNET**

"Users" are defined as all employees and students who have signed an Acceptable Use Form. All users (Faculty, Staff and Students) who wish to access SchoolNET must sign an Acceptable Use Form acknowledging the receipt of this AUP.

Employees will be issued a user ID and password for access to SchoolNET. This password should not be shared with anyone else.

Students may access SchoolNET via a shared, generic guest account appropriate to their location (for example, a "WPSStudent" account, or a "library" account.) This account will be provided to them by a teacher or librarian.

It is the responsibility of the user to become familiar with and abide by the rules of this policy and make appropriate use of the available resources. All users (or their parent or guardian) shall assume full liability – legal, financial, or otherwise – for their actions when using SchoolNET. All executed user agreements will be maintained in individual school building technology offices. Disciplinary issues will be dealt with by the appropriate district personnel.



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SchoolNET may only be accessed using District-purchased and/or District approved personal computers, laptops, wireless devices or other hardware. The computer systems, servers and software are owned by the District, and all messages or data composed, stored, sent, or received using the system are and remain the private property of the District.

Students of the Dover School District will be allowed access to SchoolNET during class time as well as during other periods designated as "open access," as follows:

- Grades K-4: will have limited use for specific projects by teacher request. Websites will be limited.
- Grades 5-6: use will be project-focused, adult-directed, and supervised. Websites will be limited.
- Grades 7-8: use will be adult-directed and monitored. Websites will not be limited, but student use will be monitored.
- Grades 9-12: students will have independent use, but on-line computers and website access will be monitored.

### **Content Filtering And Internet Access**

The Dover School District is in receipt of federal education funding and has installed Internet filters on SchoolNET, in accordance with the Children's Internet Protection Act. Students and staff should self-monitor to determine appropriateness of material and activities. It is not our intent to curtail any academic freedom to use appropriate materials for educational purposes; all staff should be confident in evaluating material accessed on the Internet for use in the classroom.

No automated or electronic means are in use to track individual staff or student internet activity. Student access is shared via generic "Student" accounts; therefore, staff will also monitor students for inappropriate use of the Network.

Use of external proxy servers to bypass content filters is expressly forbidden, and will result in disciplinary action. Students should notify staff immediately if they mistakenly access prohibited material.

The Dover School District cannot monitor in accord with a multitude of different family values; therefore parents are encouraged to discuss values with their children.

Special authorization may be obtained from the School Administration or Librarian to allow exceptions to prohibited material in cases of legitimate research.

### **The District Email System**

All district employees will be given an email address and mailbox. District policy does not call for active monitoring of user email with regard to appropriateness of content. All users are expected to exercise reasonable judgment, however, on what is sent and received via District email.



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Additionally, users should have no expectation of privacy in their e-mail. If a user is believed to be in violation of the guidelines stated in this policy, or in violation of the law, a system administrator or Administrator may need to gain access to private correspondence or files. E-mail messages, chat-room or Instant Message transcripts are subject to district review at any time. The computer and E-mail system is to be used for business purposes only. Personal business is unauthorized and should not be conducted on the system.

The electronic mail system may not be used to solicit or proselytize for commercial ventures, religious or political causes, outside organizations, or other non-job-related solicitations. Notwithstanding the District's right to retrieve and monitor any E-mail messages, such messages should be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any E-mail that is not sent to them. Any exception to this policy must receive prior approval by the Superintendent.

### **The District Web Site and Edline**

The District shall maintain an Internet Web Site ([www.dover.k12.nh.us](http://www.dover.k12.nh.us)) for the purpose of publishing and disseminating District information to the general public. Each school shall maintain its own sub-section of this Web Site. The District shall also maintain an online tool used for communication of classroom activities, such as homework and grades (in a secured fashion,) between parents, teachers, students and principals.

Only information of a public nature will be made available online. At no time shall student information appear online on a district site, except in specific cases where parental permission to publish has been obtained.

All Web publications shall feature adequacy of research, proper spelling and grammar and appropriate material. The District shall maintain a documented list of standards to which all online publications must adhere. This standard should be available online.

The District Web Site and Edline may not be used to publish opinion.

Edline may be used to publish information regarding extra-curricular activities or groups sponsored by the District, provided those publication adhere to the documented standards discussed above.

The District reserved the right to remove material, or links to material, that are not reasonably related to District activities.

### **Responsible Personnel**

- The District Technical Support Services Manager is responsible for overall administration, security and monitoring of SchoolNET and the email system. Any decisions involving significant changes to the system will be made by this manager,



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together with the Superintendent. The Technical Support Services Manager will also act as webmaster, maintaining overall management of the Web Site, and Edline.

- The District's Building Technology Coordinators are responsible for day-to-day activities relating to the maintenance and upkeep of SchoolNET.
- Technical Support Para-professionals assist Building Technology Coordinators and perform troubleshooting and maintenance of SchoolNET.
- School Building Librarians are responsible for the maintenance of school building web pages. Material on all web pages sponsored by the district must be updated on a regular basis.
- School secretaries are responsible for their school's Edline "home page."
- Teachers are responsible for maintaining their own Edline content, as well as monitoring student online activities.

### **Disciplinary Actions**

When inappropriate use of the Internet is determined through due process the result may be the cancellation of those privileges. The Technical Support Services Manager, together with the Superintendent, will determine what "appropriate use" is and their decision is final. The Technical Support Services Manager may close or disable an account at any time as required. The administration, faculty, and staff may request the administrator to deny, revoke or suspend specific user accounts. Any student identified as a security risk may be denied access.

