



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting #4
Meeting Location: City Council Chambers
Meeting Date: **Monday, April 11, 2011**
Meeting Time: **7:00 pm**

Chairperson Carolyn Mebert called a meeting of the Dover School Board to order on Monday, April 11, 2011, at 7:05 p.m. in the City Council Chambers.

A. ROLL CALL: Present were Carolyn Mebert, Beth Setear, Robert McCrory, Doris Grady, Audra Lurvey, Matt Mayberry and Ken Appel.

Also present were; Superintendent Jean Briggs Badger; Business Administrator, Laurie Verville; Woodman Park School Principal Patrick Boodey; DMS Co-Principal Christine Boston, GES Principal Dustin Gray, CAI Director Gary Tirone, Pupil Personnel Services Director, Sandie Crosson, Athletic Director, Peter Wotton, DHS Dean of Instruction Jim Dupille, Title I Director Paula Glynn, members of the DEOP bargaining unit, parents and members of the Dover Ice Hockey team, teachers in the Dover School District, Foster's reporter, and citizen's of Dover.

B. PLEDGE OF ALLEGIANCE: Robert McCrory led the Pledge of Allegiance.

C. CITIZENS' FORUM: Marie Winters, spoke on behalf of the Dover Educational Office Personnel bargaining unit members in support of the master agreement that is on the agenda. Members of this unit have been working without a contract for almost two years. Gabriel Bell, a student at CATA, spoke on behalf of the students who attend CATA. He is requesting that the Dover School District pay a portion of the cost to educate students at CATA. The state pays a certain amount but approximately \$3000 more is required to educate student.

Audra Lurvey moved, Matt Mayberry seconded to suspend the rules and bring L.1 DHS Boys Ice Hockey Recognition. An oral **VOTE PASSED 7/0**.

L. RESOLUTIONS:

1. Recognition: DHS Boys' Ice Hockey

Audra Lurvey read the resolution into record.

Boys' Ice Hockey

Resolution of Recognition

WHEREAS the Dover High School Ice Hockey Team, a group of 28 players, 4 coaches, and 1 manager joined together in late November with high expectations for the season, and

WHEREAS the Dover High School Ice Hockey Team previously won the Division II State Championships during the 1994-1995, 2003-2004, 2004-2005 and 2007-2008 seasons, and



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- WHEREAS the Dover High School Ice Hockey Team finished the regular season in second place with a regular season record of 13 wins and 5 losses, and
- WHEREAS the Dover High School Ice Hockey Team defeated tournament opponents Goffstown and Oyster River and
- WHEREAS the Dover High School Ice Hockey Team was led by seniors Troy Bartlett, Ian Duffy, Brandon Fall, Chad Garland, Eric Groleau, Connor Melnick, Ryan Page, Cameron Rafford, Gordon Roberts, Dylan Stohrer and underclassmen, Adam Bourque, Tyler Briand, Clayton Garland, Matthew Henderson, Riley Leavitt, Liam Lombard, Liam Murphy, Travis Smalley, Tyler Zabkar, Elijah Cobb, Andrew Ibechem, Joseph Johnston, Samuel Kendall, Sean Lombard, Brett Baumgardner, Samuel Bovee, Anthony Nicolella, Alec Parmer, Manager - Hannah Steadman, and Coaches Steve Riker, Mike Young, Zach Cobb and Brian Murphy and
- WHEREAS the Dover Ice Hockey Team demonstrated hard work, perseverance, and character throughout the season and
- WHEREAS the Dover High School Ice Hockey Team, on March 13, 2011 at the Verizon Center in Manchester, New Hampshire, defeated Merrimack High School 5 to 1 in the NHIAA State Championship game, and
- WHEREAS the Dover High School Ice Hockey Team has brought great pride, recognition, enthusiasm, and honor to themselves, to their parents and families, to Dover High School, and to the City of Dover,

NOW, THEREFORE, BE IT RESOLVED that the Dover School Board applauds, honors, and recognizes the many achievements of the Dover High School Ice Hockey Team and their coaches.

Beth Setear moved, Matt Mayberry seconded to suspend the rules and bring N. 2. Update on Dover Growing Readers Program. An oral **VOTE PASSED 7/0.**

N.2. Update – Dover’s Growing Readers Program (Literacy Facilitators)

Paula Glynn, Title I Director introduced Literacy Facilitators Deb Nary, Liz Birnam, and Amanda Isabelle to present an update on the Dover’s Growing Readers Program, a homegrown literacy program. The school district is in the second year of full implementation of the program and would like to present strengths and weaknesses of the program. Ms. Nary gave background on the three part model and stated she would be speaking about tier 1 of the program which is a good core instruction for all students.



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Dover's Growing Readers is the base of our comprehensive literacy program.

Three-part model:

- 1 – Good Core instruction for all students
- 2 - Built-in quality-check for those students that are just missing the mark with the core instruction
- 3- safety net of Intervention for those students who need intensive instruction to bring them up to grade level.

Second year of full implementation –

*teachers are loving the program.

*They believe that what they are doing in their classrooms is more efficient, more effective and they are determined to make DGR work – they have a sense of professional ownership and buy-in that we certainly would not get from any purchased curriculum.

Across the district, k-4 every classroom has a dedicated

Reader's Workshop

Writer's Workshop

Word Study time block.

Within those three common areas, teachers across the district have continuity and consistency within and between classrooms and schools regarding the definitions of these terms. When we talk about Reader's Notebook, Independent Reading and Focus lessons, we all know what those are. Guided Reading is a good example of how in education, terms take on different meanings to different people. Because of the professional development that accompanied DGR, we can confidently say that all teachers in Dover have the same understanding of the variety of terms used to discuss reading acquisition and instruction.

Because of the job-embedded professional development and collegial work that accompanied the creation of DGR, teachers have extensive knowledge of the state standards and understand the depth of knowledge and level of rigor that is expected at each level. As a consequence of this heightened awareness of the standards, teachers are empowered to make autonomous decisions about curriculum and are able to tailor learning opportunities to the students we have in our classrooms.

-This is extremely important to the success of DGR because of the range of diversity across the three elementary schools - teacher empowerment allows teachers to be responsive to student needs to a degree that would not be possible had we adopted a basal program.

Basal = teach to middle

DGR = Teach across the range/differentiate the curriculum based on our intimate knowledge of the standards.

In order to sustain this level of teacher knowledge, passion and professionalism, we have instituted Literacy Facilitators in each school. Extensive research indicates teachers are more apt to be reflective and thoughtful about their instruction when it is on-going and tied directly to what they are attempting in the classroom. Embedded professional development



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provides deeper and longer-lasting effects on our teaching practices and the instructional competence our students are exposed to.

