



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

A special session of the Dover School Board was called to order by Chairperson Carolyn Mebert on Monday, August 22, at 6:38 p.m. in the Media Center (Rm. 306) McConnell Center.

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

Also present were; Superintendent Jean Briggs Badger; Gary Tirone, Curriculum, Instruction, Assessment Director; Jim Amara, Career Technical Director; Kim Lyndes and Mike McKenney, Dover Middle School Co-Principals; Dustin Gray, Garrison School Principal; Christine Boston, Dover High School Principal; Patrick Boodey, Woodman Park Principal; Sandie Crosson, Director of Pupil Personnel Services; Mal Forsman, HSS Principal; DTU President Deb Hackett; Foster's.

B. PLEDGE OF ALLEGIANCE: Doris Grady led the Board in the Pledge of Allegiance.

C. CITIZEN'S FORUM (LIMITED TO AGENDA ITEMS ONLY): No one addressed the Board.

D. APPROVAL OF MINUTES:

1. Nonpublic Session #17, July 11, 2011
2. Nonpublic Session #18, July 25, 2011

Audra Lurvey moved, Beth Setear seconded to approve the nonpublic minutes. An oral **VOTE PASSED 6/0.**

Doris Grady moved, Audra Lurvey seconded to move up items J.1 and J.2 in the agenda. An oral **VOTE PASSED 6/0.**

J. NEW BUSINESS:

1. Seymour Osman Community Center Programs Update (T. Mandsager)

Thad Mandsager presented information on the Seymour Osman Community Center (SOCC). This program operates an afterschool program for elementary, middle, and high school students in Dover. The program for elementary students is funded primarily by a 5-year 21st century community learner centers grant. It takes place at Woodman Park School from 3:00-6:00 every school day. The afternoon consists of an hour of Homework Lab, followed by a menu of enrichment program and gym games. The program served 97 students over the course of the year.

Highlights for the year included six Homework Lab classrooms, with an average daily attendance of 67. At least one certified teacher staffed the Homework Lab each day. The Enrichment programs offered included a variety of programs that supported learning in reading, math, health and fitness, technology, and the performing arts.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

Partnering with school staff, the SOCC helped to produce Literacy, Math, and Science Nights throughout the year at Woodman Park, as well as a day-long Music and Arts Festival. Each month the SOCC hosted a community dinner with breakfast sponsored by volunteer groups that drew an average of 60 people. In addition, a Lights On Afterschool Celebration was presented in October as part of a nationwide campaign, along with a Thanksgiving Feast that fed 200 people, and a Computer Basics class for adults.

- Teacher surveys showed that there were 81 regular attendees who attended 30 days or more.
- The percentage of students who improved in turning in homework on time rose from 74% to 82%
- The percentage of students who improved in completing homework to the teacher's satisfaction was 81%. (43% of those who improved, showed significant improvement)
- 67% of students improved their school-day academic performance this year.
- Parents surveys showed that 86% of parents rated SOCC's staff "dedication and willingness" to "go above and beyond" for students in the program as EXCELLENT.
- 75% of parents STRONGLY AGREE that SOCC programming helped improved their child's grades.
- 81% of parents STRONGLY AGREE that the SOCC helped with their child's social skills.

Mrs. Grady commended Thad's efforts and thanked him on behalf of the community. Mr. McCrory asked if students other than from WPS attend the program. Thad responded that this program was only intended for WPS students. Dr. Mebert asked who made up the population of participants. Thad responded that approximately half of them are from the Dover Housing Authority.

2. End 68 Hours of Hunger Program (C. Bloom & C. McKenney)

Claire Bloom discussed the program and her efforts with Cindi McKenney, to make it viable in Dover.

- Guidance Counselors, School Nurses and Teachers report that there are children in the Dover Elementary Schools who are without food from Friday Lunch until Monday Breakfast
- These children cannot benefit from the education provided because they are often in the nurse's office ill from hunger and they exhibit behavioral problems especially on Fridays
- Get food into these children's hands for the weekends
- Nationally the favored program has been to provide the children with backpacks, containing enough food for the weekend, on Friday afternoons
- They bring the empty backpacks back on Monday morning to be refilled
- National data shows a nearly immediate improvement in attention and ability to absorb information
- End 68 Hours of Hunger has partnered with the three Dover Elementary Schools, Strafford County Community Action, Newmarket International, Prime North Acura, St. John's United Methodist Church, and Bank of America