### **Limitation of Liability**

The District makes no guarantee that the functions or the services provided by or through the District system will be error-free or without defect. The District will not be responsible for any damage users may suffer, including, but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising through the unauthorized use of the system. Parents may be held financially responsible for any harm to the system as a result of a student' intentional misuse. Damage to a district system caused by willful misuse of the system is no different than any other damage caused by staff or students and is subject to the same discipline measures in school policies.

Chairperson Fisher called for a motion to approve EHAA-P, Personnel Acceptable Use Signature Form. Audra Lurvey moved, Carolyn Mebert seconded, to approve the policy in its second reading. An oral **VOTE PASSED 7/0**.

Chairperson Fisher called for a motion to approve EHAAP-S, Student Acceptable Use Signature Form. Audra Lurvey moved, Carolyn Mebert seconded, to approve the policy in its second reading. An oral **VOTE PASSED 7/0**.

**b. CM – ANNUAL MEETING/REPORT CARD:** Dr. O'Connor recommended the Board delete Policy CM because the information contained in the Annual Report Card is already available



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online at the Department of Education Website. Eliminating the policy will save the district a great deal of time and money and people can be directed to the State website for this information.

Audra Lurvey moved, Carolyn Mebert seconded to delete policy CM – Annual Meeting/Report Card, and instructed the Superintendent to direct citizen queries to the Department of Education Website to provide this information. An oral **VOTE PASSED 7/0**.

**K. SUBMISSION AND PAYMENT OF BILLS:** Audra Lurvey moved, Carolyn Mebert seconded, to direct the Business Manager to pay manifest #09-F in the amount of \$3,003,876.98. A roll call **VOTE PASSED 7/0**.

**L. RESOLUTIONS:** None.

**M. OLD BUSINESS:**

### **1. APPROVE DOVER HIGH SCHOOL PROGRAM OF STUDIES:**

Audra Lurvey moved, Carolyn Mebert seconded, to approve the Dover High School Program of Studies with revisions provided by the high school and forwarded to the Board with their meeting packets.

Dorothea Hooper raised questions about athletics academic eligibility. "I am concerned because it looks like they deleted 'grade average completely and I wondered about that." Deborah Migneault stated Mr. Wotton proposed the 2.0 GPA during the block schedule and instead go to the 2 blocks that they have to pass and only 1 F. It is different under the block schedule because they are only taking 4 classes. Ms Hooper asked if passing could be a D that translates to a 1.0 average for a student to be eligible for athletics. Ms. Migneault stated that would be correct. She explained the school has found that many students who really rely on athletics to stay in school find themselves disqualified based on academics. The thought was under the block that students would need to pass the 2 and the school would work with them to raise their grades in study hall after school and by having the athletic department work with them, and no more than 1 F in those areas. Ms. Hooper stated, "That would bother me – that it would be that low a standard."

Ms. Grady stated she was confused with some of the language in the eligibility requirements. "I feel like Dot does. This, to me looks like it could be re-written. I think it's confusing and I think it could be put more simply for parents and students and the Board."

Ms. Fisher asked how other schools handled eligibility under block scheduling. Ms. Migneault explained that most schools follow the NHIAA standard but that the Dover requirements are a "littler harder" than the NHIAA standard.



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Ms. Lurvey asked for clarification on how students placed on an academic restriction is monitored. Ms. Migneault stated the athletic department requires a weekly progress report signed by each of the student's teacher showing the athlete's standing.

Ms. Grady asked what is considered by the NHIAA as a passing grade. Ms. Migneault stated that would be "above an F" and that a D or D- could be a passing grade.

Ms. Hooper stated, "I assume we are in the business of education, not athletics...I do feel that the student should be required to meet a certain standard and I think this standard is very low. I don't care if it meets the NHIAA standards, I just think we should be aiming higher than this for our athletes...Passing could be 3 D's and 1 F. and, frankly, if I were a parent, I would not want my kid in athletics. I would want him 'hitting the books' rather than playing football."

Ms. Migneault asked if this could be removed from the Program of Studies for further work and place the final version in the student handbook or elsewhere. Board members agreed that would be appropriate.

Ms. Mebert asked for the numbers of students who currently are in low academic levels and want to participate in athletics. Ms. Migneault stated she would ask Peter Wotton to email that information to the Board. Ms. Mebert asked that information be provided for all sports – not just football.

Ms. Set ear asked Mr. Wotton to address the following: "I would want to make sure that we're not lowering the standards in order to grab students who are very athletically gifted, and would do well, and serve Dover athletically. That we're not looking for championships here, but we are looking for participation and staying in school. I want Peter to address that in some way..."

Ms. Grady noted, however, that "...athletics definitely keeps a lot of youngsters in school and prevents a lot of drop-outs and I see that as positive. I agree with Beth. My feeling here is, it can be written so it is understood better by parents, staff, and students, and so when we look at it we would really be able to understand it." She added, "On the other side, I think that with most of the youngsters that have been brought in here, the statement has been made, the largest percentage of those students have been honor students in addition to being athletes and I think that also needs to be brought out."

Ms. Migneault agreed and will rewrite the athletic academic requirements in language that is more clear and bring it back to the Board for approval. Dr. O'Connor stated that would be placed on the January agenda.