How are we keeping on track of student performance and growth with DGR?

- *reading progress assessment = benchmark assessment.
- individually administered assessment
- gives immediate information about students needs and strengths.

Future Needs

Refine/edit existing DGR lessons

Finish creating lessons that haven't been written

Vertically align curriculum to grade level above and below

Technology –

Big deficit = currently falling short. We should be collecting digital information about our students' reading and writing and putting that information into electronic portfolios, but we don't have the machinery or the manpower to do that right now. Being able to follow-through with digital literacy portfolios would require a large infusion of equipment, people to input the student work and training. Things like LCD projectors, whiteboards, recording equipment, scanners and laptops are no longer luxury items, but are part of our preparing students for their future world.

Ongoing professional Development:

Word Study and refinement of Reading and Writing Workshops

National Common Core Standards coming in the next few years. It is imperative that we analyze these common core standards against the New Hampshire standards that DGR was written from in order to make any adjustments that are merited.

Matching and mirroring the DGR Reading portion to our current writing curriculum

teachers have expressed a desire to format our existing writing curriculum into a tool that looks like the DGR reading curriculum. This will be a huge undertaking, but we anticipate that doing so will be as beneficial for our writing instruction as it has been for reading instruction. This is work that needs to be done outside of the school day and teachers would have to be compensated for their time.

Ms Lurvey asked Ms. Nary if the six traits are being used as part of the writing curriculum. Ms. Nary responded that it is one component of the writing instruction, but the traits, genre and process are all being weaved together to make it a robust curriculum.



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There is a unit plan for the year, monthly plan and focus lessons for each day, which they don't have for writing.

Liz Birnam, Garrison School Literacy Facilitator presented information on Next Steps Learning, also known as Read, Teach and Enrich. This program is a component of DGR as a safety net to make sure that the instruction provided to all students is working. It is targeted instruction for students who are not only meeting the standards, but who are exceeding the standards and need enrichment.

Positive things associated with Next Step Learning include flexibility so that it works for all teachers. There is a built in safety net for struggling students, as well as for those who are exceeding expectations and need a bit more. Students are checked in on before the end of the year to see if they are getting what they need. The program focuses teachers on what their students need to learn. The program can be changed from year to year depending on the group of students. It also assists teachers in identifying gaps, fosters collegial discussions, and brings teachers together to look at and analyze the standards.

Amanda Isabelle, Dover Middle School Literacy Facilitator, discussed Future Needs with respect to Next Step Learning.

Dover Middle School was able to complete 4 cycles of Next Learning last year and this year, they will complete 8 cycles. The program is a success for several reasons. Ms. Isabelle has worked with administration to problem solve time constraints, scheduling issues, who will teach. They have learned that it is important that students involved in the re-teach portion of the program receive the most and best instruction. Lessons have been refined so that the students are really learning the skills that they may have missed the first time. Other instructional resources are needed such as picture books, technology, and other things that are written into the lesson plans.

It is important to continue to revise the common formative assessments so that they are accessing the student's knowledge. They want to mirror the levels of rigor and depth of knowledge of the state tests so that the students are well prepared. They are looking for a district data management system, similar to the one in DGR and a way to access things in shared documents.

Ms Glynn discussed intervention which is also a safety net for struggling learners, but it for students who are significantly below grade level. The core curriculum and Next Step Learning are not enough to meet their needs. This is direct systematic instruction. A leveled literacy program called LLI is used that matches with the current curriculum. Its format is a little more scripted and provides more phonics that what would be offered in the core curriculum. It is a continuing effort to match interventions with students. Through Title I funding, training has occurred for all staff in different interventions. Another benefit of the intervention program is increased communication between interventionists and class room teachers. This can be difficult because of scheduling. Future needs include time to schedule interventions, the ability to mesh services better with the special education department so that all students are eligible in



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all buildings before they are identified as a special education student. Other future needs include more opportunity for communication and professional development and a data management system for easier input.

Ms. Lurvey asked if interventions are phonic heavy. Ms. Glynn responded that the phonics would go at a slower pace. Whole language is not being used.

Audra Lurvey moved, Robert McCrory seconded to suspend the rules and bring N. 1. Approval of Dover Educational Office Personnel Contract. An oral **VOTE PASSED 7/0.**

N. 1. Approval Dover Educational Office Personnel Contract

Ms. Briggs Badger and Ms. Setear discussed the contract and stated that it was a good compromise and very fair. The secretaries have been without a contract for two years. The contract was negotiated in good faith and everyone can be proud of this contract.

Mrs. Grady stated she is having difficulty with some items, as well as this contract, not because she is not in agreement with it, but because of the uncertainty with the budget. The district does not know if there will be reductions by the City Council. She is hesitant to vote for this because we are unsure of the funding.

Ms. Briggs Badger stated that the funding can be found for the added cost of this contract because there were changes in health care choices for two secretaries that would make up the difference.

Mr. McCrory asked for a summary of costs for the life of this contract. Ms. Briggs Badger stated the cost for year 1 and year 2 would be zero, the cost for year 3 would be \$13,539 and the cost for year 4 would be \$17,624 for a total cost of the additions of this contract at \$31,163. There is no COLA for anyone in this contract. It would only include a small stipend for secretaries at the top of the scale. This would equate to under a 2% increase for those at the top of the scale.

Mr. McCrory asked for specifics on how many secretaries would be receiving these stipends. Ms. Briggs Badger stated that there are 28 members in this unit and 13 full year secretaries and 6 school year secretaries are at the top step.

Ms. Briggs Badger added that there are also several language clarifications in this contract.

Mrs. Brady asked if the cost included any increases in holidays and benefits and if the district would be asking for additional money at a later time.

Human Resources Coordinator, Robin LaFleur stated that the \$31,163 figure is the total for the entire contract.

Mr. Mayberry thanked the Bargaining Unit members for their service and for the work that they did to come up with a contract. He appreciates everything they do.



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Matt Mayberry moved, Audra Lurvey seconded, to approve the balance of the consent agenda. A roll call **VOTE PASSED 6/1 (Grady opposed)**.

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

1. SPECIAL SESSION #2, MARCH 7, 2011
2. REGULAR SESSION #3, MARCH 14, 2011
3. NONPUBLIC STUDENT DISCIPLINE SESSION #5, MARCH 16, 2011
4. NONPUBLIC SESSION #6, MARCH 21, 2011
5. NONPUBLIC SESSION #7, MARCH 23, 2011
6. NONPUBLIC WORKSHOP #8, MARCH 28, 2011
7. WORKSHOP SESSION #1, MARCH 28, 2011

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

Doris Grady moved, Audra Lurvey seconded, to remove items 2.a, 3.a., 3.b., 1.a., 4. from the Consent Agenda for discussion and separate vote. An oral **VOTE PASSED 7/0**.

