



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, April 13, 2009**
Meeting Time: **7:00 pm**

Chairperson Marjorie Fisher called a meeting of the Dover School Board to order on Monday, April 13, 2009, 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; Curriculum, Assessment, and Instruction Director, Jean Briggs-Badger; Business Administrator, Laurie Verville; Dustin Gray, Garrison School Principal; Mal Forsman, Horne Street School Principal; Andrea Elliott and Michael McKenney, Deans at DHS; Michael Russo, Alternative School Director; Patrick Boodey, Woodman Park School Principal; Larry DeYoung, Dover Middle School Principal; Debi Migneault, Dover High School Principal; Student Representative to the School Board, Julia Huggins, Peter Wotton, Athletics Director; Jim Verschueren, DALC Director; DTU President, Deb Hackett; Dover High School Male Scholar Athletes; Dover High School & St. Thomas Combined Girls' Ice Hockey Team Members & Coaches; Staff; Citizens; and the Fosters' Reporter.

B. PLEDGE OF ALLEGIANCE: Beth Setear led the Board in the Pledge of Allegiance.

C. CITIZENS' FORUM: The following students of Dover High School and citizens of Dover spoke in support of retaining Justin Mahan, Dover High School Teacher, for the upcoming school year: They all asked the Board to reconsider its decision for non-renewal.

- 1) Noah Kabbara, 102 Mitchell Road, Nottingham- Spoke of Mr. Mahan, teacher, student council advisor, and helps throughout the school. A great person and teacher who "goes over the top" and keeping him would benefit to the school. He was elected "Mr. DHS" two times - he is a known and well-liked teacher in the school.
- 2) Emily Martuscello, 315 Longhill Road – Read the Dover High School Mission Statement and stated Mr. Mahan embodies all of the qualities cited in that statement. He inspires excellence and participates in many, many community and school events. He sets high expectations and measures his success in how well his students do. He is an excellent student council advisor and encourages all to express themselves. He is dedicated, gives back to the community, and cares about his students. This will be a major loss for the school.
- 3) Kyle Daniel, 7 Chelsey Drive, Barrington – read a letter written by Mrs. Dowd – Spoke in support of retaining Mr. Mahan at Dover High School. Ms. Dowd's comments included the fact that Mr. Mahan is in the forefront of extra curricular involvement, has built strong relationships with students and faculty members, and evokes a positive energy and excitement in the student body. His ability to inspire students is rare. He risks putting himself "out" there and shows students they are valued.
- 4) Kasey Lynch, 28 Toftree Lane – Spoke in support of Mr. Mahan who goes above and beyond for the school and students. He is a great teacher, advisor, coach, and mentor. Teachers like Mr. Mahan are hard to find. They were shocked and



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- disappointed to hear one of Dover High School's best teachers would not be returning next year. The school just will not be the same without him.
- 5) Megan Walcek, 15 Grady's Lane – Spoke of the extraordinary qualities of Mr. Mahan, relating how he volunteered to teach the first quarter of her honors biology course when the original teacher did not return to Dover High. The decision to not renew Mr. Mahan's contract caused faculty and students to be devastated.
 - 6) Glenn Myers, 4 Governor Sawyer Lane – Spoke of how much Mr. Mahan means to the school and the fact that he goes "above and beyond" for all of the students. He asked the Board to reconsider bringing him back next year.
 - 7) Jean Walcek, 15 Grady's Lane – Echoed the sentiments of the previous speakers and urged the School Board to reconsider renewing his contract. She lamented the loss of quality teachers from Dover High School. She asked the Board to reconsider and renew his contract.
 - 8) Kelly Durgin, 182 Durham Road - Former DHS Student and current UNH Freshman, she wanted to speak for previous graduates in support of Mr. Mahan. She stated the last thing she wanted to see was "someone who cared so much for Dover High School to be let go."
 - 9) Steve Kirwood, Nottingham Parent – Encouraged the Board to find the money to renew Mr. Mahan's contract, stating Justin Mahan's classroom is a place of inspiration to students, he cares for and, even loves, his students. He inspires and leads. To keep him at Dover High School would be "truly wonderful."
 - 10) Sue Calabrese, 3 Foxtail Ridge – Mr. Mahan is a tough, encourages his students, and makes them work hard! She compared the quality of the science education her daughter in honors biology received to the exceptional education her son is experiencing with Mr. Mahan in CP Biology. He is also an excellent coach who encourages his athletes to play, win, or lose as a team. "It is a very big disservice to the students of Dover High to let a teacher like this go...Please reconsider terminating Mr. Mahan. He is a wonderful teacher."
 - 11) Alicia Dupre, 24 Chelsey Drive, Barrington – Mr. Mahan was no longer her biology teacher, but he would still spend hours going over topics with her that she just did not understand. He inspires, loves, and forms strong bonds with his students. She asked the Board to reconsider its decision.
 - 12) Jeremy Van Dessel, 56 Isaac Lucas Circle – Asked the Board to reconsider their decision and to retain Mr. Mahan, an influential part of Dover High School
 - 13) Rachel Quimby, 4 Birchwood Place – Spoke in support of Mr. Mahan. She feels he is always there for the students and accepts nothing but excellence from his students and as an advisor of the student council. She also stated he has "so much spirit and gives so much!"

Audra Lurvey moved, Carolyn Mebert seconded, to suspend the rules to bring items **L.1. and L.2., Resolutions of Recognition**, forward in the agenda. An oral **VOTE PASSED 7/0.**

L. 1. Audra Lurvey read the resolution of recognition into the record:

Dover High School Male Scholar-Athletes

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WHEREAS Dover High School was represented by five of our finest male scholar-athletes on March 16, 2009, at the Capital Center for the Arts by the New Hampshire Interscholastic Athletic Association and the New Hampshire Athletic Director's Association, and

WHEREAS the Dover High School Male Scholar-Athletes have demonstrated hard work, sportsmanship, perseverance, character, and academic excellence throughout their high school careers , and

WHEREAS the Dover High School Male Scholar-Athletes have maintained a career Grade Point Average of a 3.33 or higher, and

WHEREAS the Dover High School Male Scholar-Athletes have lettered and are currently active in at least two Varsity sports, and

WHEREAS the Dover High School Male Scholar-Athletes are Kyle Danie, John Geronaitis, Noah Kabara, Glenn Myers, and Eros Agramonte

