



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

Chairperson Marjorie Fisher called a meeting of the Dover School Board to order on Monday, August 10, 2009, at 7:00 p.m. in the City Council Chambers.

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

Also present were; Superintendent John O'Connor; Business Administrator, Laurie Verville; Dustin; DTU President, Deb Hackett; High School Dean, Michael McKenney CTC Director, James Amara; UNICCO Representatives, Tim Knowles, Bob Kennedy, and Ed Obertautsch; *Foster's* Reporter, Leslie Modica; and Dover Citizens.

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

C. CITIZENS' FORUM

1. John O'Maley, Mast Road Extension, spoke of concerns about his sons and other middle school students walking to school. He questioned why changes were made to have students walk instead of taking the bus. He asked if money was the driving factor. Among his safety concerns were sex offenders living in Dover, condition of the sidewalks on Mast Road Extension, walkways not being plowed, walking unsupervised during rain and snow, amount of traffic on Back River Road, crossing Route 108, and as a taxpayer paying the same tax rate as everyone in the City, if their children are bused, his should also be bused. He asked how the City of Dover would guarantee the safety of his children if they walk to school and requested the Board consider granting a waiver to allow Mast Road Extension students to ride on a bus.

2. Peggy Mace, 46 Back River Road, spoke about two of her children who have Down's syndrome. She requested a waiver for her children to remain on the "regular" school bus with their peers. This affords them a valuable life skills lesson and she would like them to continue to increase their skills of self-reliance. In her opinion and the opinion of her children's doctor, taking the Provider bus would be a backwards step. She asked the Board to grant a waiver to allow her neighborhood remain on the bus route and allow her children to continue to ride the public school bus with their peers. This would also cut down on the amount of traffic around the school in the mornings and afternoons.

3. Mark Spidel, 28 Mast Road Extension, referenced the letter sent by the District dated June 24th. The letter maintains there is now a new updated hazardous street listing in the City. The letter implied to him that Mast Road Extension is no longer considered a hazardous street. He stated the sidewalk does not extend uninterrupted all the way to Back River Road. He added that when the City plows in the winter, a majority of the sidewalk remains buried under feet of snow for most of the season which means the students need to walk in the street to get to Back River Road. He added his belief that constituted a hazardous road and asked mileage requirements for a student to be a bus rider causes a situation where "literally" his next door neighbor's fifth grader can ride the



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bus but his 6th grade child would be a walker because they live 1-1/4 miles from the school.

4. Kimberly Alty, 33 Morningside Drive, expressed concerns with her middle school child walking to school, including children walking unsupervised to school, crossing extremely busy roads with excess morning traffic due to the proximity of PCA, Daycare Centers, and businesses. There is also a lot of Garrison staff traffic. She stated she walked the route over the weekend on a clear, sunny day, without carrying a backpack, instruments, or books and it took her 33 minutes to cover the 1.5 miles. If it is raining, snowing, or any other conditions, it would take a lot longer for her child to get to school. She also stated the signal light to cross Route 108 does not stay in pedestrian mode long enough and, while she was crossing, it turned to yellow before she crossed the street. She also asked if the City would guarantee show removal during snow storms. If not, the children can not walk in the street (Back River Road) unlike interior roads. When the children are walking home, Garrison School is letting out, and that will cause excess traffic on Garrison Road with children getting out at that school while middle school students are arriving home. She also noted her neighbor on Meridian Street is a bus student while her home is designated as a walker. It is the same bus her child took last year and they are now one house away from taking the bus that will still be there and adding her children to the bus would be at no additional cost. She ended by asking that Morningside Drive be given a waiver for the bus system.

5. Greg Brown, 6 Harbor Drive, suggested the possibility of developing a "Walking School Bus" where parents or staff start at one end and pick up children along the way to travel to school. He also spoke about the potential \$250K cuts proposed by the City in the School Budget. He asked community members to speak up at the Council meeting to leave the school budget alone. There is no money to be cut without cutting staff and increasing class sizes beyond what is reasonable. He also spoke about the City Councilor request that teachers take a pay freeze. He asked the Board and Council to consider the fact that the pay scale in Dover is below that of Exeter, Oyster River, and Portsmouth. All three paid a more than \$10,000 raise for a PE position.

6. Melissa Potter, 2 Tanglewood Drive, asked the Board provide bus service from Bright Beginnings Daycare and the Dover Children's Center because both parents in many families must work to make ends meet, arriving at work before a bus would pick up their children. In order to work, they must place their children in daycare and they need to know the children will have a safe way to arrive to school and back each day. If the Board does not allow bus service to the daycare canters, she would be forced to find another daycare or the daycare would be forced to find a way to transport the children back-and-forth to school. Additionally, there is too much traffic on Back River Road, it is not maintained safely in the wintertime, and it is not safe for the kids to walk.

7. Bobbie Lariviere, 12 Kelley Drive, has a middle schooler and a high school student. They live 1.8 miles from school. Walking down Spruce Drive, there is a section with no sidewalks. She is also concerned about the wintertime maintenance, and traffic on those



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roads. The bus is continuing to stop at their old bus stop and the next door neighbor's daughter is able to take the bus.

8. Seth Williams, parent of a six-year old child attending Dover Daycare. He made his daycare decision based on where the bus stopped in his school district. Both he and his wife work, leaving early and cannot wait at home for a bus. They must use daycare. The daycare center is just a few bus lengths under a mile from the school. "But for a few bus lengths, my kindergartener would be eligible for a ride to school along a very dangerous road. There is no sidewalk on that side of the street. There is no crosswalk there. It is very busy...people go very fast on that road, dangerously fast. The bus is going to drive that route anyway. A few hundred feet up the road they are going to pick up children from scheduled stops along that way. The bus doesn't have to deviate from its route 1 inch. It simply has to stop to take my daughter to school."

Audra Lurvey moved, Carolyn Mebert seconded, to suspend the rules to bring M. Old Business, Item M.1., Hazardous Street Busing Changes & Requests for Waivers, forward in the agenda. An oral VOTE **PASSED 7/0.**

M. 1. HAZARDOUS STREET BUSING CHANGES & REQUESTS FOR WAIVERS: Dr. O'Connor explained that a group of letters and emails addressing a great deal of concerns by parents had been sent home in Board packets. He then reviewed the Board policy on busing:

"A student is considered a bus student if the student is a Dover resident:

- a. In kindergarten through grade four who lives more than one mile from school
- b. In grade five who lives more than one mile from school
- c. In grades six through eight who lives more than one and one-half miles from school
- d. In grades nine through twelve who lives more than two miles from school"

"That policy has been in existence for many, many years now. We've revised it several times in the last 20 years but we have not undertaken any revision other than the fifth grade situation of one mile that was done nine years ago. Public Works, in cooperation with the School District has gone around and identified certain streets that were considered less than desirable for students to engage in foot transportation to and from school. There were originally a list of approximately 50 different streets that were identified as possibly hazardous or dangerous. Over the last 10 years, there have been upgrades in systems on a lot of these streets to the point where sidewalks have been installed, crosswalks have been added in certain locations, stop lights have been added to a number of streets and, it was four or five years ago we did our last review of these streets and made some changes based on that. This time, when we asked public works to go and review their records, to go out and look at the streets, they've come up with approximately 24 streets that they now deem, based on the criteria that we have established in cooperation with public works, to be safe for students to walk to and from school. Based on that information, we sent out letters in the early part of the summer to approximately 90 students that were involved. That broke down to approximately 50 high school students, 33 middle school students, 15 Garrison students, plus the daycares. You have a petition in your packet that was signed by 39 individuals – I'm not certain if that represents 39 children, I think



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that is not accurate; it is a smaller number...approximately 24 students that are involved there as well. Based on the recommendation that we have received from the public works department, we then were able to look at our busing of students, particularly in the Garrison area, and were able to reduce a bus based on consolidation of routes and the numbers of students. That was an approximate savings of about \$35,000...We were able to save some money based on the total number of students that were involved in this particular situation. Issues have come up about the quality of these sidewalks. Clearly, that is an issue. I've walked some of the streets myself and noticed cracking, heaving, sidewalks that are overgrown, etc., but there are sidewalks and that's the point that was made by the public works department. They are available and could support students walking to and from school. We know that intersection of Back River Road and 108 Central Avenue around Store 24 is very congested. We see evidence of that every morning as high school and middle school students all arrive at approximately at the same time. If any of you have ever been heading towards the middle school or the high school at 7:15, you know that traffic can be backed up all the way up halfway down Locust Street and down Central Ave beyond St. Joe's Church. It is a very congested area – there's no question about that."