E. CONSENT AGENDA

1. **Correspondence:**
 - a. Request for Job Share Horvath/Friend-Gray, Dover Middle School
 - b. HOSA Club (Health Occupations) Organize Field Day Request
2. **Resignations/Retirements:**
 - a. Nancy Brown, WPS Preschool Teacher
3. **Leaves of Absence:**
 - a. Elizabeth Dubois, Grade K Teacher, Woodman Park
 - b. Leah Weeks, Grade K Teacher, Woodman Park
4. **Nominations:**
 - Sheet 1: Nomination and Election of an Aide (Lupi)
 - Sheet 2: Nomination and Election of Co-Curricular Advisor (Ferrara)
5. **Extended Travel (Student Trips): None**

Mrs. Grady read the following into record, "This evening we have another respected staff member who has made the decision to retire. She has been a member of the staff for 20+ years and devoted as an advocate for children and families in the Pre-School program. Her resignation paper reads as follows, "I want to inform you that I will be retiring this year from the Dover Public Schools. I have enjoyed my 20+ years here and have had the privilege to work with many outstanding individuals." Nancy Brown



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She was a lady of few words in this resignation but not so when talking about the children with whom she worked, as Nancy worked very hard for the most needy children whether that need be a physical one or an academic one. She should be congratulated for this effort on their behalf. Nancy, we, the Dover School Board, wish you well in retirement and want to express our thanks for the many children you have helped.”

Mrs. Grady stated that her concerns with 1.a, 3.a., and 3. b are basically the same. She feels this is a financial situation and there is limited money available. She continued to say that these decisions should be made after the School District knows what they have for money. These requests should be held over until the district has more information. At this point, she would not be able to support these requests.

Dr. Mebert asked Ms. Briggs Badger if there is a cost to the district when a teacher asks for a leave of absence. Ms. Briggs Badger responded that there is no cost and it would actually help to save a position in the event of layoffs.

Mrs. Grady also noted that the job share request was not done in a timely manner, and therefore should be rejected. The deadline for receipt of job share proposals is March 1 and this request was received on March 11. She would like to follow policy because once it was broken, it is broken forever. Ms. Briggs Badger commented that the district would request a non-precedent setting letter from the Dover Teachers’ Union so that this would not have to happen in another instance.

Mr. Mayberry asked if the leave of absence had an effect on seniority. Ms. Briggs Badger responded that a teacher needs to work a minimum of 90 days in order to move up a level in seniority.

Mr. Mayberry made an amendment to his motion on 1.a., seconded by Audra Lurvey to add language stating that pending receipt of a non-precedent setting letter from the DTU, this could be approved.

Mrs. Grady stated that the Board could not vote on this tonight, unless the agreement is made in writing prior to the vote.

Mr. Mayberry responded that the Board would instruct the Superintendent to act on their behalf. If the letter doesn’t come in, the request isn’t granted.

Mr. McCrory asked for clarification on the precedent. Ms. Briggs Badger reiterated the policy in question, stating that the deadline for a job share proposal had passed before the proposal was received. She stated that the Board might want to approve this request, with the letter, because it could save a job for another teacher who may be laid off.

Record Note: DTU President Deb Hackett was in the audience and drafted a non-precedent setting letter on behalf of the DTU that would allow the School Board to approve this request.



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Mr. Mayberry withdrew his motion.

Mrs. Grady asked if it was binging because the Union did not vote on it. Ms. Hackett stated that it would be sufficient and allowed by the DTU.

Mr. Mayberry moved, Audra Lurvey seconded to accept the language proposed by the Union president authorizing one time only non-precedent setting exemption. An oral **VOTE PASSED 6/1 (Grady opposed)**.

Dr. Mebert asked that the letter be formalized with the specifics of the precedent.

Audra Lurvey moved, Matt Mayberry seconded to accept 1.a. (job share). An oral **VOTE PASSED 6/1 (Grady opposed)**.

Audra Lurvey moved, Matt Mayberry seconded to accept 3.a. and 3.b. (Leaves of Absence). An oral **VOTE PASSED 6/1 (Grady opposed)**.

Ms. Lurvey stated that this position has been in the past and wondered why this was being nominated again. Mrs. Grady stated that this is a new advisor position and Mr. Amara must request that it be approved.

Ms. Briggs Badger stated that the position was already in place, but the after school, extra hours position was not a paid position. It was not nominated in the fall when the other co-curricular positions.

Ms. Lurvey asked for clarification on the previous instructor's role in this activity. She had been doing this position more on a volunteer basis, but the substitute instructor is paid much less and therefore, Mr. Amara feels the stipend is deserved.

Dr. Mebert asked if Mrs. Grady wanted to keep the motion that it be nominated for one year only, since all co-curricular positions are nominated on an annual basis anyway.

Mrs. Grady moved, Matt Mayberry seconded that the equine club position be accepted for one year revisited next year. An oral **VOTE PASSED 7/0**.

Audra Lurvey moved, Matt Mayberry seconded to accept 2.a. (retirement). An oral **VOTE PASSED 7/0**.

Audra Lurvey moved, Matt Mayberry seconded to accept the balance of the consent agenda. An oral **VOTE PASSED 7/0**.



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F. SUPERINTENDENT'S REPORT: Ms. Briggs Badger addressed the following items:

The State Assessment AYP Report came out on April 8, 2011. Dover had 2 schools make AYP target in reading this year – Dover Middle School and Horne St. School. Horne St. School also made the AYP target in mathematics. We are on the right track. Congratulations to DMS and to HSS. Mr. Tirone will be presenting a complete detailed analysis of our district NECAP scores and AYP to the Board in May.

Dover High Winter Guard recently won its 6th consecutive gold medal. The girls did such a great job this year and they were such fantastic representatives of Dover! Congratulations on an outstanding performance of "Finding Alice".

At the end of March the DHS Band received an A rating at the NHMEA Large Group Music Festival – the students performed beautifully and the judges' comments were very complementary.

Kindergarten registration went well at the 3 elementary schools and screenings are scheduled for the week of April 25th.

SCHOOL Updates

Dover High School

Recently seventeen outstanding Dover High students were named Granite State Scholars.

Q3 report cards will be issued to students on Friday, April 15th during a homeroom period.

Morgan Chalue represented Dover High School at the All-Eastern concert in Baltimore this past weekend. Morgan is recognized as one of the 350 top singers on the East Coast.

At its March 25th concert, the Music Department raised \$200.00 that will be donated to the Dover Rotary Club who will match all donations for tsunami relief.