WHEREAS the Dover High School Male Scholar –Athletes have brought great pride, recognition, enthusiasm, and honor to themselves, to their parents and families, to Dover High School, and to the City of Dover,

NOW THEREFORE BE IT RESOLVED that the Dover School Board applauds, honors and recognizes the many achievements of the Dover High School Male Scholar-Athletes

L. 2. Doris Grady read the resolution of recognition into the record:

Girls' Ice Hockey

WHEREAS a group of young ladies from Dover High School and St. Thomas Aquinas High School joined together as a Cooperative Girls' Ice Hockey Team for the second consecutive year, and

WHEREAS the Dover High School and St. Thomas Aquinas High School Cooperative Girls' Ice Hockey Team demonstrated hard work, good sportsmanship, perseverance, and character throughout the season , and

WHEREAS the Dover High School and St. Thomas Aquinas High School Cooperative Girls' Ice Hockey Team has won the second New Hampshire Interscholastic Athletic Association Girls State Championship, and

WHEREAS the Dover High School and St. Thomas Aquinas High School Cooperative Girls' Ice Hockey Team members are Jadelyn Barbin, Mara Bovee, Brandi DuBois,



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Sarah Duffy, Molly MacKoul, Mikah Roux, Kate Banys, Brenna Boulanger, Samantha Hippern, Sarah Maskwa, Nerissa Miner, Katherine Morrison, Shannon Murray, and Alyssa Smith, and

WHEREAS the members of the Dover High School and St. Thomas Aquinas High School Cooperative Girls' Ice Hockey Team held a regular season record of nine wins, six losses and one tie and a NHIAA Tournament record of three wins and zero losses, and

WHEREAS the members of the Dover High School and St. Thomas Aquinas High School Cooperative Girls' Ice Hockey Team won three games in the NHIAA State Tournament, defeating the top two seated teams and last year's State Champion, and

WHEREAS three members of the Dover High School and St. Thomas Aquinas High School Cooperative Girls' Ice Hockey Team were in the top ten in the State for scoring points, one of these members lead the State in scoring points and was chosen as Player of the Year, and

WHEREAS the Dover High School and St. Thomas Aquinas High School Cooperative Girls' Ice Hockey Team has brought great pride, recognition, enthusiasm, and honor to themselves, their parents and families, to Dover High School, St. Thomas Aquinas High School and to the City of Dover,

NOW, THEREFORE, BE IT RESOLVED, that the Dover School Board applauds, honors and recognizes the many achievements of the members of the Dover High School and St. Thomas Aquinas High School Cooperative Girls' Ice Hockey Team and the coaches.

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

- a. **Nonpublic Session #10, March 9, 2009 (Personnel)**
- b. **Regular Session #3, March 9, 2009**
- c. **Nonpublic Session #11, March 18, 2009 (Student Discipline Hearings)**
- d. **Special Session #2, March 23, 2009**
- e. **Nonpublic Session #12, March 23, 2009 (Personnel)**
- f. **Nonpublic Session #13, April 6, 2009 (Personnel)**

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

E. CONSENT AGENDA

1. **Correspondence:**
 - a. **Request for Job Share, Rockwell/Wild, Dover Middle School**
 - b. **Request for Job Share, Horvath/Nystedt, Dover Middle School**



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- c. **Joint Letter from Larry DeYoung and Jan Hennessey dated April 3, 2009, re: DMS World Language Program (Move from grade 8 to grade 7)**

2. **Resignations/Retirements:**
 - a. **Ron Comeau, Career Technical Department, Dover High School**
 - b. **Katie Lewis, Classroom Teacher, Horne Street School**
 - c. **Terry Varney, Case Manager, Dover High School**
 - d. **Bruce McAdam, Math Teacher, Dover High School**
 - e. **Terri Varney, Case Manager, Dover High School**
 - f. **Marie Leighton, Administrative Assistant, Dover Middle School**
 - g. **Silvia Marshall, Classroom Teacher, Woodman Park School**

3. **Leaves of Absence:**
 - a. **Karen Berg, Math Teacher, Dover Middle School**
 - b. **Elizabeth St. Cyr, Math Teacher, Dover High School**
 - c. **Lauren Schultz, Spanish Teacher, Dover High School**

4. **Nominations:**

Sheet 1: Nomination and Election of Paraprofessionals (Clifford to Valarese)
Sheet 2: Nomination and Election of Coaching Positions (Betournay to Latchaw)

5. **Extended Travel (Student Trips):**
 - a. **Final Approval, Student Trip to Italy, April Vacation**
 - b. **Final Approval, Student Trip to Washington, May 26, 2009 Departure**

Doris Grady moved, Audra Lurvey seconded, to remove items 1.a., b., and c. from the consent agenda for discussion. An oral **VOTE PASSED 6/1 (Mebert opposed)**.

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

Ms. Grady stated that she had done a lot of research on job sharing, and on the one-teacher classroom. "I can't find the real benefits of job sharing and, because I can't, and I don't have background for it, I just want to say that I would not be able to vote for it."

1.a. Request for Job Share, Rockwell/Wild, Dover Middle School

Audra Lurvey moved, Carolyn Mebert seconded, to approve item 1.a., Job Share for Rockwell/Wild at Dover Middle School in school year 2009-2010. An oral **VOTE PASSED 4/3 (Hooper, Grady, Fisher opposed)**.

1.b. Request for Job Share, Horvath/Nystedt, Dover Middle School



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Audra Lurvey moved, Carolyn Mebert seconded, to approve item 1.b., Job Share for Horvath/Nystedt at Dover Middle School in school year 2009-2010. **An oral VOTE PASSED 4/3 (Hooper, Grady, Fisher opposed).**

1.c. Dover Middle School World Language Program (Move from grade 8 to grade 7)

Ms. Grady stated, "I don't see a major problem with 1.c. except for one fact. I've been asking now for the last two or three years to get a schedule from the middle school that would indicate to me that the students were getting the required teaching, academic time according to state standards. When I see that, I would be willing to vote for this, but I want to see, in writing, the schedule from the middle school with the number of instructional hours that are required by the state. So, my vote tonight will be no until such time as I get it."

Ms. Fisher asked if the change would cost the District any money. Dr. O'Connor stated that it would not. "All we're doing is moving it from eighth grade to seventh grade and just reversing another class from seventh grade to eighth grade."