Ms. Hooper stated, "I am in great sympathy with the parents who are sitting here in the audience. I represent Ward 4. I live in Davis Farm off Mast Road Extension. I walk those sidewalks and roads all the time in the morning...the speed with which those cars go down the road, in order to avoid the tolls, it's horrendous, no doubt about it. The sidewalks are not maintained. On mast Road Extension, the sidewalks are consistently interrupted, it is all overgrown with trees and bushes, you can walk maybe half way down with no interruption and then you have to skip out into the street, and then back to the sidewalk, and then back out on the street again. I hate to see children have to do this. If you're walking up towards garrison from Mast Road Extension, that's fine...If you're walking from Mast Road Extension down towards Store 24, sidewalks there are uneven, they're crumbling, and you have to watch your step. In the winter, and this is not a crack at the city – I understand they have all they can do to plow and maintain roads – but Mast Road Extension is rife with potholes, it is ice covered and snow covered from the first storm until spring, so not only do you have to walk on the street, but you have to dodge cars who are skidding and sliding on that road. I have not had a lot of experience walking in the winter because, generally those sidewalks are covered with snow. They don't get to them and probably they can't because they have to take care of the more critical areas in the city. So, I have a tremendous amount of sympathy; I appreciate all the input that the citizens in Ward 4 have sent me and I do understand what the problem is and I totally sympathize with you. I think the problem we have at this particular point is definitely financial. We're looking for ways to save money so that we don't impact the tax rate any more than it is. I'm not sure this is the way to do it, but I think that's the underlying reason for it. If we can save ourselves a bus, how much money do we actually save?" Dr. O'Connor stated the savings would be approximately \$35,000. Ms. Hooper continued, "So we're talking \$35,000 we save if we cut a bus. My question to the Superintendent would be, if we have a bus running already, is there enough room on that bus to take care of students who would normally be on a second bus? Would there be enough room? Because I know now the buses run completely, solidly, filled." Dr. O'Connor stated he would have to look at the ridership happens to be on the six to eight buses...servicing Garrison School. "We would have to see what that ridership would be."



**DOVER SCHOOL
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DOVER SCHOOL BOARD – MINUTES

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Ms. Hooper noted that might be the way to solve the problem, “seeing whether or not you have space on different buses that you could accommodate these people. As far as the daycare centers are concerned, I think it’s an economic fact that you really need to have a two-parent working family to survive nowadays in this economy. So, I certainly sympathize with the parents who need to drop their children off early and pick them up. Maybe if we can’t get another bus, at least we could accommodate the children that have that problem. I’m not sure what the answer is because, again, we’re in a serious economic problem in this city. I’m sure if you’ve been reading the paper, following the Council and the School Board, you are aware of that. But I do totally sympathize with you because I live right in the middle of where you are and I deal with it every day.”

Doris Grady spoke. “Dr. O’Connor, we have a list of 32 names and what I’m having difficulty with, are these all...from the daycare center, or are they just solicited...” Dr. O’Connor asked the daycare providers in the audience if this was the case and the response given was that the signatures were from all along the road. Ms. Grady continued, “The problem I’m having here is, I’m noticing, for instance, Glenwood Ave. Does that mean that that student is going to Garrison because of daycare or are they being bused to Woodman? Dr. O’Connor stated that the answer was “yes,” they would be going to Garrison. Ms. Grady reiterated, “They’re going to Garrison even if they live at Glenwood, which would normally be a Horne Street student?” Dr. O’Connor agreed – “They are going to Garrison, correct.” Ms. Grady continued, “I’m just thinking in terms of your asking us for a new staff member at Garrison because of an excess of students. I noticed Atkinson Street. That would be Woodman Park, I believe. Summer Street would be Woodman park. Hampshire Circle would be Woodman Park. But yet we’re being responsible to bus them to – and I think in that policy that we have – if they have a daycare, and the student is eligible to ride within that district. If you LIVE in that district, they will pick you up. Otherwise, they won’t. So, if we do this, I think you have to look at every daycare in the city and grant them that same opportunity. I looked at the addresses and I wasn’t sure which school they were assigned to.”

Dr. O’Connor stated, “There are two issues I think you bring up. The first is, I believe other daycares that we do provide busing to who live beyond that mile, mile and a half, whatever it happens to be. Those students, if they do not live within that district of the school, generally are enrolled in that school. So, we do provide transportation to other daycares for students who may not reside in that particular zone around that particular school.” Ms. Grady noted, “I say to you, ‘not true.’ It is for some and not for others. I can’t get into it because it becomes a conflict but it makes a difference where you are.”

Dr. O’Connor added, “We did a review of all three of our elementary schools on out of district enrollments.” Ms. Grady interrupted, “But my question is, you’re asking for an additional teacher at Garrison and those students don’t belong at Garrison and they belong somewhere else, it’s also costing us as taxpayers.” Dr. O’Connor continued, “That’s what I’m trying to respond to. We did a review based on our request for a new kindergarten teacher last month. I sat down with the three elementary principals and they came in with a list of students, by grade level, for out of district. Yes, we have approximately a dozen students at garrison who are out of district. But we also have approximately a dozen students who are out of district at Woodman Park, and we



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
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have pretty much the same number; it was pretty consistent in all three schools. Because, working parents make arrangements for, although they live in Garrison, they make arrangements for someone in Horne Street to provide childcare or babysitting, that child has enrolled at Horne Street. If we were to say, 'no out of district – everybody goes back to their own school' I don't think our numbers would change a lot in any of the schools."

Ms. Grady stated, "But I believe what policy is, what we have a written policy on, is that if there is room in another school and the parent determines that's where they're going to place their child, they are responsible for driving the child to school and picking up after school. I think that is a School Board policy. So I think we're going to have to look at the busing policy the riding policy, and also the placement policy." Dr. O'Connor agreed, "That's your choice. I'm not certain that you do..." Ms. Grady stated, "If we write policy (I guess I'm going to be Bill Gillis)...if there was a policy, the policy is what he followed and was willing to say no. No. I'm not at this point willing to say no, but I think it needs an investigation over and above what we've done. How it affects our numbers." Dr. O'Connor reiterated, "And again, I don't believe it has a drastic effect on our numbers. That if we said, no out of district in any of our three elementary schools, we shift kids out of Garrison back to Horne and Woodman Park, and we would also shift from Woodman park students back to Horne and to Garrison. I do not believe our numbers would change dramatically."

Ms. Fisher noted, "Our whole numbers may not change, but it may be that our classroom size would change – that we wouldn't need additional teachers." Dr. O'Connor stated, "That what I'm saying. Our numbers would not change, they would not impact where we might need or not need teachers." Ms. Fisher added, "You think the same amount of second graders from one and second graders from..." Dr. O'Connor stated, "It's pretty comparable. When we looked at the numbers, we said, 'Geeze, it doesn't make sense' and the truth of the matter is, if you think about the predicament that we're in with working parents, we do have people who live in Woodman Park who are sending their child to a daycare center in the Garrison district. There aren't a lot of options. They're sending their child there because they have to be at work at a certain time. They can't be home to get their child on a bus and they couldn't make other arrangements. How would we get that child back to Woodman park? It makes sense for us to have that child enrolled in Garrison. The same holds true for Garrison families who opt to attend Woodman park or Horne Street School, and we do have parents who have opted for those schools."

Ms. Grady noted, "Then we need to rewrite those policies – three of them."

Britt Ulinski Schuman stated, "I guess I'm concerned that we have kids walking to Horne Street and Woodman right now that are in that mile range. I'm concerned that we're going to start getting waivers in for them once they see that we give out waivers for these other folks. I know I see the kids walking by my house all the time going to Woodman, and the sidewalks get plowed but, when you have ice storms and whatnot, it doesn't really make that plowing helpful at all – it just makes it worse. So, I guess I foresee an influx of waivers if we do go ahead and start granting some of these. Do we have any idea how many kids we have in that borderline mile range at Woodman and Horne Street?" Dr. O'Connor stated that was information he could get



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

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Meeting Time: **7:00 pm**

for the Board but he did not know the numbers. Miss Ulinski Schuman continued, “I’m concerned that we’re going to have an increased demand for busing. Any parent is going to have the same concerns as these parents – kids walking from Woodman Park have to cross Silver Street, a pretty busy street and you have a pretty busy intersection right by the school at Arch Street. I’m just concerned about setting precedence with this and how that will impact all the other schools.”

Carolyn Mebert asked if the District would hire crossing guards to handle the increase in foot traffic. Dr. O’Connor stated, “No, that was not planned but if that’s something you want us to explore, we certainly would consider that.” Dr. Mebert added, “Well, it seems like a reasonable request – we’re going to have these kids at busy intersections and in places where there’s a lot of traffic. Another issue is that, if public service gave us information about how safe these roads are now, because of the sidewalks that have been put in, in the summer they’re probably safe, relatively speaking, but I would like to know what these sidewalks are like in the winter. I’ve heard a lot of complaints from people all around the city actually, talking about how bad the sidewalks are; that the City does not take care of sidewalks, and especially on hilly places. It wouldn’t be good to be asking our kids to walk with, now, some of the parents have told us about 30 pound backpacks...that makes it even more dangerous. I’d kind of like to wait until next year so we have a chance to look at what these roads and sidewalks are like in the winter and see if, indeed, the Public Works Department is telling us the truth about the safety of them.”

Ms. Hooper stated, “I can assure you about the snow and ice -it’s there- because I can’t walk in the winter. I think Britt brought up a very valid point about other schools wanting the same kind of consideration. The difference I see is the fact that Back River Road has become such a fast and major artery between Dover and cutting across the toll area. I think that’s really what it is. I think Silver Street is busy, but nowhere near as busy as Back River Road. I don’t know about the sidewalk maintenance but I do know the car thing at the Store 24, I can’t make it before the lights change. I don’t know how the kids make it...there’s just no way you can get across there before that light changes. I see that as a really critical piece of this walking to school.”