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

- Negotiations are underway to partner with Liberty Mutual and Dover Baptist Church
- Teams are in place from three of these organizations, each team will take responsibility for one week each month.
- We have additional people to take responsibility for weeks four and five in the month until other teams are in place
- Volunteers from the teams will fill the backpacks from our stores, and take them to the schools on Friday morning
- Guidance Counselors will distribute them to the children's classrooms, the children will take them home and then bring the empty backpacks back to school on Monday morning
- Volunteers will pick up the empty backpacks the following Monday and refill them, delivering them back to the school again on Friday
- Each backpack contains food for two breakfasts, two lunches, and three dinners for one child, food similar to the following:
 - One box of cereal
 - Two nutrition bars
 - One jar of peanut butter or jelly
 - Three fruit cups
 - Two cans of soup
 - One can of tuna/chicken
 - One box of crackers
 - One quart of UHT milk
- The cost per week is \$15 per child
- 40 weeks is \$600 per child
- 30 children is \$450 per week
- \$18,000 per school year
- We are starting with the 30 children the guidance counselors and nurses have identified as the most at risk
- Supplies are in place already for 4 weeks
- Funding is in place for an additional 5 weeks
- Agreements are in place for regular funding from two companies
- Grants requests have been submitted to Bank of America, Dover Rotary and Walmart
- USDA Commodity Food Program will provide food every 2 months
- Donations from individuals and organizations come in regularly, both food and money
- 100% of all donated funds go to purchase food
- No one will be paid for any of their time or services out of donated funds
- In kind donations have included shelving, storage bins, storage space, backpacks and food
- Donations of food and money are always welcome
- National programs have started with 30 and expanded **within a year** to 350 children
- We are starting with the three Dover Elementary Schools and 30 children
- We are prepared to expand in numbers to include more children as additional partners join in the program
- Children from families with more children at home will get more food
- Since parental permission is required, we will know about food allergies and will accommodate them



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

- Backpack tags will identify single children, children with other children at home, and allergic children
- We have \$2,000,000 of liability insurance which includes the school district as additionally insured

Ms. Lurvey thinks it's a great program and wishes her the best of luck in this program. Mr. McCrory asked if she would prefer donations in the form of food or money. Ms. Bloom responded that she would prefer monetary donations so that she can purchase what is needed. She primarily buys food that is able to be opened and consumed by the child. Managing milk has been the most challenging issue, but Ms. Bloom believes that in time they will not be purchasing milk.

Dr. Mebert thanked Ms. Bloom for her efforts on behalf of the children.

Doris Grady moved, Robert McCrory seconded to move up items I. 1.on the agenda. An oral **VOTE PASSED 6/0.**

I. OLD BUSINESS:

1. Update Speech & Language C.A.R.E. Plan (Boothby Services) – (S. Crosson)
 - ASHA Position Statement
 - American Educational Consultants Comparative Analysis

Marin and Chris Boothby of Boothby Therapy Services discussed their findings in an analysis of Speech Pathologist services in the Dover School District. They had worked with Dover for the 2010 case load analysis. They returned to discuss the redistricting plan.

Ms. Crosson asked Boothby Therapy Services for answers to a few specific questions including:

- Are S/L services necessary and appropriate?
- How do is efficiency increased?
- Given the redistricting plans and decreased budget, how do we decrease staffing?
- Is the consultation time being represented appropriately in IEPS?
- Can Boothby respond to recommendations made by AEC?

Findings:

- Excellent S/L program in Dover, thorough evaluations, highest % of measurable goals in any district visited.
- All SLP and principals surveyed. Administrators value service of SLP to SPED students and regular education students.
- Services are necessary since population is needy. 43% of students are performing in severe range.
- Faculty has a high need for training to meet needs of severe students.
- Consultation time is not being accurately represented in IEPS. This could cost the district federal funds from Medicaid.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

- Too much time is spent testing students in Dover. 43% who were tested last year, did not qualify for speech and language services. There should be a screening so that this is reduced.
- Staffing levels could be reduced by .2FTE. Case management services should be eliminated from SLP. SLP's should only be doing their duties, and not other committees, duties, etc.
- Advise against drastically cutting staff. AEC used an incorrect number of students when completing their report. Underrepresented by 23 students. AEC didn't take in consideration time needed for SLP's to review annual IEP's. AEC also didn't take Dover philosophy into account.
- Boothby Services was focused on meeting student's needs not cutting staff.

Dr. Mebert asked if the District gets flack from parents whose children are tested, but not offered services. Ms. Boothby responded that the District does receive feedback if services are not offered. She recommended having guidelines in place for this type of situation. They would include asking if the child does have a deficit, does this deficit impact their education, and do they require specialized instruction because of the deficit. If the answer isn't yes to all of the questions, the child does not qualify.

Mrs. Grady asked where Ms. Boothby received her numbers. Ms. Boothby responded that the number were a report of all SLP in the district. The list was then sent to schools for verification and IEP's were reviewed.

Mrs. Grady asked why we are servicing students who do not have enough information. Ms. Boothby responded that their data was not available during the timeline that was prescribed for the consultation. Another reason would be that the students were untestable. There were no hard scores.