Audra Lurvey moved, Carolyn Mebert seconded, to approve item 1.c., DMS World Language Program (Move from grade 8 to grade 7). **An oral VOTE PASSED 6/1 (Grady opposed).**

F. SUPERINTENDENT'S REPORT: Dr. O'Connor addressed the following items:

- NH DOE Public School Designation – Unconditional Approvals received for all five Dover Schools for 2008-2009.
- Reviewed elementary school enrollment numbers for next school year
- AYP and an Accountability Plan will be discussed on the evening's agenda
- Student failures and how we will attempt to address them will be discussed on the evening's agenda

Superintendent O'Connor then invited the five building principals to share items of interest that have happened or are upcoming in each of their schools. Peter Wotton updated the Board on the status of Bellamy Field and the plans to update drainage and refurbish the field. The District portion of the cost of \$3,135.00 will be taken from field user fees.

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:

- Gourmet Table is open for lunch
- Earth Day – ECO events include a screening of the movie, "*The Eleventh Hour*"
- The upcoming Prom is generating a lot of excitement
- Winter Guard won the NE Championship for the 4th straight year
- Spring Sports are starting



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- Student Council Snack Drive collected more than 1600 snacks for students at Woodman Park School
- Blood Drive was held at Dover High School today

H. COMMITTEE REPORTS:

1. Professional Development Committee, Dorothea Hooper Reporting: Ms. Hooper gave the following report:

“There was a meeting of the Professional Development Committee on March 18th. The chair, Jean Briggs-Badger, led a discussion on the proposed dates for Everyday Math training for non-tenured teachers, which will be August 24th and 25th, and the Literacy Institute to be held June 29th, 30th and July 1st.

On July 28th, author Isabel Beck will be coming to offer vocabulary training for our DGR (Dover Growing Readers) program.

There was some concern about a gap in the faculty between those who have had a lot of additional training and those who have not had the time or opportunity to take advantage of the professional development offered by the district. How could we address this gap? Would providing babysitting for the young mothers on staff help? Could we do podcasts and screen-casting which, while not providing staff collegiality, might provide some level of professional development.

The Committee moved on to discuss the Early Release Schedule for 2009-2010. The Board has granted 6 early release days and at least 3 of them will be needed for DGR training. Much of the training done in the district is either done in-house or by publishers whose products we are using. Outside speakers are paid by a grant.

The Professional Development Master Plan was revisited. It seems that many teachers were confused as to how to do the required reflections on activities. Committee members are going back to the schools to inform them that a teacher needs either a certificate or a reflection on each activity and everyone needs the CEU summary sheet. It was also noted that the state of New Hampshire wants teachers to do more job-embedded activities. The DGR program fits into this nicely.

Our final discussion focused on the March 20th workshop day. There will be 48 sessions available for staff. Evaluations will be done on survey monkey and staff will be receiving certificates.

The next meeting will be April 15th.”

2. Dining Facilities Meeting -, Dorothea Hooper Reporting: Ms. Hooper gave the following report:

“There was a meeting of the Dover School District Dining Facilities Committee on March 26th. The meeting was facilitated by Malcom Forsman, principal of Horne Street School.



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After a review of and acceptance of the minutes of our last meeting, the committee went on to discuss old business. We reviewed the Guiding Stars program presented at our last meeting. Questions were asked about what would be provided, would healthy foods cost more, and what would be the cost to the district (\$1,000 per school ---one school would pilot)? The sub-committee on taste testing reported on student reactions to the black bean quesadillas offered at lunch. The students loved them. This could be a healthy addition to the menu. There were questions concerning the availability of mini-grants (yes) or stimulus grant funds to supplement the school lunch program.

Under new business, Asley Blake, one of our UNH dietetic interns, presented a very thorough study of the ingredients in food served in the cafeterias through the study of labels. She gave the committee a chart that listed foods containing trans fat, foods containing HFCS, and where there are opportunities to add whole grains to the menus. Her other concern was the very high level of sodium in canned vegetables and beef patties. It was suggested that canned vegetables be replaced by frozen vegetables and the replacement of high-sodium foods be considered.

Mark Covell, Food Services Manager, gave the committee an update on healthier vending machines in the schools. He noted that some nutritious foods (yogurt) are just too expensive and students will not buy them. He also shared with the committee information gathered at an Association of School Business Officials Workshop that presented health and nutrition activities to improve school wellness programs.

Lastly, the committee looked at the goals we set for the 2008 – 2009 school year to determine if we had met them. We agreed that we had made a very good start on our goals but need to work on more ways to educate parents.

Our next meeting will be May 21st at Garrison Elementary School.”

3. Doris Grady addressed four of the retirements on the evening’s consent agenda:

“Tonight we have a representation of 96 years of dedicated service to the students of Dover who have announced their retirements. Retirements like this are often very difficult to accept. We have four long-time employees that have devoted many hours to the educational system: Ron Comeau and Bruce McAdam from the high school, Marie Leighton from the Middle School, and Silvia Marshall from Woodman Park.

Bruce McAdam (16 years) and Ron Comeau (20 Years) were gentlemen of very few words in their retirement notes, but really indeed need to realize their worth to the students with whom they have interacted during the past years. Words cannot express the loss of your knowledge that the present scholars will miss. There will come a time when realization will appear and that will be when a student comes up to you and reminds you of how influential you were in their becoming a successful individual. We, as members of the Board, wish you well.



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Marie Leighton has been with us a total of 22 years in Dover as an administrative assistant as a very capable secretary (called this by the staff of my day), she has been helpful to all of us who have approached her with many dilemmas. She said she has built many memories over the years that are close to her heart. Marie, those memories are close to many of our hearts. I have always said that the most important employee of the educational system is the secretary. They always have the answers and make work that much easier for the staff that approaches them. This is true of you, Marie. You have been helpful, considerate, and caring and we thank you for your service to staff and students of the Dover School System.

Silvia Marshall has been with us 38 years and has seen many students go through the doors of her room. Teaching and children have been “the love of her life” as she stated in her letter. Silvia, anyone who knows you is well aware of this love for teaching, particularly the children who have been in the classroom looking for your expertise. It is difficult to leave the field of education but there comes a time when we know that time has arrived. We wish you well in your retirement.

To all four of you, we, the School Board of the City of Dover, wish you well in your new endeavors. Freedom and relaxation maybe?”