Beth Setear added, “Two comments – I too sympathize with parents who are concerned that their children are now designated as walkers. Having lived close enough to Horne Street School that I always had walkers, was in the same dilemma that you may face in that the sidewalks weren’t plowed and my children were walking in the snow as well. So, I think it’s not a Garrison issue. It is a bugger issue around all of the elementary schools, and the middle school and the high school...about how timely the sidewalks can be plowed and not that the city isn’t trying! But I think it’s a dilemma in all three buildings, particularly for little kids. And the second thing, I just want to make people aware, I think Britt, you alluded to it –Children at Horne Street School have to cross Central Avenue which is just as bad as back River. My concern is, if we allow waivers now, then you’re going then to have to allow another waiver because no matter where you waiver, there is the person in the next house over who isn’t eligible for that service. We did that with redistricting...that you live in one house you go to Horne Street, you live in the next house over and you’re in Woodman Park. We’ll have that dilemma no matter where we do that, because no matter where you draw the line, the person next store to you could be the person that gets it or doesn’t get it or goes to a different school. So, I have a concern about allowing



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

waivers in this instance where, like Britt said, I think we'll see them coming from Horne Street families and from Woodman Park families as well."

Doris Grady noted, "In the past, we've also, during the winter, when we notice and find out that travel is absolutely not suitable for kids, added a winter bus and then take it off in the spring...we've done that before. That may be an alternative."

Dr. O'Connor asked to address the sidewalk issue as he knows it. "I receive a significant number of phone calls from De ember through April, about sidewalks and the canceling of school and so forth. As far as I am aware, the city has two pieces of equipment to deal with snow removal on sidewalks. The number one priority for the city is the downtown area. Second priority are the zones within each of our schools. With two pieces of equipment operating, we cannot get to every single sidewalk in our five school zones that day of a snowstorm. In fact, you've seen the sidewalk plows sometimes three and four days after a snowstorm. I do not factor snow removal on sidewalks in determining whether or not to have school. If we did that, I can tell you, we would be running probably 25 to 30 days of school cancellations because of the sidewalk issue. Minimum equipment – a significant number of sidewalks and roads that need to be worked on – they do the very best that they can given their limitation as well."

Britt Ulinski Schuman asked, "How long has (the distance policy) been in effect from the state?" Dr. O'Connor stated the law was in place for 10 or 15 years..." Ms. Ulinski Schuman added, "Because I think some of this might possible have been walkable and not walkable and walkable again because I know that I lived at one of those addresses and I had to walk to school. I used to walk from Hemlock Circle to Garrison and that looks like one of the ones that changed. So, I guess that's another thing to factor – that kids did use to walk from some of these areas to the school and that, because of improper sidewalks that we considered at the time, we started busing some of those."

Ms. Fisher added, "I agree with Britt in that I think that if we do start doing waivers that we're going to start having a lot more from Horne Street and Woodman Park. I think if we could bus everyone it would be wonderful, but I was wondering like Doris if we could compromise and have a winter bus. I know a couple of years we did it at Horne Street when there was work at Glenwood Ave. and we needed a winter bus because kids couldn't walk on the sidewalk there. So maybe after the first year could be a compromise and just add a winter bus for kids that are walkers this year."

Ms. Lurvey asked, "Do we know how much a crossing guard is? Moneywise? If we have a crossing guard, is it going to offset the cost of the extra bus?" Dr. O'Connor stated his belief a crossing guard would cost significantly less, but noted, "The question is, where would you position? Are you looking at 108 and Back River Road? You certainly could do that. I can't guarantee that the police department would approve that. Remember, 108 is a state road, so there are hurdles that would have to be cleared with the state as well as with our local police department. That doesn't mean we can't ask. Absolutely and I think if the Board chose to do that, we certainly could go through the process of working with a crossing guard. Even if the crossing guard did nothing more than press the button to stop the lights when students walk."



**DOVER SCHOOL
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DOVER SCHOOL BOARD – MINUTES

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Dr. Mebert asked, “So that’s a different situation that at Silver Street and Arch?” Dr. O’Connor stated, “Arch and Silver, I do not believe are state roads. Remember, when we were looking at remedies for the traffic congestion, we had to involve the state. They’re the ones who came up with the recommendations to add the additional lights. You go through three stop lights within a 200 meter area. That was the state that came up with those recommendations. So, we would have to investigate that with both local and State Department of Transportation. But we certainly could undertake that process.”

Audra Lurvey added, “It would seem to me if the traffic on Back River Road is speeding...as a problem, the police department should be involved in really ramping up their monitoring of that space.”

Dr. O’Connor summarized: “I’ve heard four things discussed. One is, is there a possibility of adding a crossing guard? Second was a winter bus. Third was to reinstate the buses for the year and to look at these sidewalks a little more carefully and give everybody notice, and then the Fourth was to follow your policy.

Beth Setear added, “One other idea that came up was to investigate current ridership on the Garrison buses and whether or not reducing the buses by one, whether or not it could still accommodate the students on the fringe.”

Dr. O’Connor noted, “When I heard that discussion, it was Garrison. We’re also talking middle school and high school. We’d have to look at buses going in a variety of different directions whether or not we could accommodate these students.”

Ms. Setear agreed, “So, if that’s a possibility, maybe we could consider that. However, I am concerned that, again, we’ll have the same request from Horne Street and Woodman Park and we would be in a position of having to give them the same consideration.”

Dorothea Hooper moved to conduct a district study of busing to see how it could be rearranged where we might be able to lose a bus here and there and still provide ridership for our children. Ms. Hooper continued, “I am still convinced, watching some of the buses come into schools, that they’re not all full. And, I would like to see somebody make a study to see how many children are actually on each bus and whether or not we can consolidate some of those routes and still accommodate the children.” Dr. O’Connor noted, “We do that routinely. What is the most important factor of any survey that we do is actually who’s riding the bus. On any given day, you could have ten parents say, ‘I’m going to transport you that day,’ when we do a survey. We have buses that are generally full in terms of ‘these students will be on that bus.’ However, when that bus pulls up to school on that first day, half of them are being driven to school by their parents. Yet, we have to save a seat because the third day of school mom says, ‘I’m not going to deal with that traffic any more,’ the kids on the bus. Or, when there’s snow predicted or rain, ‘I’m not going to take you this morning, ride the bus.’ So, we have to be careful when we see a bus with 30 kids and it has a 50 seat capacity, I can tell you that most of the buses, there are 50 students assigned to that bus.” Dorothea Hooper withdrew her motion.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
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Meeting Time: **7:00 pm**

Audra Lurvey summarized, "I think what we've all come up with here is the fact that we've all discussed five options. The bottom line is that we can't make a decision tonight about this."

Ms. Ulinski Schuman agreed. "I would be in favor of doing a one year waiver, researching how well the sidewalks are plowed, working with the police, working with public works, to figure out the best way to provide a safe path for the kids to get to school. But, let it be known that it is just a one year waiver and that, eventually, they will be following the other schools and the rules that they are being held to as far as transportation distances."

Doris Grady asked, "At what cost?" Dr. O'Connor noted, as he stated earlier, the cost of the bus that was eliminated was approximately \$35,000. He added, "We budgeted that money. This would just have been a savings for us. If you pass this motion, we have the money to do that. If would mean if something else came up, we would not have that \$35,000. But, the money is available."

Ms. Setear reiterated, "If we make the motion, I want to make it clear, and make sure that it's in the record, that the reason we're doing that is that these streets have just come off the hazardous street listing and, previous to this, they had been deemed hazardous streets so that students were afforded busing for that reason. If, after a year of investigating this, they are in fact "safe streets" then we are going to move forward and these students become walkers. Because, I think any one of the elementary schools, middle school, or high school, at any time that a street comes off the hazardous list, could say, 'It really isn't safe,' and make the same argument and I think we just need to be fair for all the student sin the district."

Doris Grady added, "Certainly I'm one that wouldn't want anything to happen to any youngster walking to school – that's for sure. However, I think we're a little vague at this point because we're only talking about one school district. And if that's \$35,000 and then we have Woodman and Horne come in with the same kind of requirements, I just think we need a little bit more study on your part...what would happen if the other school districts came in? We're gong to be looking at \$105, 000 rather than \$35,000."

Ms. Setear stated, "Doris, I think that the reason its focused on Garrison is that the majority of streets that came off the hazardous street listing were in that area because of recent upgrades within the last five or so years. So, I don't believe there are lot of streets, either on Horne Street or Woodman Park..." Dr. O'Connor added, "That's what I was just checking on. There are very, very few streets in both Horne Street and Woodman Park that are within that one mile radius of the school, that are considered unsafe. There are maybe two or three."

Ms. Hooper asked, "John, do you have any idea what the city considers an upgrade? What did the city do to upgrade those areas to now make them safe for schools?" Dr. O'Connor responded, "They installed sidewalks – for example, on Bellamy Woods Roads they completed a cross signal; It's mostly been sidewalks, maybe not on that particular street but around the corner where they completed sidewalks...all up and down Garrison Road, there are now sidewalks from one end of Garrison to the other. There are sidewalks on Back River Road, Henry Law Avenue they've added some sidewalks there. Those students on Henry Law who are



DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

a high school and middle school are now walking because they've installed sidewalks at Henry Law. They will continue to be bused to Garrison because they are beyond that one mile radius. So, it's a combination of the route to the school that they may have completed that route with sidewalks, or other types of enhancements...a light here; a crosswalk there."