Dover High School is hosting 13 students and 2 teachers from Trinity School in Carlisle, UK from Monday through Thursday. They are staying with the families of students in the Music Program and will be visiting the high school on Tuesday.

The Jazz Dessert Concert is scheduled for Wednesday, April 13 at 6:30 PM.

The DHS Variety Show is scheduled for April 28 – 30th.

Advanced Placement exams are administered nationwide during the first two weeks of May



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Students will be inducted into the National Technical Honor Society on May 4th and into the National Honor Society on May 5th

The Junior Prom will take place on May 7th at the Frank Jones Center in Portsmouth. The Grand March will begin at 4:00 PM at the high school.

Career Tech Center

The Health Occupations Students of America State Conference was held March 29th through March 31st and thirteen of Dover's Health Occupations students placed 1st, 2nd or 3rd in a variety of categories including Home Health Aide and Personal Care Nursing – congratulations and keep up the good work.

On March 27, 2011 Dover's Career Tech Ctr. hosted the 2011 Skills USA NH Championships. This ceremony was the culmination of approximately 2 weeks of competitions held throughout the state which included a combination of 300 Secondary and Post-Secondary career technical education students. Dover had 24 students compete in various programs and we are proud to say our students did very well receiving Bronze, Silver and Gold Medals. Congratulations to all 24 students on a job well done.

In the 2011 Future Farmers of America (FFA) Competition Dover had over 20 students participate taking 1st, 2nd, 3rd and 4th place in events such as Equine Evaluation, Animal Welfare Display and Individual Livestock Evaluation to name a few. Congratulations to all who participated – fantastic job. Teams going to NATIONALS are Food Science, Equine Evaluation, and Agri-science Fair.

Dover Middle School

On 3-28 the **King Arthur Bread Baking** program visited Dover Middle School. As a result our students baked over 500 loaves of bread which were delivered to the Dover Food Pantry at First Parish Church. A special thanks to King Arthur Flour, and Kathie Males DMS who helped to coordinate the activity for our 5/6/7th grade students.

4/15 – **Report Cards** go home with students

The Spring Musical "Once on this Island" was held this past weekend at DHS. The students did a wonderful job and we would like to thank them, as well as Mr. Leaf, Mr. Tromba, Mrs. Spires, and all of the parents who helped to make this year's performance one to remember!

The 8 Wentworth Advisory Team is hosting the **Fourth Annual Dodgeball Tournament** on April 12th 2:30-4:30 FOR Grades 7/8 & April 13th 2:30-4:30 for Grades 5/6. Finals will take place Friday April 15th during grade levels assemblies in the gym.

On April 2nd, two DMS Teams competed at the **NH Destination ImagiNation** state tournament. Our teams competed against the first and second place teams from the NH regional tournaments. Our teams did great! One team took fourth place in the technical challenge "Unidentified Moving Object" and another team took second place in the Structure Challenge "Verses Foiled Again ". The second place team will be traveling to the University of Tennessee at the end of May to compete against teams from the US and other countries.



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Garrison School

Three third and fourth grade classes (Mrs. Schlapak, Mrs. Travaglini, Mrs. Marhefka) participating in the NH Fish and Game program went to visit the Powder Mill hatchery to learn how their efforts in the classroom hatching fish will assist in the May Cocheco River cleanup and trout release day on Saturday, May 21st.

Garrison has scheduled their 6th annual Earth Day celebration to occur on Friday April 29th. Classroom demonstrations on ecology and conservation from UNH's Day of the Coast and local recycling projects are highlighted this year.

Horne Street School

Young Inventors Fair was held March 10th at HSS. 30 HSS inventors from every grade level participated. Receiving the Best in Grade and invited to the state completion on March 26th were Andrew York, 1st grade, Alex Galameau, 2nd grade, Autumn Jolin, 3rd grade. Our 4th grade participant at the state competition, Colin Else, won in two categories for his *Smart Blind* invention. He took 2nd place in the Electric Award, and also won the Solar award. HSS's Kindergarten student Camryn Given was awarded Best in Grade at the state level for her invention called *Half Helpers*.

Math and Arts night was a huge success on March 24th. HSS families played math games that support the curriculum and were able to view children's artwork displayed throughout the school.

Congratulations to Emma Wilson for winning the Dover Reads Most Creative Award for 2nd and Third Grade.

Redistricted Garrison students and their families visited HSS on the night of March 30th. We had a great turnout. It was a very positive evening. We are looking for to the arrival of our new students in the fall.

On April 21st, during Spring Vacation, Timberland volunteers will visit HSS to help 'Green the Grounds'. They will be creating butterfly gardens, vegetable gardens, a nature trail, low element fitness trail, reclaim the old basketball court behind the tennis courts, and clean up and beautify the front of the building. HSS volunteers will also be involved. Anyone interested in helping out will be welcomed on the 21st. On April 29th, when school is in session, HSS students will help to put the final touches on 'Greening the Grounds' project. A very special thanks to the HSS committee organizing this event and to Timberland for their contributions.

The first grades are planning an Earth day celebration on the 15th. They will also join the rest of the school for more activities on the 29th.

On April 14th, the 3rd grade is presenting an Around the World Event. Student research projects will be presented along with ethnic foods. This annual event is a great way for students to share their new knowledge and some great food with their families and other HSS students.

Woodman Park School

WPS fourth graders were visited by a Japanese woman that just recently moved to the United States. She showed a slide show of the Japanese culture, places, and schools. She made cards to hand out to many of the students. She answered a lot of student questions and taught some common Japanese



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sayings. A special thank you goes out to fourth grade teacher Mrs. Lothrop for making the visit happen and to be helping with the school wide Japanese Earthquake/Tsunami Relief effort.

WPS Math Night will be Tuesday April 12th from 5:30 to 7:00. There will be games, food, activities, and prizes. Please RSVP through the teachers if possible. A special thank you goes out to the Seymour Osman Community Center, Title I funding, WPS staff, and Patty Driscoll for making this event possible.

The Blue Ocean Society is coming in on Friday, April 15th to do a Pollution Solution & Marine Debris presentation to all of the WPS grade levels. This event is in honor of Science Week. A special thank you goes to Wendy Nasberg and Sandy Tremblay for making this event possible.

Audra Lurvey moved, Matt Mayberry seconded to approve the Superintendent's Report. An oral **VOTE PASSED 7/0.**

G. STUDENT REPRESENTATIVE REPORT: Student representative Olivia Loos reporting: Sports are underway for the spring season. The drama club has started rehearsals for the spring play. The music department is hosting students from England this week. Music students were sent to the all state festival. There will be a jazz dessert concert this week that is open to the public. Dover Youth to Youth has had students travel to Concord to speak against issues proposed by the legislature. They are also preparing for the summer program where they show incoming 6th grade students what to expect if they join youth to youth. The student produced variety show will be happening on April 29 and April 30.