4. Report Card Committee, Beth Setear Reporting: The Report Card Committee, spearheaded Jean Briggs-Badger, met to begin the task of revising the elementary report card. One item under consideration is moving to trimester reporting. The next meeting will be held on April 28, 2009.

I. POLICY CHANGES - PROPOSALS: None.

J. POLICY ADOPTIONS:

1. DATA TECHNICAL SUPPORT COORDINATOR JOB DESCRIPTION: Audra Lurvey moved, Carolyn Mebert seconded, to adopt the job description in its second reading. 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-J in the amount of \$3,693,323.36. A roll call **VOTE PASSED 7/0.**

L. RESOLUTIONS:

1. RESOLUTION OF RECOGNITION - Dover High School Male Scholar-Athletes:
See Above.

2. RESOLUTION OF RECOGNITION- Girls' Ice Hockey: See Above.

M. OLD BUSINESS:



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1. MID-YEAR PROMOTION PROPOSAL FOR DOVER MIDDLE SCHOOL: Michael McKenney, Dean of Students, and Michael Russo, Alternative School Director, presented the following proposal, alternative ways to help keep students vested in graduating from high school:

Mike Russo presented first. “Before you is a multi-layered proposal aimed at identifying and providing support to our struggling learners specifically in the area of transition from Middle School to High School. This plan, developed by the Drop-Out Prevention Committee, provides structure as to how we define our at-risk students and provides flexibility and options in how we steer them toward success. The proposal is aligned with the current School Board Policies on Promotion and Retention (IKE) and Assignment of Students to Classes (JFA)

In defining the problem we can look at the following statistics from the past three years in the number of struggling 8th graders and the number of repeat freshmen at the High School.

Middle School 8th grade data:

- SY 05-06: 11 students failed 2 or more core subjects, 3 students retained
- SY 06-07: 6 students failed 2 or more core subjects, 0 students retained
- SY 07-08: 23 students failed 2 or more core subjects, 2 students retained

High School Data on Repeat Freshmen:

Currently we are analyzing the overlap from the Middle School students above and disaggregating the High school numbers into: town of origin, multiple repeats, transfers, GED completers, and drop-outs.

- SY 05-06: 75 students
- SY 06-07: 73 students
- SY 07-08: 60 students

The Middle School-High School transition is problematic nationwide and not specific to Dover. This proposal is designed to be flexible and child centered, pulling on existing resources within the district, essentially working more efficiently and with more coordination between the Middle School and High School. Our proposal addresses the current State and Federal criteria for determining dropout statistics. These criteria now state that if a student does not complete High School within four years of enrollment they are considered a “non-completer”. The proposal, as conceived, aims at promoting student success earlier and delaying entry to High School and thus “not starting the clock” by which we are measured.”

How Mid Year Promotion will work in Dover

Students will be screened at the end of first semester of Eighth Grade and considered at-risk if they present as significant in either of the following aspects of school performance:

- ▶ Attendance as defined by School Board Policy



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► Academics as defined as failing two or more of the four core subject areas (Math, Language Arts, Science and Social Studies).

At-risk students will have a parent meeting (Feb/March) outlining the risk factors, discussing strategies for success in the school or at home, developing a plan and using Quarter-3 as a probationary period to track improvements in the areas of concern. Improving students will continue to be monitored through Quarter-4 and promoted to 9th grade. Students who show no or minimal improvement will be eligible for either Mid Year Promotion or full retention.

Mike McKenney then presented the rationale for the proposal:

Mid-Year Promotion Rationale

Mid year promotion is a step between retention and social promotion. It provides an incentive for students to perform academically by letting students know that if they are able to earn a grade of “C” or better in core academic classes (Math, Language Arts, Science and Social Studies) that they can be considered for promotion at the mid-year point. All students who are considered for a midyear promotion must sign a contract, which clearly outlines the components of the promotion.

RETENTION

Positive Attributes of Retention	Negative Attributes of Retention
* Retention provides students with another opportunity to learn and master material that was not learned the first time.	* Often there are related issues that have nothing to do with the attainment of skills and knowledge. These issues include: family issues, attendance issues, etc. *** Retention does not solve these issues.
* Retention does not allow students who have not been academically successful to move into the next grade.	* Retention may put a student at higher risk for further disenfranchisement.
* Can provide some additional time needed for academic, social or emotional maturation.	* Retention may impact the climate of the school by keeping a socially more advanced student in classes with younger students.
* The team aspect of middle school is positive for many students.	* Missing first semester curriculum at High School

SOCIAL PROMOTION

Positive Aspects of Social Promotion	Negative Aspects of Social Promotion
* Students are able to stay with their class.	* Reinforces the idea that a student can move on without meeting grade level academic standards or



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	attendance standards.
* No chance of lowered self esteem due to being retained.	* Students may not have the needed skills for the next grade level.
	* Larger class sizes in high school.
	* Students may start with limited academic or school readiness skills.

References

1. Feldman, S. "Passing on Failure". American Educator. 21(3) Fall 1997: pp4-10.
2. Schuster, Karen E. "Why are they Failing? A Report on the Portsmouth High Freshmen Class", May 20, 1998.
3. U.S. Department of Education. "Taking Responsibility for Ending Social Promotion", May 1999.

Ms. Grady stated she had reviewed Mr. McKenney's proposal and had four questions.

1. "What happens to student who never reaches that 'C'? What are the plans for that student?"
 Mr. McKenney responded, "As we're progressing through the first semester, we will be sitting down with these students. There's a schedule that plans out from 16 to 20 weeks long. We're going to be meeting with them on a regular basis to be going over those obstacles that are getting in the way of that student to help them devise strategies to figure it out, whether it's homework; it might be part of bringing the parents in and discussing homework situations advising good places and homework techniques that work with children. It's definitely not something that we can just put these kids into the program and hope for the best. We're going to have to put some extra time in with these people, having meeting to make sure that the parents are on board with us. Our goal is that they will be successful. We'll be working on trying to meet their needs. It's an alternative pathway so we have to take an alternative look as to how we're teaching them.

2. "Was there any consideration to the fact that intervention should take effect earlier than middle school?"

Mr. McKenney responded, "Absolutely. But from the high school, we felt that the first logical step for us was to approach the middle school. Then, as we see success there, I think these at-risk identifiers present themselves pretty early. I think if we can show some success at this level, than that will open up the door for Mr. Deyoung possibly to then go down and approach the three elementary schools and see if they can start working on something similar."