Ms. Lurvey moved, Carolyn Mebert seconded, to maintain status quo for the year, see what we can find out within the year, and then revisit this at the end of the school year. An oral **VOTE PASSED 6/1 (Grady opposed)**. (Ms. Grady added, "I'd like to preface it with the fact that I think all of the answers have been vague and that we don't have the specifics of the whole city and I think it's needed and that's the reason. It doesn't follow policy and because it doesn't follow policy, that's my only reason for voting no. Not that it needs more study. But if we're here to follow the policies that we write, and the state asks us to write, then I think that's what we should follow. Therefore my vote is no.")

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

- a. **Nonpublic Session#21, July 13, 2009 (Personnel)**
- b. **Regular Session #7, July 13, 2009**
- c. **Workshop #2, July 27, 2009 (Cable Access Request)**

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

E. CONSENT AGENDA

1. **Correspondence:**
 - a. **Amy's Treat letter dated August 1, 2009 – Request for Rental Waiver**
2. **Resignations/Retirements:**
 - a. **Jennifer Beams, Dover Middle School, 5th Grade Teacher**
3. **Leaves of Absence: None**
4. **Nominations:**
 - Sheet 1: Nomination of DALC Executive Director, Deanna Strand**
 - Sheet 2: Nomination Dover High School Dean of Students, James Dupille**
 - Sheet 3: Nomination and Election of Teachers**
 - Sheet 4: Nomination and Election of Aides, Non-union Personnel, and Federal Projects Staff**
 - Sheet 5: Nomination and Election of Coaching Positions**
 - Sheet 6: Nomination and Election of Summer School Paraprofessionals and Teachers**
5. **Extended Travel (Student Trips): None.**



DOVER SCHOOL
DISTRICT

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

Doris Grady moved, Audra Lurvey seconded, to remove Item 4, Nominations, from the consent agenda for discussion. An oral **VOTE PASSED 7/0.**

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

Ms. Grady requested clarification on the following items taken from Nominations:

a. Nomination and Election of Teachers – explain why there are two new positions at the high school (social studies and Music) and how that relates to what positions were cut. Dr. O'Connor noted that back in April when course offerings at Dover High School were discussed, the Board went through a waiver process for classes undersubscribed. Part of the discussion was the fact that with new block scheduling, once we look at signups, there may be an opportunity to reduce a teacher in a certain discipline or field – then the Board could take that position and possibly add a new position as a result of signups. Based on signups, a math, biology, and chemistry position were deleted. As a result, there are additional sign ups in social studies and music, so the Superintendent took the already budgeted funds and moved them over to areas in which there is student interest. They are not 'new money' positions. They are a realignment of existing resources.

Ms. Grady commented, "I had a little difficulty adding a music teacher when one of the next papers coming up is going to indicate to us that in math, the high school is a school in need of improvement. Therefore, it would seem to me, before you are adding a position to fill in for the 90 minute periods, we would have been smart to have used any one of those sciences, particularly math, even if that math class was a class...that would help kids pick up on whatever skills they're missing. I also believe or chemistry and sciences are not up that high. Why couldn't we have given an introductory chemistry or biology? I guess my point is I was disappointed in the selection where they're asking for something to help the math, district in need of improvement, and we're putting in social studies and music. And I just wanted it explained so that if anybody's wondering why we're spending money that is one of the reasons."

b. Nomination and Election of Aides – Ms. Grady clarified for the public, "There are 15 Title I tutors added here. It doesn't indicate who they are replacing, so I was wondering why we were adding 15 Title I Tutors, most of them, I believe at Woodman Park. The thing I want to put out is the fact that I believe they're there because of federal money and for the public to understand that these aren't permanent positions...They will last for two years and after that, the money dries out. In looking at that, I know we had to spend it and we were told to help those particular youngsters. But we have small size classes, we have aides in those classes, and now we have 15 tutors and I guess I have to say, we have at least three schools in need of improvement, so I just had difficulty with that."

c. Ms. Grady continued, "Then under nomination and election of coaching positions, I understand that these have to be covered. The 50% intramural boys and girls, is that one that will be in September or will that be winter intramurals?" Dr. O'Connor advised they are 50% for half in the fall and half in the spring, split between two people. Ms. Grady noted, "At this point I



DOVER SCHOOL
DISTRICT

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

understand that fall is here. We have no choice in these. But with the ultimatum that may be coming permanently from the Council, which was a great surprise the other night to many of us, that we could be cut an extra \$250,000 plus our \$99,000 for a total of \$349,000, that if any more coaches come in for the winter or spring, that we hold them up and freeze them until such time as we know where we'll have to make cuts."

d. Ms. Grady ended by stating, "Lastly, I was surprised to see the nomination and election of summer school paraprofessional and teachers coming in August when the classes are all ended. I understand that was in error, not getting it in on time. Maybe you might notify them to get it in before they hire whoever they're hiring. Those were questions I wanted to raise and some information I wanted out there."

Ms. Lurvey noted that coaches are required by contract. Dr. O'Connor agreed.

Ms. Hooper added, "I do want to remind the public that it's 75 to 80% of our budget is in salaries and benefits for staffing and that we are faced with the possibility of having to cut quite a bit of money from our budget and that would be an area that would be the largest numbers we would be dealing with. I do understand (Ms. Grady's) concern about hiring new teachers at this particular time. Although I also understand that we've got to have people to teach the kids that we have that are enrolled in classes. I'm not sure where the answer lies, but I think it's a good thing to keep questioning this as we go along to be sure that we're not overextending ourselves."

Dr. O'Connor noted, "This time next year, based on student signups for course offerings at Dover High School, we could be looking at adding a chemistry or bio or math teacher. But we also could be looking at eliminating a social studies or a music teacher, depending upon what those sign ups happen to be. The schedule will be very fluid. On the Title Tutors, many of these are current tutors who are being renominated this evening. To say that there are 15 new is not correct. There is a total of 15 on here, but somewhere in the vicinity of 10 of them are already on board and have been with us for many years. This is just a renomination of Title Tutors in hers." Ms. Grady stated, "Fine, I'll accept that, but looking at the paper, if we take it home and study it, it's an unknown factor to us until you give us that explanation."

Audra Lurvey moved, Carolyn Mebert seconded, to approve item 4, Nominations, on the consent agenda. An oral **VOTE PASSED 6/1 (Grady opposed)**

M. 1. HAZARDOUS STREET BUSING CHANGES & REQUESTS FOR WAIVERS: See above.

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

- a. Information requested by Rollinsford sent for their research for requesting another district accept its middle and high school students
- b. Sandra Crosson and Paula Glynn will address Title I/ARRA funds during the Regular September meeting
- c. Summer Professional Development Opportunities



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

- d. Enrollments are being watched closely and will be addressed at the August 24th meeting during special session
- e. Jim Amara was invited to address the Board and spoke about the following:
 - There is a critical need for a part time (1/3) teacher for the Construction-Technology Program due to high enrollments
 - There is a pilot program at Dover utilizing the CTC greenhouse, agricultural students, and instructor in cooperation with Slow Food Seacoast USA Time for Lunch Campaign, UNH, and the Office of Sustainability-NH Farm to School Program. The goal is to grow 15 pounds of greens to feed all children in all five schools for one day each week for a six-month trial. If successful, the District will continue serving greens throughout the year.
 - Mr. Amara is seeking permission to investigate two additional programs: a Career Tech Education Student Firefighting Academy for students in grade 11. The goal of the Fire Fighter Program is to complete the necessary requirements for their Firefighting I as well as their EMT certificate. Fire Fighting I has 6 community college credits that can be applied towards a certificate or associate degree program in firefighting. Berlin and Dover are only the two Districts selected by the DOE for this program. He also requested permission to further explore, a landscape/hardscape program in partnership with UNH Thompson School of Applied Science.
 - Board members are invited to tour the Equine Program and facilities at a date to-be-determined this fall.
 - The Department of Education has contacted the Shipyard regarding the welding program and are beginning to talk about the possibility of bringing this back to the district.

Ms. Hooper commented she is particularly interested in the greenhouse program because it goes right along with the dining committee on which she sits.

Ms. Grady asked, "Is there a cost (to the student) for that firefighting program for an EMT?" Mr. Amara stated there would be no cost to the student. Ms. Grady noted, "If we get that, they're a lucky bunch of youngsters because I know, to take that course, it's a \$600 cost and it doesn't give you six community college credits. Our kids have an opportunity to get that at no cost, that's a pretty big deal for them."

Audra Lurvey asked, "Is there a licensing thing with that? I know electricians have to pass the state electrical exam. How does that work? Do the students pay for that? Or they pay an annual fee?" Mr. Amara read from RSA -276-A:25 that states, "Identification Card: A youth employed in support of firefighting shall carry an identification card, signifying completion of training with at least 70% in practical and academic testing, and signed by the chief authority within the fire organization."

The Superintendent noted he was looking for a vote on the 1/3 teacher for the Construction-Technology Program tonight. He stated it could cost up to \$25,000, however, it may not cost anything once the district is done looking at the alignment of staff at Dover High School. If the vote was taken this evening, it would be anticipating that it could cost upwards of \$25,000."



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

Doris Grady added, "In the past, you started building trade you would have probably 30 students in the class, and when it came to building trades II, we were lucky if we had 6. If this is an instance where we have the kids coming and they're being successful, and we're putting projects out into the community, at least it will be something we've been crying for a long, long time."