H. COMMITTEE REPORTS:

1. MEDIA CENTER JBC—Audra Lurvey Reporting: Ms. Lurvey gave the following report: There was a meeting immediately prior to the School Board meeting, so she was unable to attend the entire meeting, but stated there is \$42,317 left in the budget. She left before the date of the next meeting.

Record note: The next meeting is May 2nd.

2. HSS JBC COMMITTEE—Doris Grady Reporting: Mrs. Grady gave the following report: Presently, the project is in the winding down stages and most of the time is spent in completing smaller items of the project. The JBC is looking at solutions for the few remaining problems and hopefully, most will be resolved at the next meeting which is scheduled for Thursday, April 14. Ms. Verville stated the unexpended fund balance of approximately \$255,000.Horne Street

I. POLICY -- CHANGES – PROPOSALS

a. Business Administrator Job Description

b. Dean of Instruction Grades 7-12 Job Description

Audra Lurvey moved, Matt Mayberry seconded to table these job descriptions until the May 9 School Board meeting. **An oral VOTE PASSED 7/0.**



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J. POLICY ADOPTIONS:

a. JEDA Truancy

Audra Lurvey moved, Matt Mayberry seconded to adopt this policy. **An oral VOTE PASSED 7/0.**

K. SUBMISSION AND PAYMENT OF BILLS: Audra Lurvey moved, Matt Mayberry seconded to direct the Business Administrator to pay manifest #11-I in the amount of \$3,174,234.33. Included is a recap of the discussion last month to do a budget adjustment taking \$85,000 from unspent bond interest and reallocating it to curriculum development materials. Dr. Mebert asked if this money needed to be spent if the Math in Focus was not purchased so that the funds wouldn't be lost. Ms. Verville responded that the money should be expended or obligated by June 30th. There will be an expense if Everyday Math is used also. A roll call **VOTE PASSED 7/0.**

L. RESOLUTIONS: Recognition of DHS Boys' Ice Hockey—See above

M. OLD BUSINESS:

1. Athletic Academic Eligibility Requirements Change to the DHS Student Athletic Expectation Agreement

Mr. Wotton addressed the Board regarding a request by them from the March 14 School Board meeting. Mr. Wotton stated that summer school isn't set up in a way so that athletic eligibility determined through it. One reason is that the quarter system is used and summer is more of a semester grade. Another reason is that it is not a level playing field for students who want to play winter and spring sports. There are no other division I schools who allow summer school to be a part of the academic decision.

Audra Lurvey moved, Robert McCrory seconded, to approve the athletic eligibility requirement. A roll call **VOTE PASSED 7/0.**

N. NEW BUSINESS:

1. Approval Dover Educational Office Personnel Contract—See above

2. Update—Dover's Growing Readers Program (Literacy Facilitators)—See above

3. Updates/Dover High Programs (Nova Net, Read 180/Systems 44 and Study Island/Math Lab (J. Dupille):

Jim Dupille, Dean of Instruction at DHS, presented data of student performance from Nova Net, Read 180/Systems 44 and Study Island/Math Lab. He stated that he is very excited about the programs and the early results that have been achieved through these programs. There should be greater successes next year or two with these programs. He introduced Kathy Spencer, a math teacher at Dover High School to discuss the interactive Math Lab (Study Island), which is



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the core piece of the new Algebra I/Core Geometry class. This is spread over a year and is infused with hands on training. Mr. Dupille thanked math academic coordinate Mike Gile, along with Katherine Hinkle and Jim Sodaitis, who worked on this program over the summer, along with Liz St. Cyr, Jackie Blalock, Kathy Spencer, Agatha Cote, who also have worked on this program.

Ms. Spencer discussed the Study Island setup. Freshman students are take this class during block 1 of each day. They are in the math lab (computer lab) for 30 minutes and in class for an additional 90 minutes. They are working through problems on the computer using games, tests, and other tools to determine outcomes. She stated that a benefit of Study Lab is that it automatically remediates for students. This is for standards for grades 3 through Algebra and provides immediate feedback for students. If they are not proficient in levels, they are dropped down to a lower level.

Ms. Spencer showed results from students showing progression to different levels. Some students are in this math program and in Read 180. These students need to be watched carefully since they have difficulty in both areas.

Ms. Spencer continued her presentation by discussing Cord Algebra which replaced Algebra Essentials that has run for the past few years. Algebra Essentials did not do an adequate job of preparing students for the NECAP tests. It didn't give them materials and tools needed to be successful. Cord Algebra goes hand in hand with the Math Lab. Students in Cord Algebra did better in class and had higher final averages than students who had not participated in Cord as freshman. Early intervention has been helpful in the success of this program. She continued to say that this is a very hands-on program and has a great deal of interaction, which is beneficial to lower level students. Another benefit is that students don't feel they are in a class for "dumb" students. This is Algebra I and it is similar to Algebra I that all freshman take. There is no stigma to taking this class.

Dr. Mebert asked if the total number of students who are not proficient in math take this class. Ms. Spencer responded that there are other students who are not proficient in math, but this program targets the students coming from 8th grade who are at the lowest level. There are not enough computers to be able to have all students in this class.

Mr. Dupille stated that every student that begins at Dover High School, will not only be remediated for their needs, but will also start direct instruction on high school curriculum which is Algebra I. Early results have been encouraging on this program.

Mr. Dupille discussed the reading programs at Dover High School, specifically Read 180 and Systems 44. Read 180 is a reading comprehension program for reading levels for grades 4-8 and Systems 44 is a phonics based program. Both of these programs are for non-proficient readers entering high school. He thanked Ann Pierson, a reading specialist at DHS, for her work with these programs. He is encouraged with the early results and the direction of this program. After the first semester, 20% of the students have already exited the program and are back on grade level.



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Ms. Pierson presented more information to the School Board on these programs. She stated that the current enrollment in Read 180 is 45 students and in System 44, there are 25 students. There are also 12 students in the literacy lab for a total enrollment of 82 students. Reading levels range from Grade 1 to Grades 7 or 8. All students have grown in their lexile scores. The Diagnostic Online Reading Assessment (DORA) and Scholastic Reading Recovery (SRI) are used for program assessment and DORA is also used for program evaluation. Probes are completed every three weeks also.

The average lexile growth for System 44 has been 200 points, which equates to a grade level increase. Read 180 results have been about 40 points per student, which also equates to a grade level increase.