Mr. McCrory asked how other districts deal with case management by SLP's. Ms. Boothby responded that most other districts only have SLP's provide their services. They do not do any case management.

Mrs. Grady asked how the district should determine which company's results were accurate. Ms. Boothby responded that their scope was focused only on Speech and Language services. Also, the philosophy of the district should be taken into consideration.

Mr. McCrory asked about the discrepancy in IEP meetings. Ms. Boothby stated that the difference is because they looked at student needs, whereas AEC looked at staffing needs.

Mrs. Grady asked what the best age is to start S/L services. Ms. Boothby responded that early intervention is best, which would include kindergarten screenings.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

Ms. Setear added that there are preschool evaluations and tools that can also be used. She also stated that she was impressed with the report provided by Boothby Therapy.

Below is the response sent by American Educational Consultants.

Response to request from Dover Schools for comparative analysis between our recent report to the district and a subsequent analysis supplied to the district by Boothby Therapy Services.

We fully stand by our report, its commendations and recommendations (with the caveat that there may be some discrepancies between our figures, using the data available to us at that time, from the 2010-2011 school year, and those taken from IEPs for the 2011-2012 school year, available to and used by Boothby for its calculations). Having reviewed our work again and the Boothby report supplied to us by Dover, we reassert our findings as fully appropriate and still fully useful, even using updated data from 2011-12 data. Specifically:

1) We disagree with the method Boothby used to calculate average district service time per student and stand by our calculations. Mathematically, it is incorrect to average the building averages. For example, 13 students at Dover High School require speech and language services as contrasted to 39 students at Dover Middle School. Using building averages gives service times from Dover High School three times the weight of students at the Middle School. We calculated district average by taking the total number of minutes of service for the district and dividing by the total number of students.

2) When calculating student average times, we did so with staffing needs in mind. This will provide a different average than when considering student needs. For example, if two students each receive one hour of individual time with a therapist and one hour of small group time, the individual students have an average of two hours per week therapy. However, only three hours of staff time (or an average of 1.5 hours per student) are required to fill this need. Since we were calculating staff needs, we believe that method was and still is more appropriate.

3) We acknowledge that ASHA (American Speech and Hearing Association) now recommends a workload approach to calculating therapy needs. However, we find no evidence that they recommend the specific formula used in the Boothby report nor that they suggest that therapists require the amount of time to complete indirect activities as suggested in the Boothby report. In addition, we should note that information gleaned from a conversation with ASHA prior to completion of the Dover report was used as our recommendations were formed for Dover regarding these needs and services.

4) We find the amount of time identified by Boothby as necessary for other responsibilities such as IEP development, diagnostic duties, consultation and training, compliance activities and lesson planning, to be excessive and cannot be supported. Neither the other therapists such as occupational therapists or physical therapist within the district, nor teaching staff have the luxury of this extra time to complete similar required activities. Again, looking at data on Garrison (section 20), the report indicates that an average of 30.39 hours of total time is required to meet service needs, 10 hours of which will be provided by the speech therapist and devoted to direct service of students with IEPs. This suggests that it is appropriate that a therapist requires significantly more non-student contact time than direct instructional time. We do not agree, nor



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

do we believe ASHA supports that position. In fact, as reviewed in Figure 3.8 of our report, ASHA's most recent survey of schools published in 2010 found that speech/language pathologists in schools serve an average of 50 school age students per month and closer to 40 per month for preschool students and those having more intensive needs. The same survey found that therapists average 24 hours of intervention time weekly. Contrast this with Boothby's recommendations that a full time therapist and an additional half-time therapy assistant are required to meet the needs of 31 students, with the speech therapist providing only 10 hours of intervention weekly.

5) The Boothby report includes time required for services over and above the needs of students who qualify for special education. For example, looking at the Garrison data, time requirements include 28 hours for testing of non-special education students, 4 hours for kindergarten screening, 18 hours of RTI, and 6 hours for screening referrals. We cannot comment on that as our report was contracted by Dover to be strictly a special education analysis.

6) We find consultation time outlined in the Boothby report includes time that is over and above student IEP needs. For example, again using Garrison, 15 minutes of that additional time is included on student IEPs. The report then goes on to recommend an average of 3 hours per week as required. We do not understand this need nor recommend it per se. It appears to us that Boothby is encouraging staff to add more consulting time be written into student IEPs. We cannot ascertain whether indeed that time is necessary or self-serving, but advise the building administrators in the IEP meetings of their responsibility to help the IEP team make that determination.