3. "Was there any thought to the fact that, in the early years (ages 5 & 6) when you have a student who appears to pass the test, appears to be ready to first grade rather than do the kindergarten work, have you considered at that point, starting that early – and if they're ready, you'll let them start first grade at an earlier age? I guess my question is based on the fact, I've



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always had a feeling that the late-quarter babies who can't get in...and I know at one time we had a child 8 hours too late, was not allowed to start school. The girl wasted a whole year, and in that interim, they lose that interest. I've always felt that many of your drop outs were created by that specific, 'you can't start because it says so. But really you're ready and you can do that'." Mr. McKenney did not respond to Ms. Grady's question as she continued...

4. "When we started the Freshman Academy, Freshman Academy – that was supposed to be the purpose of it. And that was the thing that we voted on, as I recall, that was going to pick up these kids that were having trouble going into high school from the eighth grade. That's why we started teams in the Freshman Academy. Did that work, or will you be working in this program with the Freshman Academy, and, I just wondered how much dovetailing of everything we have already that could help with what you're doing."

Mr. McKenney stated, "Yes to all of those, I believe would be the answer. The Freshman Academy is an integral part of all of this as well. In fact, Ms. Stephens is great with data and she is somebody who has been working very diligently with us and our drop out committee. She has been able to provide us with the data that has really driven us into thinking this way. The Freshman Academy is always evolving..." Ms. Grady then noted, "It was supposed to be the know-all and solution for drop outs. So I'm gathering from this, that solution didn't work the way it should have." Mr. McKenney responded, "I think it works for some students. I think we can't close the door to any student though, so any alternative pathway that we can come up with, I think is beneficial."

Ms. Hooper asked if there were any other districts following this program and what was their track record. Mr. McKenney stated two districts have used it. It was used enrolled in the program and, of those 7, they all came to the high school at the mid-year. At the end of the year, 6 of those students were considered sophomores along with the rest of their peers. All 7 eventually a little bit longer. The program is currently is being used in Rochester. "It is a definite 'in-between' between social promotion and retention."

Dr. Mebert noted, "In school year 07/8, there were 60 students who repeated freshman year. We have years of standardized test scores for these kid. Did you look at the NECAP scores and were these kids showing steady state activity as far as the NECAP goes?" Mr. McKenney stated, "Their NECAP scores were in an average range. Some of them were proficient, some of them were proficient with distinction, some kids were basic." Dr. Mebert asked, "Across all testing times?" Mr. McKenney indicated he would have to take a closer look at that.

Dr. Mebert then stated, "This is sort of dovetailing on what Doris said earlier, that these kids don't just start failing in middle school. You do have so much information about these kids, attendance data, behavior data, everything that could maybe identify for them at which point they start to fall apart." Mr. McKenney agreed, "The NECAP's have been a part of our data, but they've not been the driving force. We're finding that attendance is huge and we can see that starting at a very early age, just by looking at cum folders and through the system. It's a huge part of success in school. We need to get them in the door."



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Ms. Fisher asked, “You have an eighth grader who goes up to ninth grade (mid-year) – how does that student academically, get on equal basis with the kids who have already been in the ninth grade for a half year?” Mr. McKenney responded, “In our schedule that we’re in right now, it would be a big problem. With the block schedule that we’re going in to next year, there will be a whole new section of classes starting up at the half-way point of the year, at the end of that first semester. The only classes that will continue over that semester are AP classes. The rest of them will all be starting at the half year mark.” Ms. Fisher added, “Even starting at the half year mark, we have to be based on things that they’ve learned in the first half of the year, and if these kids in eighth grade haven’t learned them yet, that’s what I couldn’t understand.” Mr. McKenney explained, “The schedule will be such that they might be taking English 9 in the second half of their freshman year anyway. Because, the way the schedule is set up, they’re in four blocks now, a student might not take English 9 walking in the door. He might have four other classes he’s taking and English 9 might not be one of them, or algebra might not be one of those classes. He or she might be taking something else.”

Ms. Setear stated she had one comment. “I think there is research out there that would say to educators, if you don’t allow students to fail, they won’t. I just want people to be considering the idea of allowing students to retake tests until they pass. I don’t see there is anything wrong with that. It causes the student to study more. They actually learn the material, and you could very well have far fewer students failing if we would just allow them to retake tests until they pass them. Now, is that more work for teachers? It is. But, you’re also spending a tremendous amount of time and effort creating a program where if all we’re going to do is monitor the student’s progress, we’re just going to watch them get F’s. So, I’d just like to put that on the table that I think you could find research that supports that.”

Mr. McKenny ended his presentation, noting they are working closely with the Career Technical Center to offer these students during the 16 to 20 week period a potential opportunity to participate in CTC classes to help them acclimate to the high school. “That’s going to be based on numbers and the availability of classes, but, it’s all part of the whole alternative – we’re looking for ways to help these kids stay invested in school. If they start failing as freshmen, eighteen years of age is a long way from freshman year. We’re really trying to be creative as to how we keep these kids invested in Dover High School and our community in a positive way.”

Ms. Hooper stated, “I think this is very worthwhile and I commend the committee for making this study and doing this. But, I’ve got to agree with Ms. Grady. I think this is way too late. We should do it, certainly but we should be back down looking at the elementary school because so many of the skills that these kids don’t have, you can trace right back to what they didn’t get down there. I’m not sure what the answer is, but, I think I would love to see us put kids in a classroom and just teach them how to read before they do anything else. Because, that skill affects everything else ad they go through life. I’d really like to see that. I think we need to do something like this down at that level and find out why kids are not learning down there. But I do commend what you’re doing here.”

N. NEW BUSINESS:



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1. MY TURN DROPOUT PROPOSAL: Principal Migneault reviewed with the Board a program called “My Turn” created by the New Hampshire Dropout Prevention and Recovery Oversight Council as an alternative way to prevent students aged 16 to 21 from dropping out of school.

My Turn is a youth agency serving disadvantaged youth in danger of dropping or failing out of high school. Students receive academic training for credit recovery, work-based learning opportunities, and the life skills necessary for upward mobility. The project model is based on 1) a comprehensive academic curriculum; 2) one-on-one guidance and structured goal setting from a qualified Career Specialist; and 3) an array of career development activities to engage all levels of learners.