Audra Lurvey moved, Carolyn Mebert seconded, to approve a 1/3 part time teacher for Construction Technology at CTC.

Ms. Ulinski Schuman asked, "Could you explain how we would 'maybe' be spending money or maybe not be spending money again?" Dr. O'Connor responded, "earlier the discussion Ms. Grady raised regarding the social studies and music teacher, and the loss of a math, chemistry, bio – that was three positions that were eliminated. We've hired two. There may be some money still left over from that third position. Ms. Migneault isn't here. I can't say for certain that we haven't already used that...so therefore, anticipate \$25,000."

Dorothea Hooper added, "As much as I'm in favor of this and as much as I have supported the CTC...it's increasingly hard for me to vote for almost any expenditure at this point, knowing that we may have to come up with a great many cuts in our budget. I wish you could assure me a little bit stronger that we actually have the money there and that it won't be an additional expense of \$35,000." Chairperson Fisher asked if the Superintendent would know by the August 24th workshop whether the money was available. Dr. O'Connor stated he would know by then. Ms. Fisher asked to postpone the vote and have a special meeting at the workshop to vote on it. Dr. O'Connor stated the Board could review all enrollments at that time if they wished.

Audra Lurvey withdrew her original motion from the floor. Audra Lurvey moved, Carolyn Mebert seconded, to table this item until Special Session on August 24, 2009. An oral **VOTE PASSED 7/0.**

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

Audra Lurvey moved, Carolyn Mebert seconded, to suspend the rules to bring item N.4., UNICCO – Year End Custodial, Grounds, and Maintenance Summary forward in the agenda. An oral **VOTE PASSED 7/0.**

N.4. UNICCO – YEAR END CUSTODIAL, GROUNDS, & MAINTENANCE SUMMARY: Ms. Verville introduced UNICCO staff present for the presentation: Tim Knowles, Ed Obertautsch, and Bob Kennedy. Mr. Knowles provided information on UNICCO's annual review after the completion of the first year of their contract: He provided a breakdown of personnel and their places of residence as well as quarterly staff turnover figures. As a sample of the investment UNICCO has in partnership with Dover Public Schools, Mr. Knowles provided a synopsis of the events during the December 11 & 12, 2008 ice storm during which all maintenance staff worked "24/7" demonstrating UNICCO's level of "ownership."



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

Mr. Knowles then presented the systematic grounds approach taken by the staff. A schedule was developed for each season, as well as all year in general, to maintain the fields well and to protect the investments made in these facilities. He also provided a summary of the major projects underway and/or completed, minor projects funded mostly through UGL-UNICCO's operation budget, and projects pending/waiting approval.

Work Order loads, by location, were provided as well as maintenance labor hours spent at each location over the year. A list of completed work orders was provided for corrective maintenance and preventive maintenance items. Investments in new equipment, inspection reports, and a pictorial presentation of what staff works on every day were also presented.

Upon completion of the presentation, Ms. Hooper stated, "Voting yes to bring in UNICCO is a vote I've never regret. I go into the schools. I see they're cleaner. I think they are better maintained. None of the scare stories that people came up with prior to hiring you came true. The student's relationship with custodians is good. I find them exceedingly well put together and courteous when I deal with them in a school. So, I'm very happy, with what I see."

Ms. Fisher stated, "I think this is the first year since I've been on the Board for twelve years that I haven't gotten one complaint about the cleanliness of the buildings. So thank you, everyone is saying they're in good shape!"

Dr. O'Connor stated, "Very legitimate praise should be heaped upon UNICCO and its representatives here in the Dover School District. From my vantage point, and I know our Business Manager would agree, we are not dealing with issues that we've had to deal with in the past; the level of professionalism actually exceeded what I thought we would be purchasing when we brought UNICCO in here. They've done an outstanding job, and there has been no task that we have asked them to do where we've had to negotiate or order. It has been a very positive, professional relationship and they've done an outstanding job."

Ms. Grady added, "The thing that I liked the best was the fact that it released so much time for both Ms. Verville and Dr. O'Connor, where they were tied up evenings, days, weekends, with some very difficult situations. This way, they've had more time to spend on education and the educational values in the City."

G. STUDENT REPRESENTATIVE REPORT: None.

H. COMMITTEE REPORTS: None.

I. POLICY CHANGES – PROPOSALS: None.

J. POLICY ADOPTIONS:

1. NEW POLICY FOR DETERMINING SPECIFIC LEARNING DISABILITY: Ms. Fisher read the policy into the record.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

DETERMINING SPECIFIC LEARNING DISABILITY

In making determinations regarding whether a student has a specific learning disability under state and federal special education rules, the Dover School District shall use the “pattern of strengths and weaknesses” model, as set forth in state regulation Ed 1107.01(a) and in federal regulation 34 C.F.R. § 300.309, and shall evaluate for specific learning disabilities in a manner consistent with the procedures and standards included in the attached LD eligibility checklist, dated October 26, 2008, reflecting requirements set forth in NH Ed 1107.01 and .02 and 34 C.F.R. § 300.301 to .311 (as applicable).

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

2. JOB DESCRIPTION: FACILITIES COORDINATOR: Ms. Fisher read the job description into the record.

Job Title: Facilities Coordinator
Department: Facilities
Reports To: Business Administrator
Prepared Date: 6/10/09

Summary:

District-wide position that serves as a liaison between the SAU Administration and the Maintenance Contractor. This is a non-union, twelve (12) month contract position.

Essential Duties and Responsibilities:

Essential duties and responsibilities include the following. Other duties may be assigned.

- Responsible for the rental, tracking, coordination and record keeping related to the rentals of all district facilities. Maintain a Facilities calendar and copy each building administrator.
- Billing invoicing and collection for facility rentals.
- Monitor the school district’s building automation system and schedule system operations according to building usage.
- Facilitates use of Dover Middle School as a Point of Distribution when regional crisis occurs.
- Crisis Management coordinator for school district. Must be trained in ICS 100 (Incident Command) per state standards.
- Updates emergency plans as needed.
- Coordinates distribution of keys for the school district.
- Asbestos coordinator for the school district.
- Manage facilities direct pays and purchase orders.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

- Prepares and maintains a variety of records and reports related to assigned tasks.
- Organizes and documents district needs including investigating and correcting facility phone issues.
- Organizes and maintains all construction files.
- Attends classes to keep abreast of changes in job duties.
- Serves as a liaison with community agencies, including police, fire, and public health.
- Coordinates disposal of hazardous waste and old furniture.
- Assists with District inventory control to include, but not limited to, furnishings, photo copiers, and telephone equipment.
- Performs other duties as assigned by Superintendent or designee.

Supervisory Responsibilities:

There are no supervisory responsibilities associated with this position.

Competencies:

To perform the job successfully, an individual should demonstrate the following competencies:

- Ability to represent the district on inter-agency and community-wide committees.
- Strong organizational and coordination skills.
- Strong communication and interpersonal skills.
- Must be able to work with both school administrators, professional and auxiliary staff as well as general public.
- Ability to problem solve and organize solutions for administrative review.
- Strong work ethic and flexibility to adapt to additional responsibilities.

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience:

This position requires a minimum of an Associate's Degree.

Technology Skills:

To perform this job successfully, an individual should have the ability to use computer software programs (i.e. excel, word)

Certificates, Licenses, Registrations:

Must possess a valid driver's license.

Physical Demands:



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet to moderate.

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 #10-B in the amount of \$2,200,647.49. A roll call **VOTE PASSED 7/0**.

L. RESOLUTIONS: None.

M. OLD BUSINESS:

1. HAZARDOUS STREET BUSING CHANGES & REQUESTS FOR WAIVERS: See above.

N. NEW BUSINESS:

1. NH MUNICIPAL ASSOCIATION REQUEST FOR FUNDS FOR RETIREMENT MANDATE LITIGATION & PROPOSED LETTER OF PROTEST:

Dr. O'Connor presented a letter from the New Hampshire Local Government Center, in cooperation with New Hampshire School Boards Association requesting the District contribute towards a litigation fund to oppose the State's reduction in the share of employers' retirement contributions for Group I teachers and Group II police and firefighters. (Starting July 1, 2009 state contribution drops from 35% to 30% and then to 25% on July 1, 2010). Local governments argue that this is in violation of article 28-a of the New Hampshire Constitution Article 29-a. [Mandated Programs.]: "The state shall not mandate or assign any new, expanded, or modified programs or responsibilities to any political subdivision in such a way as to necessitate additional local expenditures by the political subdivision unless such programs or responsibilities



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

are fully funded by the state or unless such programs or responsibilities are approved for funding by a vote of the local legislative body of the political subdivision. *November 28, 1984.*”

Additionally, Dr. O'Connor asked the Board to approve a sample “Paid Under Protest” letter for inclusion with checks or in a separate letter if payment to NH Retirement is made electronically.

Dorothea Hooper moved, Carolyn Mebert seconded, to approve request for \$4,261.26 to be paid toward a legal fund for litigation by local area governments against the State of New Hampshire and for the use of the proposed letter of protest to oppose the reduction of the state’s share of employers’ retirement contributions. A roll call **VOTE PASSED 7/0.**

2. HOUSE RESOLUTION 7 IN SUPPORT OF TEEN DATING VIOLENCE EDUCATION: Dr. O'Connor shared the House Concurrent Resolution 7 in support of teen dating violence education passed by the New Hampshire State Senate on May 13, 2009. The resolution encourages the New Hampshire Department of Education to work with local school districts to devise and implement teen dating violence education policies.