7) We believe the personnel that provide direct therapy at Dover as a whole are quality professionals, doing good work on behalf of students. However, we also believe that staffing levels are being artificially held to a self-serving standard that ultimately are neither of benefit to students nor an efficient use of taxpayers' dollars. American Educational Consultants was employed to review and consider all costs and benefits of the district's special education programs. As the Dover School Committee has a responsibility to ALL students as well as taxpayers, we believe a reduction in speech therapy services will allow for redistribution of funds to better support the needs of ALL children.

In conclusion, we are not in the habit of disputing other professional agencies as they go about doing their good work but we do stand firmly behind our commendations and recommendations for Dover as an independent analysis with no agenda nor conflicting relationship with the school district that might influence our reporting of over or under service needs.

E. CONSENT AGENDA:

1. CORRESPONDENCE:

a. Request for Transportation Policy Waiver

2. RESIGNATIONS/RETIREMENTS:

a. Monica Randall-Getchell, DMS Teacher

b. Nicole Roy – Alternative School Teacher



DOVER SCHOOL DISTRICT

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

- c. Kathy Baker – Dean/SPED Secretary
- d. Mary Margaret Cahoon – DMS Copier Aide
- 3. LEAVE OF ABSENCE: None**
- 4. NOMINATIONS:**
 - Sheet 1: Nomination and Election of Teachers (Blazek-Wotton)
 - Sheet 2: Nomination and Election of Summer School Paraprofessionals (Dodier-Palczynski)
 - Sheet 3: Nomination and Election of Federal Funded Positions (Breneman-Tremblay)
- 5. EXTENDED TRAVEL: None**

Ken Appel moved, Audra Lurvey seconded to remove 1.a. from the consent agenda for discussion. An oral **VOTE PASSED 6/0.**

Dr. Appel stated that WPS Principal Pat Boodey’s analysis of the request makes a strong case for denying the request. Mr. Boodey stated the guardian of the student is not in favor of the policy and has not been receptive to other alternatives. She went through all of the appropriate channels which were denied and is now requesting the transportation waiver from the School Board as a last resort. The student in question was provided transportation for summer school and only attended two days.

Mrs. Grady commented that there are enough students who walk to Woodman from that complex and if the student does not attend school, the case should most likely be turned over to the authorities. Mr. Boodey agreed and said that her attendance would be monitored closely.

Ken Appel moved, Audra Lurvey seconded to deny the request for a transportation waiver. An oral **VOTE PASSED 6/0.**

Doris Grady moved, Audra Lurvey seconded to remove items 2.a-2.d. from the consent agenda. An oral **VOTE PASSED 6/0.**

Mrs. Grady read into record a statement about the items removed from the consent agenda. She stated, “It is noted in most of the resignations this evening that they have been generated because of the economy and many of our employees are seeking jobs in the private sector or one with more security. We, as a board are concerned that the economy has caused so much of the tough decision making. We wish all of you success and should a change of economy take place, you might reconsider Dover as a source of employment again. Good luck to all of you!

One of the resignations comes from an employee of 12 years within our system with whom many of us have interacted throughout the years. Kathy Baker has accepted full time employment with the town of Nottingham as an administrative assistant to the Principal of the building. Whereas the economy had affected her position and she was not aware of a position for the school year 2011-2012, she also accepted a more permanent position. Kathy, we wish



DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

you well, you were a great employee of the system and I guess we say, Nottingham's gain is our loss. She wants to thank her many school friends for being so helpful and supportive and will keep you all in her thoughts. There was never a time, when one was searching for information, that Kathy was not able to find it for you in a very short time. She was an asset to us for the 12 years service and hopefully, Kathy you will reach your goal, retirement within the retirement system of New Hampshire."

Audra Lurvey moved, Ken Appel seconded to approve the remainder of the consent agenda. An oral **VOTE PASSED 6/0**.

F. SUPERINTENDENTS REPORT

Ms. Briggs Badger gave the following report:

- Clarification - at the last Board meeting it was reported that the tuition agreement between Rollinsford and Somersworth was ending June 2012. Their arrangement is an ongoing area agreement that is now under review through the assistance of the NH School Administrator Association for the 2012-13 school year and beyond.
- New Teacher Breakfast – Thursday, August 25th, 8 am, DHS Gourmet's Table.
- Teachers Return on Monday, August 29th.
- Wednesday, August 31st is the first day of school for all students.
- **TECHNOLOGY Update** – Gary Tirone

Mr. Tirone addressed the Board updating them on technology within the district. They will receive a more complete update at the September 12 meeting. There will be public wireless access at all of the schools. He continued to say there is a new expectation for the staff, hoping that the staff is now expected to bring their own technology to school. The staff would like more opportunities to learn to use new technologies. Mr. Tirone continued to say that more professional development is needed to train teachers and staff. They should be using technology more outside of the classroom for collaboration and curriculum planning.