Projected total of students achieving exit benchmark for spring of 2011 is 45%. The percentage for January was 21%. The number of students projected to continue in school year 2011-2012 is 40.

The number of incoming freshman requiring reading remediation based on data to date is 89 students which represent 30% of all incoming freshman.

The lexile range of incoming freshmen requiring reading remediation is 250-950 or grade equivalent of approximately 1.6 to 6.7.

The most frequently occurring lexile range of incoming freshman requiring reading remediation is 700-800 or grade equivalent of approximately 4.1 to 5.0.

Ms. Pierson showed a cost analysis related to reading below grade level. If a student has difficulty reading, this carries over into their other subjects and courses are failed. The cost to repeat a semester course is \$1,301.65. There were 181 failed English courses in the 2009-2010 school year for a cost of \$235,598.65. There were 1,127 total failed courses for 2009-2010. There is a strong correlation between students reading below grade level and failed courses.

Dr. Appel asked if there is information as to when students were first identified as reading below level in earlier grades. Ms. Pierson responded that she only has information on some students who had been in programs earlier on in their academic career. Ms. Pierson stated that she is proud of this program and it is more extensive than in the past.

Dr. Mebert commented that there are 30% of incoming freshman who are not able to read. It seems that the district has failed these students. She asked what the percentage of these students is who are identified as having special needs. Ms. Pierson responded that she believes there are 70% who are identified and have IEP's. She added that if a student is not reading at grade level at 3rd grade, there is a high likelihood that this child will not graduate from high school in 4 years.



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Dr. Mebert asked why the school district didn't identify these issues in 3rd grade and try to remediate at that point. Something should be done early on to ensure that students do not enter high school with a reading ability of 4th grade or lower.

Pupil Personnel Services Director, Sandie Crosson, explained that two years ago, specific interventions were implemented with students with disabilities that were more direct and systematic than in prior years. Read 180 was developed at the high school because it was known that students would still be coming to the high school without being able to read. There should be a reduction in students coming to the high school because of programs such as DGR interventions. Many of the students entering Dover High School do not come from Dover Middle School, so they may not have the same interventions in reading. The statistics should be changing over time.

Dr. Mebert stated that it is interesting that each year, at least once, the problems with incoming freshman are discussed. She gives credit to these new academic programs, but still feels that the big picture is being missed. She feels that it is starting to "feel piecemeal". Ms. Crosson responded that they are excited about the new programs and this is just the beginning of the results.

Mr. Mayberry commented that the statistics are "awful and embarrassing". There is a 55% failure rate and he almost feels that the budget should be revisited because of the low numbers. He would like to give the resources needed to improve the statistics. He would have appreciated seeing these numbers before the budget was completed.

Mr. Mayberry asked Ms. Briggs Badger for an action plan so that the issue can be handled properly,

Ms. Briggs Badger responded that she is in total agreement and feels that early intervention is the key. At the elementary level, DGR and the intervention program will help. Implementing full day kindergarten will also help with early intervention. Students are entering 1st grade much stronger. She continued to say, there is a gap area of students. Middle school students made AYP in reading in all cohorts, including special students, so she is confident that the District is progressing in the right direction. There can be a motivation issue at the high school level. Many of the students are not really focused on getting the skills they need. The materials need to be interesting and exciting to them. Dover is starting discussions with Barrington and Nottingham to see what their programs are like in their earlier grades. She continued, that it would be interesting to see how many students in the Read 180 and System 44 program are from schools other than Dover Middle School.

Mr. Mayberry stated the average NH citizen reads at an 8th grade level. He continued that it is, "a high school sophomore at a 4th grade level, is more than their willingness to learn." He agreed with Dr. Mebert's assessment that "we failed them."



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Mrs. Grady stated that she figures that are relating to 16 years ago and she is appalled by what she is reading. "A quarter of the freshman class is 4 or 5 years behind reading level is a disgrace."

"The district seems to lose them after 4th grade. Is it that staff begins to think that after four years they know how to read, so there could be a little slacking off?" Mrs. Grady also wondered if more students are being lost from freshman to senior year.

Ms. Pierson stated the majority of students in the program have made excellent progress. She thinks that little reading happens outside of the school day. It cannot all happen within the school walls. She noted the increase in video games, cell phones, and other electronics. Without practice, their skills can't improve.

Mrs. Grady stated that Dover has invested so much money over the past years to improve reading. There has been nothing that has given Dover "readers". If the students can't read, they can't pass any of the subjects.

Mr. Dupille responded that the 3-5 plan is to have every student on grade level in reading and math by their junior year in high school. They will be working with Dover Middle School to see where incoming freshman are in both reading and math. There are other goals in the 3-5 year plan for other students including advanced learners.

Dr. Mebert reiterated that the Board knows they are not at fault for the lack of reading skills of the students. They are coming to DHS without the skills.

Mr. Dupille responded they are exiting 45% of students at the end of the year, which means they will be on grade level by the end of the year.

Ms. Setear commented that the way freshman enter has nothing to do with Dover High School and she applauds the efforts of the high school to increase the level to grade level. The issue is to see when these students were identified and what interventions they received and for how long.

Dr. Mebert mentioned that the Sped audit noted there may be under diagnosing going on in the Special Education department at the elementary level.

Ms. Lurvey commented that the well known statement, "At 3rd grade, you stop learning to read and start reading to learn" goes along with what has been said. Diagnostic has become better in the last few years. She is hopeful that with more professional development and with interventions, the numbers will decrease.

Ms. Pierson reiterated that Dover doesn't have control over the sending districts.

Mrs. Grady asked if there is any reason why the same program can't be done at the middle school level, so that the students with lower skills can be determined earlier.



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Mr. Dupille responded that he has had recent conversations with Ms. Crosson about the possibility of adding the program to the middle school and can continue to look into it.

Mr. McCrory stated that the intervention is happening at the end of school instead of earlier. It is more difficult to intervene later in grades and costs more.

Mr. McCrory commented that maybe popular books should be used so that they will want to read. A large number of students can be interested in reading if a popular book is used, such as Harry Potter. There are tools online that can be associated with popular reading books that might encourage students to read.

Ms. Pierson agreed with Mr. McCrory, but also added the literacy demands are not the same today as they were years ago. Change is happening at a rapid rate.

Mr. McCrory stated that reading is not a new science and has been done for many years. Each generation has learned to read by high school, but we are not going in the right direction. He commented that Dover needs to get back to basics.

Mr. Dupille commented that he had asked a student to give him one year in Read 180 and he will make the rest of the student's high school career easier. This is what this program is about.

Mr. Mayberry thanked Ms. Pierson for bring this data to the School Board. He directed Ms. Briggs Badger to let the School Board know what is needed for tools to improve the situation and they will do their best to get it to her.