Audra Lurvey made a friendly amendment to her motion to approve the Dover High School Program of Studies without the NHIAA and Dover High School Academic Eligibility. That information is to be rewritten and provided to students and parents via another vehicle such as the student handbook. Carolyn Mebert seconded. An oral **VOTE PASSED 7/0**.



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**2. APPROVE 2009/2010 SCHOOL CALENDAR:** A motion was made and seconded to approve the proposed School Year 2009/2010 Calendar. An oral **VOTE PASSED 7/0.**

**3. HEAD LICE UPDATE:** Sandra Crosson shared the following information with the Board:

The school nurses met to create a brief summary of facts shared with parents through newsletters, brochures, email, and in person consultation and that information was provided in Board packets. School nurses welcome calls and questions from parents about their individual situation and are available for further education and treatment recommendations.

Ms. Crosson then shared the following facts:

- Head lice do not pose any health risk
- Lice is spread by direct contact with someone else. The most common mode is head to head. Other modes include sharing hats, combs, and pillows
- Treatment ranges from home-based methods to medical treatments available from the local pharmacy or physician
- After treatment, the parent's role is to check the child's head for nits and remove them mechanically. Head checking may need to occur for weeks after the initial treatment
- "No nit" policies, (i.e. not allowing students back into school with nits even though treated) is not supported by the American Academy of Pediatrics, The Harvard School of Public Health, or the American Nurse's Association. No-nit policies have not been proven to impact the spread of lice.

Ms. Hooper thanked the nurses for assembling the data and added, "I don't think the parent who has emailed me several times over a period of several years, that they're going to be satisfied with the statement that head lice do not pose any health risk. The issue with them is the inconvenience of trying to deal with this problem over weeks or months when their child is continually infected...Where does the initial louse come from? Then I'd like to know, is there a way we can at least cut down on the transmission of these within the classroom... Teachers (also) have to deal with this in their classroom and it is a major nuisance, and they are just as apt to take it home to their own families as the kids are to transfer it from spot to spot. I understand it's a tough issue, and I am certainly not critical of what the health department and our nurses have done. I think that the academic information here that's meant to educate, and I certainly appreciate that, is not going to solve the problem that the parents have who are trying to get rid of these things on their kids...Year after year this goes on in schools. This has been going on forever. Maybe there is no answer, I don't know. Again, I feel badly that I can't offer more to these parents than very factual information. It's not a health hazard – it's a pain in the neck!" Ms. Crosson then invited school nurses Kathy Lupi and Terry Warren to address the Board.

Ms. Warren clarified that "...lice do not jump, they do not fly. Lice have always been with us and they always will be. Being proactive instead of reactive is the best thing for parents to check your child periodically. They go to a sleepover, and come home, you better check them...We tell girls not to share combs or scarves because if they're on there they will get them."



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Ms. Lupi referenced a Department of Health and Human Services letter that was recently released that supports the Dover Schools' policies dealing with lice. They do not promote an any nit or mass screening policy as neither has been proven to be effective in eliminating lice. "I've heard from so many parents. In the letter, it's described as a nuisance. It's more than a nuisance. I have talked with parents in tears whose lives have been in an upheaval...they have to take time off from work, they have to do laundry for seven days straight. This does go on for a long period of time. And thank goodness for those families because those are the ones who help put an end to this issue. Basically, that is what is involved. It's a lot of work on the family's part. If families don't do their part, unfortunately two eggs producing two louse, and you're done for the next three months. I understand it is a tough issue on families and they suffer with it. To call it a nuisance might sound as not as big an issue as it is to the people who have to deal with it. It's a huge job. I really have empathy for these people. They come in tears. They treat and they have to retreat and it's not over. It goes on and on. It's a process that is months long. My heart goes out to them. However, where did they start? We don't know. You can't blame anyone..."

Ms. Setear added, "With the repeal of the no nit policy, I'm going to make the assumption the school nurses are going to be just as vigilant in speaking with parents about the importance of getting the nits out, even though we're going to allow children in school with nits. I think the intent of this policy is to say, with parents working on those nits on a nightly basis, we don't want to see kids out of school for six days if it takes that long to get them out."

Ms. Warren added, "That's the reason we instituted the nit policy- the amount of class hours lost to students was unbelievable with the studies...We know it's horrible. We know it's an economic issue also. The washing, the amount of cleaning that has to be done. We really appreciate that. When any parent calls us, we give them as much information as possible to make it easier. We know it's not easy!"

### **N. NEW BUSINESS:**

**1. TECHNOLOGY UPDATE:** Technical Support Services Manager, Chris Roberge provided an overview of the technology program and how it has evolved over the past year. He delivered the following highlights:

- Previously, technology spending was in a downward trend. Major network renovations were (and are) required.
- The Goals in 2008 were
  - Make it "go faster"
  - Think of this as a major renovation project...
    - Some work is done "behind the walls"
      - Network Upgrades, Server Upgrades, etc.
    - Some work is "cosmetic"



**DOVER SCHOOL  
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- Desktop upgrades, faster systems, better technology, Smart Boards, projectors, etc.
- Additional Goals 2008 from a letter provided to the Board last February
  - Revamp the Network
  - Beef up our servers and storage capacity
  - Provide for contract renewals
  - Expand our PC/Laptop rotation
  - Replace wireless laptop carts at DHS and DMS
  - Further leverage our Exchange Server
  - Provide money for instructional technology
  - Improve process and procedures within IT