Mr. Tirone commented that curriculum would like to become more paperless, as the rest of the district moves in that direction. He is hopeful that there will be an active help desk person available to help staff also.

He complimented Technology Manager Chris Roberge on his work over the summer to improve and make more efficient the technology in the district.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

Mrs. Grady asked what has happened in the classroom that is an improvement over what was told ten years ago. She was able to teach herself how to use a computer and feels that teachers should be able to do the same.

Mrs. Grady also asked if we should still be buying PC's, when IPAD's have become so popular. She is wondering if we are moving forward in the area of technology.

Dr. Mebert commented that professional development is needed because the technology changes, along with the staff.

Mr. Tirone stated that allowing teachers to bring in their own technology, will save time for teachers and the technology department. They are already comfortable with their technology, so there will be less frustration.

Ms. Setear stated her appreciation for the wifi in the building and asked if the same filters are in place. Mr. Tirone responded that they are still in place, so people will need to go through the same procedure when bringing in computers.

Ms. Briggs Badger thanked Mr. Tirone for his leadership in this area.

SCHOOL Updates **Dover High School**

- School Starts next week! Freshman Orientation will be held on August 30th from 7:30-12:00 and all students will begin the school year on August 31st. We know freshmen are underdeveloped and unaware of the culture and climate at their new school. With that, we have created a welcome for students using a high impact hook similar to the ceremonial graduation model to welcome students. The goal will be to create several opportunities to expose students to individual and group competency as well as, opportunity to begin understand and practice small group and team dynamics. We would also like to thank Planet Fitness for their sponsorship of this program.
- Commander Tower and his students represented our community well at the recent Portsmouth/Boston Air show. Members of the Jr ROTC could be seen greeting attendees and cheerfully assisting them with parking and directions!
- Fall sports teams have kicked off their seasons for Dover High School. We have already enjoyed a ten team field hockey jamboree, a field hockey alumni game, a girl's soccer jamboree, two football scrimmages, one boys JV and varsity soccer scrimmage and a JV girl's soccer scrimmage. The Cheering Team put in a couple full days working on their competition routine and the golf and cross country teams continue to accept athletes who want to participate in those sports. The Dover High School student-athletes who are out for our programs are working hard and representing the Dover school community exceptionally well. The athletic department would still like to see additional students taking part in extra-curricular activities, but are very proud of those student-athletes who have given up a great deal of their summer to participate in DHS athletics.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

- Linda Madden, Special Education Coordinator at DHS has written a grant to benefit students with autism. She has received \$1200 from CVS that will be used to provide assistive technology devices to assist with communication.

Dover Middle School

5th grade families are invited to a dessert night on Monday, August 29th from 5:30-7:00. This is an excellent opportunity to meet the teachers, meet new friends and practice your locker one more time before the start of school.

Garrison School

- Camp Explore was a great success.
- New Student orientation is August 30th from 1:15-2:15 PM.
- On Friday, Oct. 14, 2011 from 6 to 10 pm, the Garrison PTA will host its First Annual Silent Auction Fundraiser. Money that is raised through this event will benefit the Garrison Elementary School PTA. The Garrison School PTA provides money for activities, supplies, programs, and fieldtrips outside of the school district's budget. The First Annual Garrison Elementary School PTA Silent Auction offers a fund and entertaining way to raise money, promote local businesses and build the parent community at the Rebel Chef Catering Co.

Horne Street School

- The PTG Greening of the Grounds Summer Maintenance Committee volunteers have been hard at work weeding and cleaning up the gardens and trails around the school. Thanks for all of their efforts during the summer months. The grounds look great!
- Camp Explore was a great success. New HSS students were excited about their first days at school. We look forward to the first day of school with all of our new students whether they are new kindergarteners, redistricted to HSS, or new to Dover.
- UNICCO has done a great job getting the school ready for the children to return. Teachers have been in the school to set up their rooms readying for the first day of school.
- Horne Street School's New Student Open House is scheduled for Tuesday, August 30 from 1:15-2:15 PM.
- The PTG's Annual Welcome Back Picnic is scheduled for Thursday afternoon, September 1, from 5:30-7:00. This is a time for HSS families to picnic on the playground and enjoy an informal get together with classmates, neighbors, and staff members. There is not cost for this event. All family members of HSS students are welcome.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

- The HSS Open House has been scheduled for September 7th from 6:30-7:30. All family members of HSS students are welcome to visit the school and see what is in store for our children this year. There will be no opening meeting this year. Families are welcome to go right to their student's classroom beginning at 6:30.
- The 'Y' program will be offering morning day care this year at HSS. If interested, please call the Y directly to enroll your child in this program.

Woodman Park School

- Woodman Park School's New Student Open House is scheduled for Tuesday, August 30 from 1:15-2:15 PM.