Ms. Lurvey asked if the majority of these students have higher than normal attendance rates. The students that typically struggle the most, miss the most school. Families and communities are needed to help also.

Mr. McCrory stated that there are always students who miss school and who have family problems, but still learned to read. "Just getting to grade level isn't a great goal."

Ms. Pierson ended her presentation by discussing her students and letting the Board know how proud the students are of their accomplishments. They have responded to the programs and they are anxious to check their progress each day.

Mr. McCrory commented that the reading at level is not a good indication of success. Above proficiency should be what the district is looking for. "We need to get back to where we were." He encouraged Ms. Pierson to collaborate with lower grades so that the "bleeding can be stopped at the source."

Novanet, the online interactive credit recovery program, was discussed by Chris Ouellette, Special Education teacher at DHS. Mr. Dupille noted that Mr. Ouellette's completion rate for Novanet, is 98%. Students had previously failed class. Students cannot move on to another module unless they have a passing rate of 80%.



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Mr. Ouellette presented data to the Board and gave an overview of the program. There were 57 students who were serviced by Novanet for semester one. These students take a pretest to see where they should be and are given lessons based on where they had need of instruction. There is also a post module. 56 students completed semester one. For semester two, there were 55 students participating in the program. There will be an expected completion rate of 98%. If a student does not finish the program, the student will meet with Mr. Dupille and Mr. Ouellette and the student list of non-completers is given to Guidance. Mr. Ouellette is available after school three days a week until 5:00 pm to work with students.

Mr. Mayberry commented that during his time as a substitute teacher at Dover High School, he found that students love Novanet.

4. Early Release Day Proposal for 2011-2012 (G. Tirone)

Gary Tirone, Curriculum, Instruction, and Assessment Director and the Professional Development Committee requested the approval for six days slated for Early Release Days for the 2011-12 school year. After consultation with the CTC Director and other administrative team members, the following days are requested:

October 26
December 7
January 11
February 8
March 28
May 30

Activities for these days have not been identified, pending budget approval.

Mr. Tirone stated there are not specific topics for these early release days, but he distributed a list of Professional Development initiatives for the 2011-2012 school year. They include 50 hrs for Math, 50 hours for LA/common Core (SS/Science), 50 hours for Social Studies, 25 hours for Science, 100 hours (Technology), 50 hours for RTI, and 50 hours for Health/PE. Additional ongoing needs are policy protocols and reviews, emergency management, specific building curriculum initiatives, and data/student specific to individual teachers and buildings.

Mr. Mayberry asked why the district is spending so much time on technology and less on RTI. He believes the focus should be on students and away from the educators. Mr. Tirone responded that if the educators don't have the tools to integrate technology, there will be a negative impact on students. Mr. Mayberry stated that he is concerned that the district is failing fundamentals and shouldn't be focused on technology so much, including sharing documents.

Mr. Tirone stated that the district needs to expand technology use

Technology training is double other area because teachers need to be trained in technology, in addition to being trained in curriculum that requires technology. Technology is integral in student



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reading and Dover is behind as a district, in making the delivery of resources available. Mr. Tirone continued that Dover is behind because the technology isn't available and material should be available on a 24/7 basis for students, parents and teachers. There still isn't enough time for professional development time for teachers. Some items can be redistributed as necessary.

Mrs. Grady asked if this professional development is paid or on a volunteer basis. Mr. Tirone commented that much of it would be completed during early release days and some would be on a volunteer basis. Shared documents can be used during the summer when teachers are scattered. The shared docs would allow them all to use and update. Professional development will be on a more independent basis as time goes by.

Mrs. Grady asked for the cost of the early release days. Ms. Briggs Badger responded that the programs during the past year were coordinated by in-school facilitators.

Ms. Briggs Badger added that the hours listed were for a 3-5 year period. The early release days only account for 16 hours. It is valuable time, but really a drop in the bucket of what is needed. RTI could become the focus of the early release time. With the budget still unsure, it is difficult to know what will be done for professional development. She also added that new interventions such as the ones being done at the high school all require technology, so teachers really need the training dealing with technology.

Mrs. Grady commented that classroom teachers should be able to read teacher's manuals and be able to understand the program.

Mr. Tirone agreed that the program is part of it, but there is more to it in terms of professional development.

Audra Lurvey moved, Beth Setear seconded, to approve the Early Release Day Proposal. An oral call **VOTE PASSED 7/0**.

5. Minimum Enrollments—Request for Waivers, Policy IIBD (J. Dupille)

Mr. Dupille made a change to the list combining Clothing Design I and Design II.

Mr. Mayberry asked about the deletion of a Social Studies class, but keeping World Drumming. Mr. Dupille responded that it is due to staffing within the department.

Mr. McCrory asked what English 11 Recovery is. Mr. Dupille responded that it is for students who have failed English one time.

Mr. McCrory asked if there are alternate statistics classes and geography classes available, since Everyday Statistics and World Geography are being deleted. Mr. Dupille stated that there are other statistics classes and World Geography enrollments are too low to offer next year.



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Mr. McCrory also asked why Latin V, World Drumming II , Marketing Retail are asking for waivers when their enrollment is equally as low as other classes which are not being offered.

Mr. Dupille responded that he feels the numbers will increase and just need more time to see if they should be offered. It doesn't mean that these classes will definitely be offered.

Mrs. Doris stated that she had difficulty with offering a waiver for French V and Latin V. This is not required and these students can go to UNH early or take an online class.

Mr. Dupille thinks the numbers will increase, but he won't support the classes if they do not increase. These classes are important to the advanced linguists and he feels they should be supported at their higher level. These students are also receiving credit for these courses.

Mrs. Grady asked if perhaps a program, similar to CTC programs, could be started to offer credit to students in advanced levels of languages. With this budget, it will be difficult to offer them at this point.

Mr. McCrory asked how student will recover if a class is deleted, such as the English 11 Recovery. Mr. Dupille stated that Novanet or VLAC would be an option.