3. NECAP TEST CULTURE – DOVER HIGH SCHOOL PROPOSAL: Dr. O'Connor provided background information and then introduced Mike McKenney, Dover High School Dean, to answer any questions the Board might have on the proposal submitted by Principal Migneault.

Dover High School remains a school in need of improvement (mathematics) for the 2009-2010 school year. Additionally, too many students fail to take the NECAP tests seriously, instead choosing to doodle and/or write irrelevant statements throughout the essay portion of the test. As a result, the administration and faculty are proposing the following steps and consequences to educate students and parents about the significance of and to prepare teachers and students for the administration of the NECAP tests.

NECAP PROPOSAL

I. Test Prep

- Pre-test with NECAP released items (freshmen & sophomores in Math & English classes)
- All teachers provide opportunities for students to familiarize themselves with testing procedures by:
 - a) using appropriate vocabulary terminology
 - b) responding “within the box”
 - c) designing test questions similar to the NECAP format of multiple choice

II. Test Administration

- No iPods or other electronic devices during test administration even if finished with the test
- Group students with a current teacher of juniors



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

- Administer test in a classroom setting
- Possible delayed opening for all students but juniors (incurs transportation costs)
- Active proctoring – share expectations with teachers

III. Miscellaneous

NECAP test results appear on student transcript

- NECAP test results are included as criteria for admission into CTC programs
- Incentives will be provided, such as:
 1. IPOD giveaway raffle (with possible community donations) each day if students try on the test for at least one hour (teachers determine and collect tickets).
 2. No June assessment in that particular discipline (i.e. English or Math) if student earns proficient or proficient w/distinction (score of 3 or 4)
 3. Provide power bar or other food choice and bottled water to each student each day
 4. Prom ticket giveaway raffle (3) for junior year and/or parking pass raffle (3) for senior year if student scores proficient or above (3 or 4) in three tested areas (reading, mathematics, writing)
- Coaches and club advisors will meet with their respective students to express the significance of the NECAP tests
- Letter mailed home to parents expressing significance of the test and preparation strategies
- English, Math, and Science placement in senior year may be determined by NECAP performance

IV. Loss of Privileges

- Parking privilege
- Athletic eligibility
- Modified schedule

Dr O'Connor stated, "We are a District in Need of Improvement (DINI). We have schools that are in need of improvement. Those designations are made through the state NECAP test. A test that all of our students in grades 3 through 8 and grade 11 take. One of the things that we've noticed in the past is that both in the middle school and to a greater extent at the high school, we appear to have a number of students who just are not vested in taking the test. As a result of their lack of interest, lack of motivation, scores have generally been much lower at the middle and high schools than I think they should be. I don't think they accurately reflect what we do on a day-to-day basis. As a result of my brief investigation into this, I've asked the administrators to come up and put together a plan on how we are going to address our state test. You have before you the high school plan primarily because it does impose some sanctions on students who do not fully invest in taking and participating in the testing program. Remember, you already have a policy in place regarding athletic and after school activity participation based on grades. This would just be an extension of that." The Superintendent then gave examples from the science NECAP test taken last May. The Dean went through every test and answer key and identified dozens of students who had done everything from drawing designs on the bubble sheets to answering "a" all the way down on the 70 or so questions. In addition, there are open-



DOVER SCHOOL
DISTRICT

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

ended response questions that are also scored. One student, a leader athlete in the district, literally drew a McDonald's menu in each of the boxes. When the student was asked what he was doing, he said he didn't care about the test. Superintendent O'Connor stated that the District **does** care about the test because it is that test that identifies us as a school in need of improvement. Students are not taking the test seriously and we need to look at some of the same sanctions we employ when students fail two or more subjects...take away some of those privileges like athletics and parking. Dr. O'Connor ended by saying, "We are asking for your support tonight. Ms. Migneault is not here but Mr. McKenney is if you have a specific question you want to ask him."

Dorothea Hooper asked, "This is an age-old problem. It's not just Dover, it's not just New Hampshire...I'm not sure what the answer is either, I'm know it's a difficult task to take on. I don't have a problem with all of this. Certainly the NECAP test results appearing on the student transcript is a good idea. That sends a message to higher education. Criteria for admission into CTC, coaches and club advisors meting, letters mailed home to the parents...I don't even have a real problem with losing parking or athletic eligibility. I'm not sure what modified schedule means, but the part of this I really do not like is the iPod give away raffle, the power bar food choice, prom ticket give away...to me that takes away from the seriousness of the testing. I think we're not getting the message across to kids if we have to bribe them to do a good job on this test. We need to be doing a better job of explaining to them why it is so important."

Ms. Hooper asked Mr. McKenney to explain what 'modified scheduling' meant. While he was coming to the podium, Dr. O'Connor noted, "Ms. Migneault consulted with many, many school districts across the state and I can tell you, there are school districts that offer rewards to students. These types of rewards, and others, some that are even much more significant that a single iPod that we would provide for one lucky eleventh grade student...I know in our elementary schools, we provide snacks...and other types of things. So, we are doing things like that already. We just have not done this on a systematic basis at the high school."

Mr. McKenney explained, "A modified schedule would be for those kids who are possibly trying their best but really struggling to get to those levels 3 and 4. Maybe looking at some Novanet, a new program we're using to reinforce skills and re-teach skills to kids and maybe adjust their schedule accordingly so we can get them up to those proficient levels."

Dr. O'Connor reiterated, "We are not talking about students who do not perform well on the test. These are students who deliberately blow off the test. That's what we're looking at. The report from Ms. Elliot when she was here, I was staggered by the number of students who are, literally, finishing the test in five minutes. This is a two hour test."

Ms. Hooper continued, "I would think losing my parking privileges and my athletic eligibility would be motive enough to do a fairly decent job, rather than the iPod and snacks."

Doris Grady stated, "I've been made to believe through the NHEA that students like to come to school. In my opinion, this would drive them all away...The focus here seems to be on one test. You can have good students who won't pass it. But you have to back and remember what we've



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

been told, year after year, as to why our kids have been making us as schools in need of improvement. It's always been the scores of our special education students are lower and that pulls our score down. We've heard that time and time and time again. I'm reading this and I guess that's not what it is. The focus here seems to be on the failure of the student and not the system and the professional teaching process. Why are we, at grade eleven, for ten years we're monitoring these kids, and we hire staff to deliver a product with a single staff cost of about \$500,000 for one student getting to that point, and they're not making it, and might we ask why? The responsibility here in my mind is switched from the staff to the student. And I'm referring from kindergarten through grade eleven. We have warnings all along. We've got some failures in elementary, we've got some failures in middle school, and now we have it at the high school. And then we're saying to these kids, 'if you waste your time...' If we have monitors and proctors in there, they can't take care of that particular student or remove that student from where the test is being taken and put them in a quiet place? We have several students, who even though they may be acting normally in class, need extra time on a test, and that's been verified by psychologists, who need to be in a quiet place to take that test and they can't sit right there with a lot of action going on.

Ms. Grady added, "Yes, they are doodling. I'd like to show you where I've doodled all week long because I can't sit still. I have to doodle like that. So if I were taking that test, I guess you'd take sports away from me, I guess you'd take my parking space away from me, I'd bet you'd tell me in my senior year 'you can't take this and you can't take that because you didn't do well on that test'. But, I've been here ten years. Why didn't you tell me that ten years ago? I have to tell you, this by far has bothered me more than anything in my fourteen years that I've been here... I know Dr. O'Connor said, 'we already have in place that we eliminate sports if a student is not passing those courses.' One test...what if a kid's passing all of their tests and they're not doing well on this one? You're going to take sports away from him? You're going to take parking away from him? We don't do that to adults here. Not in my opinion. I guess you can understand how I have felt about it. We've spent all kinds of money on staff development. In the past five years, I guess I haven't seen that major improvement in our results...It seems to me that our staff development has to go in a different direction. If we're not making it with all new programs, go back and find out why we aren't succeeding at what we're doing. We've had all kinds of reading interventions and some of our schools are not passing it there. I just have a major problem with it. It takes us eleven years to determine that a kid can't sit and take a test? So, I'm not voting for it tonight. It's been one of the worst things that I've seen since I've been here. I think we need to focus on why we not making it as an educational system until they're in the eleventh grade."

Dr. Mebert stated, "I have to agree with some of what Ms. Grady said. This is just a high school proposal...I had a couple of questions. You said there were a large number of students?" Dr. O'Connor stated there were at least 20 that the Dean identified. "Not students who failed the test, i.e.: basic or needs improvement. These are students who took the answer sheet and drew a Christmas tree design on it." Dr. Mebert added, "I understand that, we have the same kind of issue with the student behavior survey...We have to have a certain percentage of our students taking the test in order for the state to say that we've made the right...I mean one of the questions that is raised here is the students want to know why this is so important. I think we could all kind of ask that question too. Why is this test so important? The test is important



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

because of No Child Left behind, which a lot of people have questions on to begin with. So, we can go down another whole road on that one. But, we have to have 90-something percent of our kids taking the test. If we've got all these kids who are screwing around with the answer sheets, are we making the 90-something percent?" Dr. O'Connor stated those students were counted as test-takers. He added, "As long as they have that answer sheet and the test booklet handed in, if they have their name on it, that's all they need. Not a certain percentage of questions."