Mrs. Grady asked about enrollment for the beginning of the year. All classes are in an appropriate range, although 4th grades need to be watched for increasing enrollment.

Audra Lurvey moved, Beth Setear seconded to accept the Superintendent's report. An oral **VOTE PASSED 6/0.**

G. POLICY ADOPTION: Second Reading: **1. GBEBB Staff Conduct with Students**

Beth Setear moved, Audra Lurvey seconded to amend the policy changing the word, "adult" to "staff" in all instances. An oral **VOTE PASSED 6/0.**

Robert McCrory moved, Doris Grady seconded to delete the word, "intentional" from the paragraph that discussed Prohibited Conduct. An oral **VOTE FAILED 1/5 (Setear, Mebert, Appel, Lurvey, McCrory opposed).**

Doris Grady moved, Robert McCrory seconded to insert wording that would include prohibited conduct listed in the policy before "violates this policy." An oral **VOTE FAILED 2/4 (Setear, Mebert, Appel, Lurvey opposed).**

Beth Setear moved, Audra Lurvey seconded to vote for the policy with proposed changes. An oral **VOTE PASSED 5/1(Grady opposed).**

The only change to the second reading of policy GBEBB Staff Conduct with Students is the replacement of the word "adults" with the word "staff".

H. RESOLUTIONS: **1. School District Media Access Center**

FINAL REPORT RELATING TO MEDIA ACCESS CENTER



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

CONSTRUCTION AND RELATED FINANCIAL MATTERS

Pursuant to RSA 199:4-a, the Joint Building Committee is in existence until this report is submitted and upon the return of unexpended funds. The Committee recognizes this final report related to the construction and related financial matters pursuant to RSA 199:4-a of the School District Media Access Center Joint Building Committee and the remaining fund balance in the Dovernet fund and agrees that these two functions are the sole purpose for remaining in existence and upon passage of this resolution with the corresponding actions will formally dissolve the School District Media Access Center Joint Building Committee.

This final report relating to construction and related financial matters finalizes all construction and activities of the Committee on behalf of the direction of the City of Dover, City Council and the Dover School Board.

Wherein on April 7, 2010 the City Council appointed its apportionment of City Representation to the School District Media Access Center Joint Building Committee, and on April 12, 2010, the School Board appointed its apportionment of the School District Media Access Center Joint Building Committee, according to RSA 199:3. The School District Media Access Center Joint Building Committee consisted of Deputy Mayor Dean Trefethen, School Board member Audra Lurvey and residents Parks Christenbury, Kirt Schuman, Aviva Grasso and Sarah Fisher Fuller. The School District Media Access Center Joint Building Committee first met on April 26, 2010, with the purpose and authority to oversee the construction of studio facilities and installation of equipment for a Media Access Center at the McConnell Center. The Media Access Center is to serve the needs of School Administrative Unit #11 and the City of Dover.

The School District Media Access Center Joint Building Committee selected a project manager to oversee the renovation and construction of three rooms on the third floor of the McConnell Center. These rooms would comprise the School District Media Access Center and would include School Board Chambers, a conference room, office and control room for the delivery and broadcast of the City of Dover's two access channels. The School District Media Access Center Joint Building Committee also selected vendors to equip and furnish the space, to specification.

In November, 2010, all major construction was completed. The construction was managed by Martini Northern and was completed satisfactorily and on budget. Page 2



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

Equipment was installed and engineered over the next three months. The School District Media Access Center Joint Building Committee authorized the purchase of additional equipment to meet the needs of the SAU, as well as improve the Media Access Center's capabilities.

The School Board met for the first time in the new School Board Chambers on April 25, 2011. In addition to a new location for televised School Board meetings, the Media Access Center is already providing additional meeting space to the SAU, the City of Dover and various boards and groups. The Media Access Center has also allowed for the activation of a second access channel, Channel 95, which is devoted to education. The public meetings of the School Board, City Council and Planning Board are now archived online and available for on demand viewing.

The total budget for the project was **\$351,902.20**. These funds were derived from cable franchise fees collected by the City and set aside for the eventual construction of a School District Media Access Center.

The funds expended break down as follows:

Initial construction and renovation of space: **\$162,200.00**;

Change orders: **\$1,754.25**;

Data, wiring and additional electrical work: **\$9,152.54**;

Broadcast and multimedia equipment, hardware, software and services: **\$126,028.96**;

All furnishings: **\$35,283.06**.

The final meeting of the School District Media Access Center Joint Building Committee was held on June 27, 2011. The project came in **\$17,483.39** under budget; the final cost was **\$334,418.81**.

Funds appropriated from the Dovernet fund were not fully expended and therefore, any savings from this project shall remain in the fund.