My Turn will serve 30 juniors and seniors attending Dover High School. They will target students who are primarily in need of credit recovery for a timely graduation and who are in danger of dropping or failing out of high school. Under this program, juniors and seniors can recover up to 3 credits per year toward graduation.

My Turn will be funded under a federal grant if approved. There is no call for matching funds, nor any expectation for the program to continue beyond the life of the federal funding.

2. DALC: DROPOUT PREVENTION SERVICES – MEETING STUDENTS’ NEEDS AGES 16-18: Jim Verschueren presented information to the Board on alternative program options that can be facilitated by the Dover Adult Learning Center. Beginning July 1, 2009, students between the ages of 16 to 18 who want to access DALC must come with an “alternative learning plan.”

His overview included the following possible options:

- GED Option Classes – Beginning with the 2009-2010 school year, DALC is prepared to contract with school districts to provide assessment testing.
- Hosting GED Option Classes at the Center – High schools that are authorized to offer GED Option classes may wish to have those classes held at a location other than the high school. DALC is prepared to host after school and evening GED option classes.
- GED Preparation Classes – Classes are available for students at high schools that do not offer GED Option classes, as well as students who do not qualify for GED Option class at their high school. If there is demand that exceeds five students, a separate class will be provided.
- Pre-GED Open Enrollment Classes for students with reading skills BELOW the 8th grade level who will require longer time to build skills to move up to the GED Preparation. If there is demand that exceeds five students, a separate class will be provided.
- Enrolling day high school students in adult high school classes created by DALC.
- Providing a one-credit adult high school class on-site at the high school.

3. ANNUAL YEARLY PROGRESS REPORT (AYP): Jean Briggs-Badger gave the following executive summary:

Adequate Yearly Progress (AYP) STATUS DOVER SCHOOLS



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The Dover School District made Adequate Yearly Progress in reading, but not in mathematics in the 2009 State AYP Report. This means Dover remains a *District in Need of Improvement* (DINI) Year 1 Reading and a new DINI Year 1 in Math.

Districts and individual schools receive the label of “in need of improvement” following consecutive years of failing to meet the performance targets established by the State as part of the Federal “No Child Left Behind” mandate. Student performance as a whole is measured, as well as the performance of specific subgroups to determine AYP.

Statewide, there are now a total of 253 out of 477 schools and 81 out of 162 districts that did not meet AYP for 2009. In Dover, despite making AYP in reading this year, we remain a DINI. We will be removed from DINI status next year if we make AYP again in reading – it takes two years of data to gain or lose the designation. As for our schools, the results show some improvement. Horne Street made AYP in both reading and math, and will lose the *School in Need of Improvement* (SINI) title if it makes the target next year. Dover Senior High School made AYP in reading.

These latest AYP reports are based on the October 2008 New England Common Assessment Program results for grades 3 – 8 and 11 together with the 2007-08 NH Alternative Assessment results for grades 2 – 7 and 10. AYP is calculated through an index system. Schools and districts receive full credit for each student who scores proficient or better and partial credit for student scores below proficient.

The “Safe Harbor” (SH) designation is the State’s way of recognizing efforts to get students closer to the index target. The “Confidence Interval” (CI) designation is used when students score close enough to the target index value that it cannot be confidently determined if the group is “truly” below the target, due to the standard error of measurement. Both Safe Harbor and Confidence Interval allowed some of our subgroups to meet the AYP requirements.

At Dover High School the *Economically Disadvantaged* subgroup was the only cohort not making AYP (in mathematics). The *Special Education* subgroup showed positive growth in the percentage of students making AYP in reading and math.

AYP Summary Results – School Level:

- Dover High School remains a **SINI - Year 4 Reading**, although they made AYP in reading fall 2008, and is now a new **SINI - Year 1 Math**.
- Dover Middle School did not make AYP this year in reading or math, therefore, advances to **SINI - Year 2 Reading** and is now a new **SINI - Year 1 Math**.



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- Horne Street School made AYP in both reading and math therefore remains a **SINI – Year 1 Reading**.
- Woodman Park School did not make AYP in reading or math, therefore, advances to a **SINI – Year 2 Reading** and is a new **SINI – Year 1 Math**.
- Garrison School made AYP in both reading and math, and has never had the SINI designation.

The AYP performance targets increase every two years. The 2008 targets are 86 in reading and 82 in math. Statewide there are 24 new districts identified as in need of improvement and 72 new schools also designated as SINI's. The goal of the 2001 Federal "No Child Left Behind" mandate is to have 100% of students demonstrate proficiency on a rigorous state test by the 2013-14 school year.

Ms. Grady stated, "There's a missing link here somewhere. I'm not sure if it's in the test or the state or the federal government. I've had this feeling about this test from day one. I went to the very first meeting that they ever had at the high school. When you have a half of your schools, statewide, not making it, and half of the districts not making it, something's wrong! It can't only be within each school system or within each district. Something somewhere in the expectations, and the increase - as I said in the beginning, (I know it's here every two years, originally they said every one) they keep increasing that performance level. Kids will never succeed. They can't. I don't know how you wake them up but, I feel like this like I did before – there's something wrong somewhere in Denmark."

Ms. Hooper added, "If I'm reading this right, our students are performing and meeting requirements except for two categories. Is that correct? The category of educational disability in one area, the category of economically disadvantaged. These are the two that we need to target. Everybody else has met the requirements in the district. Certainly I agree with Ms. Grady. I've been complaining about NO Child Left Behind again, since it was conceived. But I think we've done remarkably well considering. Considering that the majority of our students are making proper educational progress. It's a small group that is not that is putting us on this each time. I guess maybe Washington will get the message when every school in New Hampshire is on this list. Because that's about what's going to happen if they keep this up and they keep raising the standards. I don't know what the answer is. I'm hoping that perhaps this will get another look by Congress and by our legislators."

Ms. Briggs agreed. "It's frustrating – I think it's disheartening – because in Dover, as in the rest of the state, we have teachers who are doing such an excellent job and working so hard to make sure that no child is left behind. But then, due to the constraints of the testing, that every sub-group has to make the target, it really puts you behind the eight-ball...and it's hard to



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recognize that we are making progress in moving forward – we have momentum – but we do have the designation and you have to deal with that. “ Ms. Hooper added, “The other factor that I’m concerned about – certainly I’m concerned about student learning and student progress; I’m also concerned about teacher morale when the schools constantly get on this list and teachers are doing, I think, a magnificent job trying very, very hard to meet these standards. We put in all kinds of programs. We spend tons of money doing district wide programs for math and reading. We’ve got more literacy programs than any district I’ve ever worked in and I don’t know where it’s going to end either.”