DOVER HIGH SCHOOL LOW ENROLLMENT COURSES 2010-11

Course #	Name of Course	Note (requests)
DELETIONS		
126A+B	English 11 Recovery	(8)
141S	Honors British Authors	(1)
155	Philosophical Quest II	(8)
156	English Post 2 nd	(4)
160	Great Books	(2)
161	Memoirs and More	(11)
162	Women's Literature	(6)
163	Short Fiction	(7)
164	African American Studies	(2)
167	Shakespeare	(3)
225	Printmaking	(2)
240	AP Studio Art	(2)
241B	Sculpture II	(6)
245	Honors Art	(4)
253	Music Theory	(6)
256	Am Musical Theatre	(3)
264	Guitar Ensemble	(2)
440	CP Adv. Applications	(3)
469	Everyday Statistics	(11)



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642A	CP Physics II	(1)
642B	Hon Physics II	(6)
660	AP Chemistry	(7)
675	Science and Culture	(13)
677	Plant Biology	(7)
679	Energy and Environment	(10)
683	Applied Ecology	(5)
684	Science Research	(2)
746	Hist. Far East and Asia	(7)
747	Hist. Middle East and Africa	(7)
753	Women's History	(14)
754	World Geography	(12)
755	Comparative Govt.	(5)
763	Hist. Seacoast & NH	(12)
833	Visual Basic 6.0	(6)
839	Accounting II	(4)
861	Clothing Design II	(6)
WAIVERS		
224S	Drawing IV	(11)
266	World Drumming II	(10)
269	Business of Music	(11)
306S	French V Honors	(6)
324	Latin V Honors	(8)
650	AP Biology	(10)
841	Marketing Retail II	(9)
COMBINATIONS		
145 + 146	Theatre Arts I + II	(16) + (7)
149A + 149B	Journalism I + Journalism II	(16) + (4)
151 + 151S	Mythology + Hon Mythology	(78) + (9)
323A + 323B	Latin IV + Latin IV Honors	(6) + (19)
820 + 821	Hon Biotech I + Hon Biotech II	(8) Possible additional 5 (CTC)+ (1)
826A + 826B	Yearbook Design I + Yearbook Design II	(35) + (4)

Audra Lurvey moved, Matt Mayberry seconded, to approve the request for Waivers. An oral call **VOTE PASSED 6/1 (Grady opposed).**



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Matt Mayberry moved, Audra Lurvey seconded to suspend the rules and allow the meeting to continue until the agenda has been completed. An oral **VOTE PASSED 7/0.**

6. Handbooks DHS/CTC, DMS, DALC, Alt School

Mike McKenney spoke on behalf of the Dover High School handbook. He requested that it be posted online for the first time. It would be a cost effective way to save \$5,000. The changes include the new adopted truancy policy.

Mr. McCrory commented that it looked like out-of-school suspension students who were truant or cutting class were the only ones who would not be able to make up work. Mr. McKenney responded that he was correct in his assumption.

He wondered why they aren't doing work during in-school suspension. Mr. McKenney stated the In-School suspension program that is currently held at the Dover Children's Home will no longer be located there due to costs. The money will be able to be allocated somewhere else. The new In-School Suspension will consist of a room in the office that is monitored.

Mr. McCrory stated that he is not ready to vote on all of the handbooks together.

Ms. Setear stated that the vote could be done separately so that each handbook could be viewed as an individual handbook..

Mr. McCrory asked for clarification on the bullying form of DMS. He asked why it would not be in print this year. Co-Principal Kim Lyndes stated that it would be available online and in the schools and superintendent's office. If any incident was reported in any way, the information would be taken. By not printing the form, a cost savings is seen.

Mr. McCrory stated that it is a minimal savings and since the district is trying to fight bullying, the form should be made available. This form was just added last year and he feels that it should be in print again this year, so that it is accessible to everyone.

Ms. Lurvey commented that if the form is available in the schools and online, then she is fine with the change.

Matt Mayberry moved, Audra Lurvey seconded to accept Dover Middle School Handbook. An oral **VOTE PASSED 6/1 (McCrory opposed).**

Matt Mayberry moved, Audra Lurvey seconded to accept Adult High School Diploma Student Handbook. An oral **VOTE PASSED 7/0.**

Matt Mayberry moved, Audra Lurvey seconded to accept Students in Credit Classes Handbook. An oral **VOTE PASSED 7/0.**



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Matt Mayberry moved, Audra Lurvey seconded to accept ABE/GED/ESOL Handbook. An oral **VOTE PASSED 7/0.**

Matt Mayberry moved, Audra Lurvey seconded to accept Dover Adult Learning Staff Handbook. An oral **VOTE PASSED 7/0.**

Matt Mayberry moved, Audra Lurvey seconded to accept Alternative/Agenda/Planner. An oral **VOTE PASSED 7/0.**

Matt Mayberry moved, Audra Lurvey seconded to accept Dover High School/CTC Handbook Staff Handbook. An oral **VOTE PASSED 6/1 (McCrory opposed).**

7. Award Bid for Fire Inspection Services:

Matt Mayberry moved, Audra Lurvey seconded to award the bid for accept for a fire protection vendor for mandatory fire protection inspections to ASAP Fire for a cost of \$11,963 for an annual contract. \$8,358 will be the portion paid by the Dover School District. A roll call **VOTE PASSED 7/0.**

8. Award Bid for PC's and Monitors

Business Administrator, Laurie Verville presented the bid results for Nexlink Computers Systems with LCD monitors. The Special Education Department will be purchasing 32 new PC's with LCD monitors. A lower bid was received from Aprisa Technology, LLC, however they were not the Nexlink brand system. Also, Ms. Verville stated the bid from Zetta Pros was \$62 cheaper than Higgins, but she is recommending Higgins because she believes it is in the best interest to package the PO together and award both bids to Higgins, with whom the district has a long standing and excellent relationship. The total bid award is \$21,440 and will be paid out of the Special Education budget.

Mr. Mayberry asked if IPADS could be a possibility. Ms. Crosson responded that they have been considered and the district might purchase a few in the near future and grow from there to see how they are accepted. Staff members would need extra training and professional development. Even though the cost would be lower, printers would be needed also.

Mrs. Grady commented that Higgins Office Products is awarded most of the technology bids and she would like to see local companies awarded bids if possible. For this bid, One Second Computers is a little more money, but a local company.

Ms. Verville stated that she always makes it a point to share with One Second computer, pricing history from other companies. Mr. Mayberry commented that the School Board works for 30,000 people and since this is a public bid process, there is nothing else that can be done.

Ms. Lurvey agreed with what has been said, but stated that if the same company is always awarded the bid, there will be a decrease in the number of bidders.



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Matt Mayberry moved, Audra Lurvey seconded to award the bid for 32 PC's and LCD monitors to Higgins Office Products. A roll call **VOTE PASSED 5/2 (Grady, McCrory opposed)**.

O. SCHOOL BOARD MATTERS OF INTEREST:

Mrs. Grady asked that a strike out version of the two job descriptions be given to School Board members for the next School Board meeting. This would make it easier to compare the changes.

P. ADJOURNMENT: Audra Lurvey moved, Matt Mayberry seconded, to adjourn at 10:20 P.M. An oral **VOTE PASSED 7/0**.

Respectfully Submitted,
Beth Setear, Secretary
BS/ral