Respectfully submitted,

Parks L. Christenbury, III

Chair, School District Media Access Center Joint Building Committee

Audra Lurvey moved, Beth Setear seconded to accept the School District Media Access Center resolution. An oral **VOTE PASSED 6/0**.

I. OLD BUSINESS

- 1. Update Speech & Language C.A.R.E. Plan (Boothby Services)—See above**

J. NEW BUSINESS:

- 1. Seymour Osman Community Center Programs Update—T. Mansager—See above.**
- 2. End 68 Hours of Hunger Program—C. Bloom—See above.**
- 3. Career Tech Center Funding Update—J. Amara**



DOVER SCHOOL DISTRICT

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

Career Technical Center Director, Jim Amara provided an update on CTC funding. He told the Board that there would be a reduction of 11% in the Perkins funding for this year. Projections show that Perkins funding may be reduced or eliminated over the next few years. In order to keep the same level of programs and services, this funding would need to be replaced with local funding over the next few years. This is a period of growth for the CTC and he would not recommend cutting its budget in the future.

CTC Updates on Perkins Funding and NJROTC –Aug. 22, 2011

I.PERKINS FUNDING: Past, Present and Future Budget and Program implications.

- 1. Budget 2010-2011 \$162,000(based on state formula).
- 2. Budget 2011-2012 \$146,915(State Reductions of -6%=-11% for Dover).
- 3. Budget 2012-2012 \$88,155(State Reduction of -20%=-40% for Dover) Projected.
- 4. Budget 2012-2013 \$ Existence of Perkins?????

Implications: To keep programs at current level of support and service any Perkins dollar deficiencies will need to be addressed in total CTC operating budget.

II.CTC TUITION REVENUE:

- 1. 2010-2011 \$247,915
- 2. 2011-2012 \$258,122 (Based on current 2011 applications/accepted students)
(future allocation of revenues to support CTC operating budget needs to be discussed)

III.CTC STATE RENNOVATION PROJECT- 2015-2016

- 1. Re-Design Areas include: Engineering Technology, Biotechnology, Animal Science, Computer Technology, Woodworking Technology, LNA
- 2. Improvement Areas: All others
- 3. New Programs/Expansion Possibilities include: Welding Technology, Child Care, Instrumentation Technology, Plumbing, Waste and Drinking Water Technology, Landscape/Hardscape Technology w/ UNH Thompson School. Marine Engine Repair.

Mrs. Grady asked if there will be legislative hearings regarding the Perkins Grant. Mr. Amara responded that they are trying to get involvement of local people to be advocates of the programs and CTC.

Mrs. Grade also asked if there is an educational panel who are able to communicate that these programs are useful and do not have the same image as in the past. Mr. Amara responded



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

that there is beginning to be a positive result and he will notify the School Board when hearings are scheduled so they can attend

4. Jr. ROTC Program Update—J. Amara and Cmdr. Tower

Cmdr. Tower discussed the program stating that many NJROTC programs are being cut. There will be 29 cut by the end of this school year. Dover is not on that list, so there will be a program for at least two years. There are budget challenges within Dover though. There are currently 59 students enrolled, but he is hopeful the number will increase during the first week of school.

Mr. Amara stated their first idea was to determine if middle school students are eligible. After looking into it, they were told that only high school students are eligible. Another idea to increase enrollment is to have a summer camp to encourage students to enroll in classes during their freshman year. They are hopeful they will be able to do this next year.

Another idea would be to include Portsmouth in our NJROTC program. They currently do not have a program, but are interested in joining with us. Unfortunately, they did not budget for this and are not able to pay the cost. Mr. Amara suggested an outreach for two years to Portsmouth. Their students could take the classes at Dover without paying tuition, although they would need to provide their own transportation. He also noted that Cmdr. Tower could possibly travel to Portsmouth to teach one class. This is something that the School Board should think about and possibly decide at a later date.

Dr. Mebert asked how our students would be transported to Portsmouth. Mr. Amara responded that the class in Portsmouth would only be for Portsmouth students.

Mr. McCrory asked if this was similar to other programs in neighboring districts. Mr. Amara responded that they pay tuition so it is somewhat different. This is a way to try to increase enrollment figures.

Dr. Mebert thought that this could be a problem with public relations. She commented that Somersworth, or other communities may have a problem with this since they would be paying tuition, but Portsmouth would not.

Ms. Setear asked if we could offer this program to Somersworth or Rochester to try and achieve the same outcome.

Mrs. Grady asked for the proposal to be written with all of the details so that the Board can review all aspects of it.

5. End-of-Year Custodial, Grounds and Maintenance Update—T. Knowles

Tim Knowles discussed the contract with Dover including a 0% increase, a sustainable grounds plan, and an energy audit. These will all be complete later in the fall.