Ms. Fisher asked if the same two sub-groups (Special Ed and economically disadvantaged) were responsible for keeping Dover on the list of DINI’s. Ms. Briggs stated that was correct and that was true of all the districts that were on the list in New Hampshire. “It’s not unique to Dover. It’s a challenge because by the nature of where they are at,. It’s hard to get them at grade level in reading and math in order to take the test to be successful.” Ms. Fisher then asked, “How are the other schools that aren’t on it get these sub-groups to get these kids to be successful?” Ms. Briggs stated, “The schools in New Hampshire...primarily the wealthier the district, the better the scores. With resources devoted to student teacher ratio, special education numbers, staff that they have available. If you look at districts, because of our funding formula in New Hampshire, the more money they have to put into it, the better their scores. So, your hands are tied if you’re fiscally constrained. It’s very difficult to make the kind of systemic changes that are going to bring about growth in these two very challenging sub-groups. In Dover we’re doing a good job at looking at what resources we have and how to creatively change the culture, change your approach, really look at what we need to do to get the scores up for all students.”

Ms. Briggs continued, “There is a group of teachers...we’ve just spent five days of intense work with West Ed out of Massachusetts, Nick Hardy, as part of our DINI, last year we had the 10% mandated set-aside for professional development, and we’re looking at essential grade-level expectations – what are they according to the state standard – unwrapping them to get down to the language of the very core of what is it that students have to master, and then, how do you know if they do? We’ve been creating common, formative assessments tied to the essential grade-level standards in reading, by grade level. We’ve had about 25 teachers and it’s very intense work. But, when it’s in place, it’s a safety net to really ensure that students are getting mastery at the end of the grade, what they need to master, and you’re testing them every two or three weeks with a little common formative assessment. After that, you have your remediation or enrichment. It’s a different way of doing business and we’ve talked to other districts in the country that are using this model with great success.”

Dr. Mebert asked, “Didn’t you do that in math already?” Ms. Briggs replied, “We did it in math but the common formative assessment, the math common exam that we give, is quarterly. It’s every 9 weeks and it’s more of a summative – have they mastered for that quarter the skills that they were supposed to master, K through 8. That’s the purpose of the math common exam. We did put that in place with pretty good results for a while, because we did get out of the DINI in math once we started really looking at were they mastering what they needed to master. The second part of that equation, though, was, what happened when they didn’t master it. We didn’t have that in place. We tested at the end of the quarter – secure skills, we wanted to have 80%



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mastery. We did not have a formal system in place to put the enrichment or the radiation like we're doing with the reading. The common assessments we're developing with the standards are going to be every two to three weeks., much more frequently. When they regroup, which is the next part of this, we're calling it "Next Steps Learning, not Re-teach and Enrich. When they get identified as either mastering the essential standard or not – so if you're having trouble, you'd come to a class - they regroup the students - who go for a half hour additional instruction on this very standard. It's extremely pinpointed and targeted, and if they've mastered it, they go on for an enrichment of the standard. With math, we're hoping to now go back...and once we get reading situated in this format, go back and get the math more finely tuned. It's one thing to test, it's another thing to know what to do with the results. We need to put those two together and get a more systematic approach to the remedial piece of it."

Dr. Mebert reiterated, "The math common assessments, which have been around for a while now (4 years) we haven't looked at them in statistical relation to the NECAP performance of the kids. We could have these fabulous common assessments, but the kids are not doing the same on those common assessments that they're doing on the NECAP. So we've got tests that are not consistent. It may look like we're doing great stuff in math, even though there's maybe a little piece missing in there, but if it's not assessing things the same way that the 'high-stakes' test is assessing things, then we could still have a problem here." Ms. Briggs responded, "I think we have looked at though and when you break down the standards and the strands that they do line up to the Everyday Math Program in K through 4." She added that the math task force is reconvening to "look at dual purpose – DINI in math, what are we going to do about it? And our curriculum - let's align K through 8 with a common philosophy, a common approach, we have to make sure that students entering the middle school have the background to be successful at middle school work; and have the same language, nomenclature around the terms...We're in a better place than we were when we were a DINI three years ago."

Dr. Mebert asked what the outcome of the Special Education Focused Monitored meetings was intended to be. Ms. Briggs stated, "Focused Monitoring is a state mandate at this point. We were selected to participate in focused monitoring. They looked at the gap between our Special Ed scores and other districts in the state that had Special Ed students scoring on the NECAP at a higher rate than we did – proficient. They said, 'Dover, you need to get together and look at some root causes why this cohort, specifically the Special Ed cohort, is not making better progress.' You have the DINI plan, and then you have the Focused Monitoring spotlight within that. In DINI we're looking at everybody that needs to have growth and also to get more students into advanced. Focused Monitoring is looking at Special Ed only and they have a set protocol that the state has – given a contract to SERESC, and they've contracted with SERESC to come in and work with us for the next year (this year and next) to look at a plan for Special Ed students only. We are working hard to make sure that focus and the DINI focus are communicating, collaborating, and are one in the same so that we don't get splintered in too many ways."

Dr. O'Connor clarified that although there have been four years worth of math data and ten years of state testing data, the first two years of the math data does not appear to be consistently scored and recorder. Therefore, the first two years data have, in essence, been



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discarded. “We have the last two years, this year and last year, which have been very consistent at the scoring level and at the reporting level to the administration. So, we’re pulling that data together and I hope by this Friday, I will have some of the information that you were asking about. We’ve already set the wheels in motion. We’ve been looking at our math scores. We’re trying to do a correlation with the NECAP and I may have some of that data for you by Friday.”

4. DALC: DRIVERS EDUCATION SCHEDULE: Jim Verschueren provided the 2009-2010 school year Driver Education Class Schedule (Pale Rider Driving School) for information only. There is no increase in cost from this school year.