Dr. Mebert stated, "We had an issue last year with a student who did not complete the test. He did maybe five or six questions and that was not counted. These guys are counted even though they did not..." Dr. O'Connor clarified, "That student WAS counted and as a result, we did not make the 97% cut off. There were three students, one came for one day and put his name on the test and didn't do anything else. That student counted and we were below the level. There were other kids who didn't take the test."

Dr. Mebert continued, "So if these went to the state..." Dr. O'Connor interjected, "These scores come back as low level, for an eleventh grader, a 1100."

Dorothea Hooper added, "I think from what Ms. Grady said, I think she was addressing students who could not do the work. I think your issue is students who can, very likely, do the work, but are just hacking around with the test." Dr. O'Connor stated that was correct. Ms. Hooper continued, "To my mind, that's a punitive thing, not a reward thing, and I would think that some of these things you have on here such as putting results on a transcript, 'Here it is for the world to see... You want to hack around? It's here for your college enrollment.' It seems to me that would be more effective, that and, I like the letter home to the parents. If the parents understand the significance of this, and why that test is given, they may impress it upon their little ones not to be so foolish with it. Again, I have to say, I just don't like the raffle, the iPod."

Beth Setear asked, "This proposal is specifically for the high school. It's for the eleventh graders. So, when is the test administered?" Dr. O'Connor stated, "The eleventh grade undergo two tests. One in the fall which is the language arts and writing, and then again in the spring, right now it's the science test." Ms. Setear continued, "So at the beginning of the eleventh grade year and at the end of the eleventh grade year. Or is it at the end of the tenth grade year that they take the science?" Mike McKenney clarified, "Both tests are taken in their eleventh grade year." Ms. Setear then asked, "And how is it you're going to determine whether or not there was effort put into the test?"

Ms. McKenney added, "When we look over the tests, it's very evident of which children are giving effort and which aren't. When you have whole test booklets filled in with pictures of McDonalds French fries, and Burger King, and names written in the block letters, those are kids who really aren't making a good effort... We understand a part of it is a cultural change from our point that we have to take on as a staff. Our first section is, we want our teachers using test prep or practices early on so we start to use the language that they're going to hear on the test. We're going to be asking our teachers to be using released items throughout the year so they are hearing the language. We plan on using the vocabulary that the test uses and have it posted all over the place so the kids know that when you see the word analyze, it means a specific



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

thing. When it says compare and contrast, they're looking for certain things. I think it's important that we do that as a staff and take that on. We face a lot of other issues with the testing. We talked about possibly delayed openings for all students except for juniors. We're unable to place all of our juniors in classrooms due to our space issues so that they're in a good testing atmosphere. A delayed opening would allow us to have smaller groups of juniors with more proctors in there watching, encouraging, moving around. We have kids taking the test in the auditorium right now – hundreds of kids – not a great situation. But, we're making do with what we have. We're trying not to be punitive. The rewards at the back, they're just that – it's something, an incentive for them to shoot for. Parking is a huge thing. Last year we had three kids, they were so psyched. They tried their best, their names got into a lottery, they got free parking for this coming year. There are kids who really put forth a good effort. But, it's very obvious who those kids are who aren't trying, and it represents us. It's a heavy weight on us as a school. We stay in these areas of District or School in Need of Improvement, and sometimes these scores, because they have to count, drag us down... We know we have to change the culture. We're just asking for some support so we can start some things that, hopefully, get the ball rolling."

Ms. Setear added, "I want to make it clear here that what you're trying to say is the students who are not taking the test seriously are causing us to be a District and School in Need of Improvement." Mr. McKenney responded, "I'm not saying that 100% but they certainly are figures that weigh in to the final product." Ms. Setear then asked, "I want to know how many of those students, blowing off the test, really made us a School in Need of Improvement." Dr. O'Connor stated, "We can't give you that information because that data has already gone back in to the testers themselves. We submit the test back to Measured Progress. We do not get a report."

Ms. Setear continued, "But you do know, I'm hoping that Andrea wrote down the list of students who blew off the test...so you can then take that child's name and know whether or not they scored 1, 2, 3, or 4 and whether or not that student is a student who would cause us to be a District or School in Need of Improvement. I think I agree with Doris that we're Schools in Need of Improvement largely because of the special education population." Dr. O'Connor noted that at the high school, free & reduced lunch information is factored in. Ms. Setear added, "So, if it's those students, I think we want to know that, too. I'm thinking putting it on a transcript, if they're serious about school and not about the test, I find that hard to believe. I think kids who are in school and who are serious about school are at least making an attempt to complete the test. So, somebody's blowing it off. I think that's pretty telling as to what their school experience has been, what they're encountering."

Mr. McKenney stated, "I think it's a difficult task to instill in them the importance of the test. Because it's 'hanging in space.' It's this test that they have to take and to convince the cognitive mind of a 16 year old kid that it's important because it affects your school, and these are one of those things you have to do for the good of the community...I don't know. I wish I had the magic wand to make all these kids come into the testing session, put their nose to the grindstone and make it work. But, right now, there's no 'hook.' We're trying to create a 'hook.'



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

Dr. Mebert added, "Getting back to Beth's point, if you know who these kids are, you can look at the rest of their academic performance, their disciplinary record, and things of that sort, and if you've got a package of twenty kids here who are drawing Christmas trees on their test, and those are kids who have had a number of disciplinary infractions... Following that line of reasoning, there's something more to it that makes them come into this test and not take it seriously. Are these college bound kids? Maybe not. And if they're not, what difference does it make if the test score is put on their transcript? Who sees it?"

Mr. McKenney answered, "I don't disagree. We're looking at everything we possibly can look at to try and help and motivate the kids." Dr. Mebert continued, "But this gets back to Doris' point that by eleventh grade it could be too late. And so starting when they come into the high school, instilling in them the importance..." Mr. McKenney interjected, "As you see, we're talking about starting work with our freshmen, with our sophomores, and make it a part of culture that we are talking NECAP's all the time."

Britt Uninski Shuman added, "I guess it goes along with what you were saying, there is no incentive for them to do well. There is no short term incentive to them personally to really try. I can think back to when I was in school we had to take standardized tests, there were kids doing that who were in honors classes. If there's no incentive to them in their 'little world,' they're not going to put the time and effort into it unless it's something that's really going to affect them. I think you probably do have honors doing this, I'm going to guess?" Mr. McKenney responded, "Yes, that's an accurate assumption." Ms. Ulinski Schuman continued, "So I feel that having something in place like this where you're letting them know it's going to be on their transcript, they're going to have incentive to do better because they can't screw off whereas right now they can because there's nothing there to make them not do it. Why waste their time putting effort into this test when it's not going to harm them at all? They're going to be gone from that school in a couple of years. They don't care. They have a very small world that they're really worried about. I think if there are small things that we can do to encourage them to take it more seriously; I don't know if I necessarily agree with the rewards, but I think letting them know that there are consequences if they don't take it seriously... then there's the whole judgment factor as far as kids that just don't test well... but I think this is for blatant misuse of the test by certain kids. I think if there's some way to provide motivation to them, that's a good thing."

Doris Grady commented, "Did I understand you said they took this test in the auditorium?" Mr. McKenney stated that was correct with "upwards to 100 kids plus." Ms. Grady stated, "You're starting block scheduling – 90 minute periods – have you considered working your test within your block scheduling now, that you never had before, where those kids can sit in a quiet classroom. How can you proctor a this test with 100 kids sitting in that auditorium, trying to write on this. Sitting side by side, it's not a quiet classroom. If it were in the classroom for the 90 minutes, the teachers are going to get better results as that test... The comment about putting it on a (transcript), I have to say there are many adults who have argued the importance of NECAP's. To turn around and say we're going to put a NECAP score on a kids (transcript), I think is totally unfair when many of us in education have wondered what the real value of that (test) was. Every year, and that's the way it was explained, they raise the proficiency one, so a child really doesn't have a chance to become totally proficient. The state doesn't allow them to



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

become. There's a lot of mistakes in that particular test. To take it out on kids for things that we as adults don't really...I would think you could actually look at, without even having a delayed opening for the others. If I was in school taking a test, I certainly would be very unhappy if all the other kids were home and in bed. Maybe you just rearrange the kids for that two hours, in a classroom with a teacher and a proctor and see what your results would be in that particular case."

Dr. O'Connor followed up by stating, "I did not intend this proposal to be a referendum on the state and national test. Keep in mind, you currently have a policy that provides sanctions for students who blow off their academic work. If they fail, they don't play. They fail, they don't participate. They fail, they don't drive. So, you have a policy. And in terms of rewards, the school system is rife with rewards. If you sell \$100 at the fundraiser, we're going to provide a limousine lunch for you and five of your closest friends. We provide rewards throughout the entire system. If you're on the football and you sell the little plastic card that gets you the discounts, the top seller earns a \$100 savings bond. We provide incentives all the time..."

Ms. Grady asked, "Answer one question. Why have we waited ten years to come up with a conclusion that we have 20 kids out of 1700 who are not doing the test correctly? We're at fault if we haven't corrected that – with all of the Special Education people we have that we can call on; all the behavioral specialists we can call on, to make sure those kids learn the importance of that test when they start taking it in grade 3. Don't wait till grade 10 to penalize them. That's our fault by not teaching 20 kids how to take that test."