### Revamping the Network

- \$30,000 has been spent thus far
  - DHS/DMS
    - 30 switches replaced with larger faster Cisco Units – Other hardware replaced as well
    - Network has been expanded at DHS by 130+ computers
  - Garrison
    - 6 switches replaced with Cisco Units
  - Horne and Woodman
    - The Work Continues

### Beefing up Servers and Storage

- \$36,000 spent to date
  - DHS/DMS
    - 1 TB Storage devices at DHS and DMS
  - All Schools
    - One additional high-capacity server per school
    - High capacity HP Tape Backups at each schools
    - High capacity District-wide MMS Server
  - Resulting in
    - More centralized data storage, better backups, and fault-tolerance
    - Better consistency and analysis of MMS data

### PC/Laptops

- \$116,000 spent here
- All Schools
  - 116 new PC's at DHS and DMS
  - Half a gaming lab for CTC
  - 76 old monitors replaced with LCD's
  - 18 New laptops for Elementary and DMS
- Resulting in



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- Expansion of the CTC program, additional systems for teachers and students, better display devices, more efficient administration

### Wireless Labs

- \$30,000 spent so far, \$42,000 next year
- DMS/DHS
  - Two new 30-unit carts at DHS
  - One new 30-unit cart at DMS
- Resulting in
  - More, and far better, lab technology available to faculty and students in January
  - Older units now available for other purposes

### Email System

- Bought and paid for last year
- This year's enhancements
  - Archiving software this year: \$3,999
  - Better use of shared calendars, mailing lists, etc.
- Resulting in
  - Better, more efficient District-wide communication

### Operational Support

- Printing - \$16,000
  - Additional printers and toner for classrooms and labs
- Contract Renewal - \$45,000
  - MMS, GradeQUick, EdLine, Website, Antivirus, Anti-Spam, Sonic Wall
- Resulting in
  - Better preparedness to meet contractual obligations
  - Better understanding of printing costs

### Improved IT Process

- Training - \$3,000
  - Books and Software – training is in-house
- Help Desk Software - \$3,500
  - Affords IT better problem-tracking capabilities
  - Affords users better communication via email
  - Will allow creation of FAQ's and how-to's
- Resulting in
  - A smarter, more efficient IT Department



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- The eventual goal is a help-yourself website which includes FAQ's, tutorials, and online technology resources for Faculty and Staff

### Instructional Technology

- \$26,000 – Software, Hardware, etc
- At each school
  - DHS = \$8,500 – Toner, Smart Boards
  - DMS = \$7,500 – Smart Boards
  - Garrison = \$3,500 – Smart Boards, Projectors
  - Horne = \$3,500 – NetTrekker, Projectors
  - Woodman = \$3,500 – In progress
- Resulting in
  - Better technology for our students, more academic engagement

### 2008 Summary

- Much faster infrastructure
- Better, faster PC's
- Much more reliable user environment
- Infrequent network outages
- Better data management
- More fault tolerance
- Better incident management
- A smarter, more efficient IT department
  
- But we have more to do...

### 2009 Goals/Challenges

- Redirect Infrastructure money to Desktop causes
- Spend more on
  - More, faster PC's – Eventual 1:1 Student :PC ratio requires **significant** investment
  - Ways to get more out of PC money
  - Still more and better instructional technology
    - For example, SmartBoards, projectors, software, etc.
  - Further leveraging and expansion of Email Environment
- Keeping up with Staffing needs
- Support Personnel
  - Garrison Technician
  - An Additional Technician at DHS/CTC



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- PD and Integration
  - More professional development for faculty and staff
  - Far more attention to curriculum integration

Upon completion of Mr. Roberge’s presentation, Ms. Grady thanked him noting the evening’s presentation was by far the most enlightening presentation of technology that she has seen in the last fourteen years. She commended Mr. Roberge, stating, “I enjoyed every minute of your presentation It was plain, it was simple, it was understandable. You’ve been here such a short time, and accomplished so much, I can’t thank you enough. I think you’ve done a fine job.”

Ms. Hooper agreed with Ms. Grady’s assessment. She then asked how much SmartBoards cost. Mr. Roberge stated it depended upon the unit chosen, but a complete set up starts at approximately \$3,000 and maxes out around \$4,000 or 5,000. Ms. Hooper then asked how many Smart Boards are in each elementary school. Mr. Roberge estimated there were four in Garrison and two in Woodman, and one in Horne Street. The high school (non-CTC ) has one Board and has ordered four more. Dr. O’Connor noted the district has a long way to go before there is one Smart Board in every classroom.

Ms. Lurvey asked if Smart Boards utilized specific software for classroom applications or whether a teacher could access applications on the web... “Is there additional software we need to buy to support curriculum integration or can we do it web-based or application based?” Mr. Roberge stated the Board comes with a lot of educational software. Additionally, there is a lot of on-line content you can download too.

**2. SCHOOL IMPROVEMENT PLANS:** Board members agreed Principals did not need to review each school plan separately. Rather, having had the documents for review, the Board requested the District Update only.