5. POLICY IIBC – MINIMUM ENROLLMENTS: Andrea Elliot presented Dover High School 2009-2010 enrollment data to the Board.

Courses with Low Enrollment Spring '09

The following courses with low enrollment have been dropped:

CRS #	COURSE TITLE	Requests	Action	DATE	Notes
142	Composition	9	Cut	3/10/09	
161	African Am Lit	11	Cut	3/10/09	
224	Drawing IV	4	Cut	3/11/09	Couldn't be combined as students were registered for III
225	Printmaking	0	Cut	3/6/09	
245	Honors Art	1	Cut	3/11/09	Student enrolled in Portfolio already
264	Guitar Ensemble	0	Cut	3/6/09	
633	Chem in the Community	8	Cut	3/10/09	
634	Electrochemistry	5	Cut	3/10/09	
642	Modern Physics	6	Cut	3/10/09	
754	World Geography	14	Cut	3//18/09	Lowest enrollment, inadequate staffing to cover it
811	Agriculture	10	Cut	3/9/09	Offered other Life Science alternative, instructor fully scheduled without this elective
858	Wood Sculpture	0	Cut	3/9/09	Instructor fully scheduled without this elective

The following courses with low enrollment have been combined or absorbed in other classes as follows:



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COURSE #	COURSE TITLE	STUDENTS	ACTION
052, 053	ROTC III, ROTC IV	5 & 4	Combined Total 19
235, 236	Acrylic & Watercolor	9 & 4	Combined Total 13
230, 240, 245	Portfolio, AP Studio,	10 & 2	Combined Total 12
260	Adv Keyboarding	10	Absorbed/ Beg Keyboard Total 62(4)
266	Adv. Drumming	11	Absorbed/Intro Drumming Total 57 (3)
254	Concert Chorale	19	Absorbed/Chorus Total 57
827	Visual Basic	9	Absorbed/C++ Programming Total 21
869	Clothing II	4	Absorbed/Clothing I Total 52 (3)
848, 849	Computer Tech I and II	18 & 9	Combined (instructor has full schedule) Total 27
838, 839	Bldg Const I and II	21 & 3	Combined (instructor has full schedule) Total 24

The following courses do not meet the board policy for more than 11 in a class and we request permission to offer these courses.

Permission requested to run the following courses with enrollment less than 11:

COURSE #	COURSE TITLE	ENROLLMENT
650	AP Biology	9
660	AP Chemistry	9

Ms. Elliot then presented a summary of faculty needs for Dover High School in 2009-2010:

DEPT	SPECIALTY	FTE BUDGETED	FTE NEEDED	Changes
English	n/a	17	16	-1
Art	n/a	4.34	5	+ .66
Music	n/a	1.50	2.25	+ .75
PE	n/a	5.34	5.25	=
Mathematics	n/a	15	14.5 - 15	=
Science	Biology	7	6-7 (AC??)	=
Science	Chemistry	4	3	-1
Science	Physics	2	2	=
Science	Freshman	4	4	=
Social Studies	n/a	13	13.5	+.5
World Language	French	4	4	=
World Language	Latin	1.8	1.75	=
World Language	Spanish	6	5.5	-.5



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CTC	Computer			+ .25
	Life Science			+ .25

Based upon enrollments, Ms. Elliot requested the Board grant a waiver to run two classes, AP Biology and AP Chemistry with enrollments 9 students each. Ms. Elliot added that the high school plans to offer space in the AP classes to students of Oyster River since their high school does not offer these courses.

Ms. Hooper agreed it is important to support AP classes as a majority of student support is focused on those with learning problems.

Audra Lurvey moved, Carolyn Mebert seconded, to approve waivers to offer two AP science courses in the 2009-1010 school year. An oral **VOTE PASSED 6/0** (Dorothea Hooper was out of the room during the vote).

Doris Grady questioned why the number of students enrolled in Intro to Art (295) did not appear to follow through in registration for the upper level art courses (drawing, printmaking, photo, portfolio, ceramics, etc.) Ms. Elliot explained there is a requirement for each student to earn ½ - credit in art. Most do so by taking Intro to Art. Once the required credit is earned, they may not choose to take any additional art classes.

6. POLICY CHCA – DHS, DMS, DALC HANDBOOK APPROVALS:

Audra Lurvey moved, Carolyn Mebert seconded, to approve the Dover High School Handbook for 2009-2010. An oral **VOTE PASSED 7/0**.

Audra Lurvey moved, Carolyn Mebert seconded, to approve the Dover Middle School Handbook for 2009-2010. An oral **VOTE PASSED 7/0**.

Audra Lurvey moved, Carolyn Mebert seconded, to approve the Dover Adult Learning Center Handbooks for 2009-2010. An oral **VOTE PASSED 7/0**.

7. POLICY DD & DFC – QUARTERLY STATE, FEDERAL, AND SPECIAL FUNDS UPDATE:

Business Administrator, Laurie Verville, provided the following status reports:

- Federal Projects as of March 31, 2009 – Total Expected Funding \$2,952,322.31 with 24% of funds remaining
- Food Service Fund as of March 31, 2008 – Ending Fund Balance \$7,941.00 with an estimated negative fund balance at year end of (10,507.48). This account will end up in the red this year. Food Service Manager and Business Administrator are following the account closely. Losses can be attributed to a lack of sales. Ms. Hooper added that using more fresh foods has also increased costs. Ms. Verville noted the Food Services Manager will be asking for meal cost increases next month for the next school year.



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- Alternative School Funds as of March 31, 2008 – Ending Fund Balance \$86,384.33 with an estimated fund balance of \$80,372.29 in June of 2009. This will be approximately \$6,000 less than last year's fund balance, primarily due to a decrease in out of district placements. Many districts have developed their own programs in an effort to reduce costs.
- Facilities Fund Estimated Fund Balances March 31, 2009– Field User Fees \$3,135.25; Facilities \$66,372.46; Athletics \$315.44; Parking Lots \$23,281.26; Total Ending Fund Balance: \$93,104.41.

8. QUARTERLY SCHOLARSHIP AND TRUST UPDATE: Business Administrator, Laurie Verville, reported as of February 28, 2009, the total amount in expendable and nonexpendable scholarship and trust fund balances is \$437,880.05.

O. ADJOURNMENT: Audra Lurvey moved, Carolyn Mebert seconded, to adjourn the meeting at 9:45 P.M. An oral **VOTE PASSED 7/0.**

Respectfully Submitted,
Beth Setear, Secretary
BS/kgb