Ms. Fisher added, "When I first read the proposal, the first thing that caught my eye was the possible delayed opening for all students. I think that's very impractical, with additional busing and all the costs, I don't think we should do that. I can understand kids doodling on a test, I'm a doodler, too. But a couple of things I had questions on are test results as criteria for admission to a CTC program. What if you're a fairly decent student but cannot take a test? Would this be a reason why you can't get in the CTC program?" Dr. O'Connor clarified that was not the intent. "This has nothing to do with students who cannot pass the test. We're not talking about students who cannot pass the test for a variety of reasons. We're talking about those students who make a conscious effort not to participate in the test." Ms. Fisher commented, "Maybe we should change the wording of this. It says NECAP test results were included as criteria for admission to the CTC. It doesn't say anything about...I think the wording has to be changed. Test results on a student's transcripts – I believe as Doris does that should not be done because of how this test is administered every year. I can understand if people do not take it or if they just scribble through it, they should be penalized, but I just think some of this wording has to change. A student who tries but is not a good test taker would not be penalized for it and my reading it right now, he or she would be."

Beth Setear said, "I just have one last comment because the entire proposal bothers me and I'm not in favor of it for this reason. If there's a very small number of students who are purposely not taking the test, let's deal with those students. Part of this is an effort to increase test scores, and I think that's a good thing. The test part of it, the test administration piece of it, and making sure kids are in classrooms, that they heard the vocabulary before, that they're familiar with the test



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

format are all good things and we should be focusing on that. But then to turn it around and put the rest of the responsibility on the entire eleventh grade student body for 20 or so kids, I think is a little above board. I think if teachers did their part in test prep and parents did their part in relaying the importance of the test, and staff could identify those kids who are most likely to get through it quickly, and I don't think that would be hard to do if you're walking around monitoring the test while it's being given, and watching what students are putting in their booklets, that you could actually prevent students from fooling around. And if they know they can't fool around, then the rest of this doesn't need to be there – losing you parking privilege, losing your athletic eligibility, modifying your schedule and giving you extra classes is all after the fact. It's after the test has already been given, it's after you've already made a mistake rather than being proactive and trying to tell students how important it is that they do their best. You can do that through the test prep that occurs in the weeks before, and it should occur the whole tenth grade, the year before and the weeks before the actual event itself. I'm really not in favor of the test results appearing on transcripts or for admission into CTC, or even the loss of privileges. I think you deal with the individual students on an individual basis, and we've got that policy in place."

Britt Ulinski Schuman added, "If proctors are seeing the kids do this, then why isn't that happening? I just think there's no incentive there for the students to do as well as they could."

Ms. Setear stated, "Again, we're talking twenty students out of 350."

Ms. Ulinski Schuman noted, "I think that's twenty students who are easily identifiable. There might be other students that are just not putting much effort into it because there is no incentive there."

Ms. Setear added, "But if they're not blatantly not taking the test, I mean you could do a, b, c, d, d, c, b, a, a, b, c, d, d, c, b, a, and, are we going to determine that was blatant or the kid really didn't know what they were doing?"

Dr. O'Connor added, "If they're done in 17 minutes, I would think that was blatant."

Ms. Setear stated, "I think that was the clue." Ms. Schuman then asked, "If they're getting done in just a few minutes, why is nothing being done then? Is there nothing that allows the proctor to do anything about that?" Dr. O'Connor explained, "You have generally a 90 minutes window to complete one of these sub-tests. You'll have some students done in 30-35 minutes who have done an excellent job. You have some students who will take 90 minutes and will score at a low level. There are other kids who take the 90 minutes and score very high as well. It's those students who just in a cavalier manner do what Ms. Setear suggested. They draw patterns, they don't flip the pages in the book, they're not reading the problems, they're filling in the answer blanks."

Ms. Grady noted, "I'd like to see Mike approach the 90 minute schedule. If it takes a little longer than that, the other kids just wait till the tests are over. You have them in a classroom, you have more than one proctor that walks the classroom constantly, then you have control of those kind



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
Meeting Location: City Council Chambers
Meeting Date: **Monday, August 10, 2009**
Meeting Time: **7:00 pm**

of people...Personally, I'd like to see you do it that one year without penalizing to see if you get better results."

Dr. O'Connor made one last statement, "If we take Ms. Grady's statements, then really what we're saying is that this is a teacher issue. They have to do a better job. And I'm saying, I believe it's a student issue - it is not a teacher issue."

Ms. Grady responded, "I didn't say it was totally. Don't put me in that spot. You and I will have an argument here before this is over. What I am saying is we give that test three or five times during a student's time in our system, and we should have taught that in the lower grades, on how to take the test, what you're expected of, and if they get that for ten years, you're not going to be looking in the eleventh year for them not understanding, or their 18 and they're not going to do what you want them to anyway."

Discussion was closed.

4. UNICCO – YEAR END CUSTODIAL, GROUNDS, & MAINTENANCE SUMMARY: See above.

5. RECONCILLATION OF GENERAL FUND EXPENDITURES & REVENUES FOR FYE 2009: Laurie Verville, Business Administrator, provided a copy of the District's Reconciliation as of the close of business on June 30, 2009. The final amount of \$45,494.40 was turned over to the City of Dover's fund balance.

Dorothea Hooper asked Ms. Verville if she know how much money had been returned by the District to the City's General Fund over the past six years. Ms. Verville stated that from 2000 through this year is over \$2.4 million.

Ms. Grady referred to page 13 of the report and stated, "We put in the original budget, \$5,633,137.00 and I notice at the budget balance we were in the hole \$431,900.00. How did we account for that to kind of break even at the end? You had to steal from Peter to pay Paul or something?" Ms. Verville replied, "There were other areas through revenue generation, for example, catastrophic aid came in higher at \$86,000.00; Medicaid, because of the computerized system, we're really bringing in a tighter stream of Medicaid, it's not running in arrears as much for additional funding \$13,000.00. Those things said, our total amount on our revenue budget was short \$255,783.00 but, working on that early on in the year, we made some plans, we made some concessions, conservative spending so that we were able to cover that." Ms. Grady stated, "My reason for asking that there was a concern about your estimated (revenue) in tuition and always having an overage and was a reason to move it by \$200,000 and that's an indication that the tuition estimate is not always correct. You have to make it up, and some of the others that you get a little extra money in." Ms. Verville added, "But I have to say, in our proposed budget for 2009-2010, we periodically receive counts from those sending school districts to get an idea of how many students will be coming in. I think that our tuition revenue budget is a very good budget; it was developed well." Ms. Grady noted, "You have to make that estimate as early as January, (and through to March) you're really not aware of what it's going



DOVER SCHOOL DISTRICT

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting
 Meeting Location: City Council Chambers
 Meeting Date: **Monday, August 10, 2009**
 Meeting Time: **7:00 pm**

to be so somebody could make a judgment, you have too much or too little, you really don't know until the kids come in until September. Maybe the public needs to understand, that when it comes to revenue, you have to make an early estimation for a very late solution to it."

6. POLICY DD – STATE & FEDERAL FUNDING UPDATE: Business Administrator, Laurie Verville reported the Federal Projects total expended funding as of June 30, 2009 was of \$3,027,401.69, with 12% for funds remaining.

7. POLICY DFC – SPECIAL FUNDS UPDATE: Ms. Verville reported the following fund balances, subject to completion of annual audit, for Special Revenue Funds as of June 30, 2009:

- Food Service Fund, \$17,637.65 (Ms. Verville added, "As of 6/30/08, it did run in the black, \$7,941.00 in the food service fund. However, in 2008, we did have to tap into the prior year's fund balances carried over. Revenues were \$1,328,000.00 – Expenditures for the year were \$1, 318,000.00."

Ms. Ulinski Schuman asked, "I was just curious, so don't have to give the food service balance back to the City?" Ms. Verville explained, "No. That's a self-operating fund, treated as a special revenue fund. You get Federal money that comes in, state support that comes in, as well as the receipts. That holds its own fund balance."

- Alternative School Fund, \$119,544.91
- Facilities Fund, (Including Field User Fees, Facilities, Athletics, and Parking Lots) \$114,599.49

8. QUARTERLY SCHOLARSHIP & TRUST FUND UPDATE: Ms. Verville provided a report of expendable and nonexpendable scholarships and trust fund balances as of June 30, 2009, showing a grand total balance of \$427,988.82 held in trust.

9. AWARD BID FOR WRECKER TOWING SERVICES: Ms. Verville requested the Board approve a bid for FY 2009-2010 Towing to the only responder, Cass Towing, LLC, for the amount of \$75.00 per hour and an additional storage fee of \$45.00 per day. This is the same fee as last year. Ms. Hooper asked Ms. Verville approximately how many times per year the service was used. Ms. Verville stated it was around 20 to 30 times for both DMS and DHS lots.

Audra Lurvey moved, Carolyn Mebert seconded, to award the 2009-2010 towing contract to Cass Towing at \$75.00 per hour and \$45.00 per day for storage. A roll call **VOTE PASSED 7/0**.

O. ADJOURNMENT: Doris Grady moved, Carolyn Mebert seconded, to adjourn the meeting at 9:48 P.M. An oral **VOTE PASSED 7/0**.

Respectfully Submitted,
Beth Setear, Secretary
BS/kgb