**3. DINI UPDATE:** Jean Briggs introduced Diane Gormly, the DINI Coordinator. Ms. Briggs then reviewed for the Board the District In Need of Improvement (DINI) Plan:

The district received word today from the Department of Education that the plan submitted for district improvement was approved. As part of that, it’s mandated that 10% of Title I allocation, \$85,000, be use for professional development and district improvement purposes. The breakdown for the set aside follows:

<b>DINI Funds Budget - \$85,311.90</b>	
Stipends for teachers to attend summer trainings	\$6,500.00
FICA	\$498.00
Retirement	\$452.00



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Leveled Literacy Intervention Program by Lesley University	\$24,000.00
4 days of training for 70 teachers	
(2 days in January, 2 days in February, 35 teachers per month)	
John Collins Writing Training	\$1,600.00
Dover High School teachers	
25 teachers x 2 days	
March 20 Teacher Workshop Day	\$2,000.00
Speaker - Dr. Joe Sassone (and Nick Hardy)	
WestEd Consultants on use of formative assessment (k-12) training	\$15,000.00
6 days @ \$2500/day	
Consultant for training in curriculum alignment and mapping	\$22,500.00
Common Order of Required Elements C.O.R.E. Process	
15 days x \$1500/day for teachers gr. K-8 - Dr. Heather Driscoll	
Consultant on use of Robust Vocabulary Program to close achievement gap training for teachers - K-12 (summer 2009)	\$7,500.00
Reading in the Content Area Course (grad) UNE	\$2,375.00
Training for Dover Middle School teachers	
5 teachers x \$475.00/ea	
Supplies for PD	\$1,000.00
PD Related materials (books)	\$1,887.00
<b>TOTAL</b>	<b>\$85,312.00</b>

Ms. Briggs outlined the major strategies for the DINI plan...

- C.O.R.E. process of curriculum alignment
- Common formative assessment training
- UNE course – Reading in the Content Area
- “Robust Vocabulary” training
- John Collins Writing training
- Leveled Literacy Intervention training



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...presented a timeline for training...:

September	October	November	December	January	February
Dover's Growing Readers facilitators - Sept. 12  Focus Monitoring – Sept. 23  Writing Prompt Coordinators	DGR fac. and pilot teachers – Oct. 9  DGR – Oct. 10  Writing prompt – Oct. 17  Focus Monitoring – Oct. 21  Collins Training – Oct. 15	Writing prompt – Nov. 7  DGR fac. and pilot teachers – Nov. 13  DGR – Nov. 14  CORE training – Nov. 3, 4, 5, 10, 12, 13, 17, and 18  Focus Monitoring – Nov. 18  Writing Prompt Coordinators	DGR fac. and pilot teachers – Dec. 11  DGR – Dec. 12  CORE training – Dec. 10  Focus Monitoring – Dec. 9	DGR presents to school board – Jan. 8  DGR fac. – Jan. 9  DGR fac. and pilot teachers – Jan. 15  CORE training – Jan 20, 21, 22, 23 and 27  Focus Monitoring – Jan. 13  Writing Prompt Coordinators  Training on LLI	DGR fac. and pilot teachers – Feb. 12  DGR fac. – Feb. 13  Focus Monitoring – Feb. 10  Collins Training – Feb. 11  Training on LLI
March	April	May	June	July	August
DGR fac. and pilot teachers March 12  Training in formative assessments  DGR fac. – March 13  Focus Monitoring – March 10  Training on LLI	DGR fac. and pilot teachers – April 9  DGR fac. – April 10  Focus Monitoring – April 7  Writing Prompt Coordinators	DGR fac. – May 8  DGR fac. and pilot teachers – May 14  Focus Monitoring – May 12	DGR fac. and pilot teachers – June 11  DGR fac. – June 12  Focus Monitoring – June 9	Summer PD trainings - Robust Vocabulary - Dover's Growing Readers Program components - Formative assessment strategies	Summer PD trainings - Robust Vocabulary - Dover's Growing Readers Program components - Formative assessment strategies



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.....as well as the Dover DINI Communication Plan for Reading Improvement for 2008 to 2010:

Communication Target Group	Resources	Timeline	Who is Responsible? Who is Involved?	Monitoring Implementation	Status of Activity
Parents and Community	Parent teacher organization	October 2008 to June 2010	<u>Responsible:</u> + Community Involvement Committee + DLIC +Title I Director	Monthly meeting	+Dover Reads  +Post plan on Edline  +Principals present at PTO/PTA/PTG groups
Administration	<u>Existing:</u> +Weekly admin. meeting +Focus monitoring meetings		<u>Responsible:</u> Principals, SPED Dir., Superintendent, DLIC, C.I.A. Director	Periodic updates to the admin. Team on progress and information of what projects are in the works	Monthly meeting for the District Monitoring Team which now includes all Principals in the district and other district administrators.
Curriculum Planning Committee	<u>Existing:</u> + Monthly meetings Oct 2008 to June 2009	1-3 times a year to be determined Reporting out	<u>Responsible:</u> DLIC, Literacy facilitators	Yearly updates on reading curriculum and initiatives.	Curriculum and Improvement plan Update May 2009
School Board	<u>Existing:</u> +Monthly	September 2008 to July 1,2009	<u>Responsible:</u> DLIC and Literacy facilitators Title I Director	2 to 3 times pre school year and when invited to appear.	DINI Plan presented fall 2008
Teachers and Staff	<u>Existing:</u> +School Improvement Teams +District Monitoring	September 2008 to June 2010	<u>Responsible:</u> +DLIC +Superintendent +C.I.A. Director +Title I Director		DINI Plan fall 2008



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	Team +Focus Monitoring Team				
District Monitoring Team  Focus Monitoring Team	<u>Existing:</u> + None <u>New:</u> + Monthly throughout the plan (starting in Dec.)	September 2008 to June 2009	<u>Responsible:</u> +DLIC +SpEd Director +C.I.A. Director +Principals	Will receive and review data and reports pertaining to District Improvement Plan. Hear Progress report about initiatives and plan updates	Sept. 23, 2008 Oct. 21, 2008 Nov. 18, 2008 Dec. 9, 2008 Jan. 13, 2009 Feb. 10, 2009 Mar. 10, 2009 Apr. 7, 2009 May 12, 2009 June 9, 2009
Professional Development Team	<u>Existing:</u> + Monthly	September 2008 to July 2010	<u>Responsible:</u> +DLIC +Professional Development Committee +C.I.A. Director	Plan workshops and other opportunities to help improve Math Instruction throughout the district.	+CORE process October 2008 to June 2009 +March teacher workshop day

Doris Graded asked about the \$24,000 expenditure for Lesley University. “At that time, when Lesley Program came in, one came in from Tufts at one of the other schools. Was there a reason for choosing Lesley over Tufts? Is one program better than the other? Was there any information no show you the growth of the kids in those two programs?”

Ms. Briggs stated, “Five years ago, we had two of our three elementary schools embark on very ambitious professional development programs. One was *Learning to Read by Reading* from Tufts University, and one was *Literacy Collaborative* out of Lesley University. They are very similar to each other. The only difference between the two programs was the delivery of the professional development. One of them trained just two people from the school to be the ‘train the trainer model.’ The other from Tufts sent a consultant in to train everybody at the same time. Tufts has not gone on to develop an intervention program that I am aware of. Paula Glynn, in her Title I research, looked into what intervention programs looked promising. The Literacy Intervention from Lesley was one she identified that had a lot of promise and aligned very well to the philosophy of our District. In the DINI plan, I went with her say so that this was the one she wanted to pursue.”

Ms. Grady stated, “In the original Lesley Program, we were told that it would start at the kindergarten level and that those youngsters would be tracked for the first three years and we would get a report at the end of those three years to track the growth of those students to see if it were any better than with what was happening in our regular reading program. That’s been



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asked for several times and that report has never been made. I really couldn't see how they could track them because they were all going to different schools, but part of the Lesley Program indicates that they're tracked and they can show us exactly the growth of each student. That hasn't happened, and I'm wondering why we're going to spend another \$24,000 unless somebody can give us facts and figures that it worked."

Dr. O'Connor explained, "That report is coming from Lesley University. For five years, we were keeping detailed data that was provided the university."

Ms. Grady stated, "We were supposed to get that at the end of three years and we've asked for it a couple of times." Dr. O'Connor disagreed, "No, it's when the program was complete." Ms. Grady stated, "I still have the book at home, John. I can bring it in."

Ms. Briggs agreed, "You are absolutely right, Mrs. Grady. Lesley University entered into a contract before Mr. Boody's time. It was a five year research grant that ran parallel to the agreement that we had had funded through Title I. That five year research grant was positioning Lesley to be included in the Reading First funding that was being given out by Washington. You needed to be a scientifically based program in order to get Reading First dollars. Lesley's program, indeed, their program was effective. The former Woodman Principal signed a contract to run a research study off Woodman Park grade 1 students...to track them over a five year period. That agreement ended in June 2008. I have not seen that report but I believe they promised it by December...I'm sure Paula Glynn or Patrick Boodey will bring that report to your attention."

Dr. Mebert stated, "You might recall that, a year and a half ago or so, we were talking about new curriculum materials for reading, and I did 'a report of NWEA scores from the three elementary schools that kind of looked 'not great' for Woodman Park. And that was Literacy Collaborative the students were using. We are now a DINI in reading and we had these programs in place. I think that tells us something. That something we were doing wasn't working. I'm somewhat in agreement with Mrs. Grady that, we're going back to Lesley University after a program that we already used with Lesley didn't seem to be particularly effective for our students."

Ms. Briggs further explained, "I feel a little bit at a disadvantage because, Mrs. Glynn, I don't want to speak for her, she did the research into what intervention. She's looking at a number of other ones as well...when she and Mrs. Crosson went to an intervention conference last spring...she came to me and said, 'I believe LLI is the best match for where we're headed and what our needs are.' I can talk with her in more depth and ask her to come in."

Mrs. Grady added, "At the same time that they were doing Lesley, I believe there were two or three other reading programs that were being used. My problem would be, is there some way to determine whether Lesley was the reason they improved? How do you determine the growth that we may have seen, or not seen, is a result of Lesley. There has to be a way to determine if you're going to improve those reading scores."



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Mr. Boodey summarized, "Please do not think that LLI was given a blank check just because we used Literacy Collaborative before. What we do know is that with this new program, it is going to be scientifically based. It's going to be a part of the School in Need of Improvement Plan for Woodman Park. We need a menu of options for intervention because we know one size does not fit all. So what we can do is, with various best practices, find out where a student is deficient especially early on. Whether it be phonetic awareness, or fluency, or reading comprehension. You need to find out what it is early and then find the right intervention program that can do that. The best programs out there are what we're going to try to acquire and apply and it does take some training. Whether it be a Wilson, Harcourt, or LLI."

Principal Boodey continued, "We are part of a study – a previous principal and superintendent signed off on a long-term agreement on this. There is a huge learning curve on this. However, we are expected to get that report back. I thought as you did, Mrs. Grady, that we would be able to get specific Dover data and we might be able to. I do know that they keep saying we are part of a cohort and a focused study and I'm not 100% sure if you will ever be able to determine whether our scores were better or worse versus another school because it's hard to prove what somebody could have done or would have done under a different program."

Ms. Lurvey stated, "In my experience in the District, my daughter...has never had a real reading program that has been followed. We had Literacy Place that teachers used parts of and supplemented with their own teacher materials, so I think now, as a District, we're on the right course. We're doing *Dover Growing Readers* and I'm very interested to see how this improves things. The state makes GLE's for a reason and we have all this stuff, and as much as teacher collaboratively or on their own are trying to follow the GLE's, being on the same page and having scientifically based programs that we work on together is going to get us further. I think as a District, moving forward with a cohesive-based plan, I think we are definitely moving in the right direction."

Ms. Briggs agreed and stated, "I think for the first time in a very long time... (with *Dover Growing Readers*) we do have a cohesive, clear vision of where we need to go, by grade level, by student, to make it consistent between and amongst the schools. We have not, frankly, had that to date...We're trying to get a clean slate and start from the beginning in a coherent, organized fashion with teacher buy-in. Because we realize the best program in the world, if you don't have teacher support and buy-in, it doesn't get you where you want to go."

Ms. Briggs offered for Ms. Glynn to come before the Board to explain the rationale for choosing the Lesley Intervention Program.

Ms. Grady asked Ms. Briggs to provide her with a copy of the new Lesley Intervention Program for comparison to the previous program. Ms. Briggs indicated she would provide this to her.

**4. TRUST FUND FINANCIAL REPORTS THROUGH 10/31/08:** Business Manager, Laurie Verville, presented information on the Expendable and Non-Expendable Scholarship and Trust Fund Balances as of October 31, 2008. She added that she will provide a quarterly update for the Board in the future.



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**Dover School District - SAU #11  
 Expendable and Nonexpendable Scholarship and Trust Fund Balances  
 As of 10/31/08**

<b>Fund #</b>	<b>Name</b>	<b>Purpose</b>	<b>*Ending Balance 10/31/08</b>
8801	Bellamy Field	Bellamy Field	\$ 900.56
8802	David Drew (ear, nose & throat)	Ear, Nose & Throat	\$ 4,770.95
8803	David Drew (eye glasses)	Eye glasses	\$ 3,786.50
8804	David Drew (vocational training)	Vocational training for children from families in need	\$ 4,605.56
8806	Elementary Nurses (healthcare)	Health Care	\$ 8,685.40
8807	High School Stage Equipment	For stage equipment at DHS	\$ 80.98
8808	Hosea B. Perkins Memorial Scholarship	Public speaking award	\$ 12,697.45
8809	Guy Bergeron Memorial Scholarship	DHS Scholarship - for graduates with financial need who are continuing their education	\$ 8,425.19
8810	Jason P. Gabarro Memorial Scholarship	DHS annual scholarship	\$ 1,087.11
8811	Hildred Berwick Scholarship	DHS teaching scholarship - for graduates continuing their education, majoring in teaching	\$ 222,684.73
8812	George Kay Memorial Scholarship	Vocational scholarship - for graduates attending any vocational or technical school	\$ 14,619.48
8813	DHS Merit Scholarship	DHS Scholarship - for tuition only merit scholarships for graduates attending any college or university	\$ 45,658.12
8814	Mary McCooey Memorial Scholarship	DHS Scholarship - for graduates continuing their education, with intentions of concentration in mathematics	\$ 12,292.25



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8815	Anna K. Buckley Memorial Scholarship	DHS Scholarship - for graduates continuing their education in the subject of foreign language	\$ 11,474.05
8816	Raymond Martineau Memorial Scholarship	DHS Scholarship - two annual scholarships to one male and one female athlete	\$ 1,379.64
8817	Ike Isaacson Memorial Scholarship	DHS annual scholarship	\$ 422.18
8818	Mary Ellen Driscoll Memorial Scholarship	DHS annual scholarship	\$ 8,022.45
8819	Pete McDonough Memorial Scholarship	DHS annual scholarship	\$ 10,397.00
8820	Bernard Ryder Memorial Scholarship	DHS annual scholarship	\$ 1,017.31
8821	Linda Ivey Memorial Scholarship	DHS annual scholarship - for a graduate recommended by the DHS Guidance Dept.	\$ 5,958.01
8822	Alan Sheldon Memorial Scholarship	DHS annual scholarship - for a graduate who was a DHS athlete	\$ 1,392.97
8823	Mike Wilson Memorial Scholarship	DHS Scholarship - for a graduate from CTC automotive program	\$ 2,691.49
8824	Arnold "Bud" Falcione Memorial Scholarship	DHS Scholarship - for a graduate continuing their education with a specific interest in social studies	\$ 11,652.42
8825	Charles & Zena Boulanger Memorial Scholarship	DHS Scholarship - for a graduate who plans a career in teaching at any academic level and subject area	\$ 1,405.38
8826	John F. Kenney Memorial Scholarship	DHS Scholarship - for a graduate who plans to pursue education at a technical school in any field of study	\$ 5,465.25
8827	Edward D. Lozier Memorial Scholarship	DHS Scholarship - for a graduate who plans to pursue education at a career technical school in the field of auto technical or auto collision	\$ 4,427.88
8828	The "Wave" Expendable Trust, Projects & Events		



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-		<u>Subcategories:</u>	
		ROTC	\$ 236.10
		DHS Golf Expenses	\$ 525.00
		DHS Interact Club	\$ 987.69
		DHS Writing Club	\$ 198.72
		DHS Music Program	\$ 250.00
		Total 8828	\$ 2,197.51
8899	School Gifts, Renaissance Room	DMS Renaissance Room	\$ 16,899.65

*\*Subject to completion of annual audit.*

Ms. Grady asked whether the Booster Club accounts should be listed here. Dr. O'Connor stated those funds are not donations. Rather, they are audited with student activity accounts that are separate from Scholarship and Trust accounts.

**5. AWARD OF IRRIGATION BID – BELLAMY FIELDS:** Business Manager, Laurie Verville, requested the Board award the bid for sprinkler installation on Bellamy Fields #2 and #3 to Hillside Landscaping in the amount of \$11,200.00. Hillside's original bid was higher but they agreed to match the low bidder's price. User Fees, collected for the purpose of maintaining sports fields, will pay for this installation.

Audra Lurvey moved, Carolyn Mebert seconded, to award the sprinkler installation for Bellamy Fields #2 and #3 to Hillside Landscaping in the amount of \$11,200.00 to be paid from User Fees. A roll call **VOTE PASSED 7/0.**

**6. APPROVE EXPANDED GEOLOGICAL SERVICES AT HORNE STREET SCHOOL:** Business Manager, Laurie Verville, requested the Board approve the expenditure of funds for RW Gillespie and Sons to conduct expanded geological services at Horne Street School at the cost of \$5,750.00.

Audra Lurvey moved, Carolyn Mebert seconded, to approve expenditure of \$5,750.00 for RW Gillespie and Sons to conduct expanded geological services at Horne Street School. A roll call **VOTE PASSED 7/0.**

Ms. Grady asked if, during this work, the company could look at fixing the drainage problems that have occurred at Horne Street School "...for years and years." Ms. Verville explained geological services were things like taking test borings, ledge content, etc. A civil engineer would be needed to repair any drainage problems.



DOVER SCHOOL  
DISTRICT

## DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting  
Meeting Location: City Council Chambers  
Meeting Date: **Monday, December 8, 2008**  
Meeting Time: **7:00 pm**

Chairperson Fisher asked what the next step would be in creating a Joint Building Committee (JBC) for the Horne Street School renovation. Ms. Verville stated the first step will be the development of a design team whose members should probably move on to participate in the JBC. The creation of the JBC will probably be on the January agenda. Ms. Fisher asked if the Woodman Park School JBC would be dissolved prior to the creation of the HSS JBC, or would there then be two, Ms. Verville stated there is still work to be done by the Woodman Park School JBC that should be completed by February. However, she stated she believed it is possible to have two JBC's at one time. Dr. O'Connor stated the current JBC members have not been polled to see if any members wished to continue to serve, but it might be best to create a new team.

Ms. Fisher asked Ms. Verville to clarify an issue that the City Manager kept mentioning during the last council meeting regarding whether Horne Street School will be a "LEED" certified building. Ms. Verville stated she was preparing a letter to the Mayor and Council to address this topic. (RECORD NOTE: A letter of clarification was prepared and mailed on December 9<sup>th</sup> to Mayor Myers. A portion of the letter's text follows:)

"This letter is in response to several questions and concerns raised at a recent City Council meeting relative to the proposed Capital Improvement Plan to construct a small addition and renovate the existing structure at Horne Street Elementary School. I would like to offer some clarification to those questions.

During the interview process conducted by the school's Ad-Hoc Architect Selection Committee, we discussed with all four finalists the concept of the Horne School becoming a LEED certified building. All four professional firms explained that a LEED certified building means a building must meet a higher threshold of energy efficient design, that it requires a full building commissioning, and excessive filing fees to receive a LEED certification. The concept of a LEED certified building is impressive, however, there is only one other school in the state that has carried out the initiative. Each of the four firms further explained that there are numerous energy efficient solutions such as lighting and mechanical design, and higher window thermal ratings that can reduce energy consumption in the building, and they do not require additional filing fees. The School Board awarded the project to the Dennis Mires Architectural firm with the intent that the District will do its best to engage as many energy efficient measures as financially possible but without going through the LEED certification process or expense."

**7. BENEFIT PERCENTAGE INCREASES FOR FY 2009/2010:** Ms. Verville reported the following projected cost increases for the upcoming school year:

- NH Local Government Center HealthTrust (LGC) provider for Delta Dental has advised that single, 2-person, and family plans will increase by 3.7 percent next year. These rates have been formally approved by LGC's Board of Directors and are final.
- NH School Health Care Coalition, SchoolCare, has notified that if we lock in to a guaranteed maximum rate by February 1, 2009, premiums for Health Maintenance Organization (HMO) and Point of Service (POS) plans will increase by 3.4% in 2009-2010.



**DOVER SCHOOL  
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- NH Retirement has announced rate increases that become effective July 1, 2009 through June 30, 2011. The District will be required to pay the statutory share of 0.35 percent more for employees and 1.16 percent more for teachers.

**O. ADJOURNMENT:** Doris Grady moved, Carolyn Mebert seconded, to adjourn the meeting at 9:00 P.M. An oral **VOTE PASSED 7/0.**

Respectfully Submitted,  
Beth Setear, Secretary  
BS/ral