DOVER SCHOOL DISTRICT

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

Unicco has provided a Clerk of the Works for the HSS renovation at a reduced cost. Mr. Knowles thanked his staff for taking care of the schools and grounds throughout the year.

Supervisor of Custodians, John Minnehan, discussed the status of the schools for the beginning of the year. Woodman Park is 90% complete, Garrison is 95% complete, HSS is 100% complete, DMS is 90% complete, DHS is 95% and the Alternative School is 100% complete. 560 gallons of floor finish has been applied and ceilings, lights, walls, windows and furniture have been cleaned. Furniture is removed from classrooms, floors stripped, 5 coats of finish and furniture reset into classrooms.

Mr. Knowles discussed the Grounds calendar for the year and processes completed to get grounds and fields ready for the year. Fields were resurfaced.

He also noted that offices and many classrooms were painted. Corridors, cafeteria and other spaces will continue to be painted into the fall.

The Alternative School parking lot has been started and will be complete for the beginning of school.

New carpeting was installed in certain areas of DMS, DHS, and GES.

Dr. Mebert asked about the condition of the Horne Street Gym. Mr. Knowles stated that it is getting into better condition. It is almost back to its original condition.

Mrs. Grady wanted to note that Unicco has helped tremendously with the Horne Street School JBC and to get the warranty.

6. Status of Special Education Study Recommendations—S. Crosson

Ms. Crosson addressed the Board regarding the two studies conducted.

OPPORTUNITIES FOR IMPROVEMENT-STATUS OF SPECIAL EDUCATION STUDY RECOMMENDATIONS

This is a report of the status of administrative discussion and response to the American Education Consultant's study of the special education department.

1. Student achievement for students with disabilities needs to be focused on for improvement in several areas.

Using ARRA special education funds, AIMSweb licenses for all identified students were purchased for FY12. AIMSweb provides Curriculum-Based Measurement (CBM) testing materials and web-based data management, charting, and reporting for CBM assessment data to 'inform' the teaching and learning process.

Last year special education teachers used AIMSweb for progress monitoring. This year we are adding benchmark testing in September, January, and May.



DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

2. Staff and student scheduling are a significant concern that should be given priority.

This is a system problem the administration has attempted to resolve. At the elementary and middle school levels, students are scheduled into classrooms and content classes by the building administration. The schedule of IEP services typically occurs after general curriculum scheduling in the first two weeks of school. At the elementary level, individual case managers and therapists create the schedule of services for students on their case load. At the middle school, special education staff members work collaboratively to place students in interventions by need and availability, not grade or case manager. Therapeutic services (OT, PT, speech/language therapy) are scheduled by the therapists. At the high school level, students receive most services in specialized courses designed to provide remedial instruction in reading, writing, math, language, and organization. Students are pulled from classes to receive OT and PT services.

The choice of pull out time has been based on district requirement *not* to pull out of language arts or math classroom instruction. This leaves pull out options to Science, Social Studies, and Specials. We found this limitation impossible to follow for all students and began to use core curriculum time in math and language arts for some pull out time.

The last two years the emphasis in special education was to provide direct instruction, using an intervention program, in core curriculum areas of math and reading, for students who were not proficient on the NECAP. This practice led to an increase in the number of students pulled from the general curriculum to receive the direct instruction special education service. The direct instruction has made a difference, especially at the middle school. However we will not be able to sustain this model because we do not have enough special education teachers to provide direct instruction to all nonproficient students with disabilities in all areas of nonproficiency.

To remedy this situation, this year the coordinators will be reviewing each special education teacher's plan for providing special education services to students on their case load to ensure that teachers are using a variety of delivery options and that the option chosen matches the need described in the IEP. Students will continue to be served out of the general classroom in a resource room setting.

The AEC study recommended clustering students with disabilities in classes so that teachers are working with small groups with similar needs. We do not cluster students with disabilities in classes because we found it impossible to maintain. New students are placed in the class with the lowest enrollment to keep class size even. Flexible grouping (across classrooms at the elementary level and across grades at the middle school level) occurs to group students with similar needs.

3. Scheduling of staff should be revised to allow delivery of instruction throughout the district all five days each week.

This practice began in 2006-2007 school year for elementary only to solve the very problem suggested as occurring. Currently SPED teachers are not prohibited from scheduling IEP services on the "meeting day" nor are they prohibited from scheduling a meeting on another day of the week. The intent of this practice was to reduce the practice of cancelling special education services, create a predictable schedule for classroom teachers, and allow common time for all special education staff in the building to meet as a department.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

This practice was reviewed by the principals, coordinators, and special education staff at each building. Other options were considered, such as limiting meetings to scheduled “case management” blocks or changing the service delivery to sessions per month rather than sessions per week. All agreed that a schedule of services needs to be flexible and allow student services to be available every day.

The conclusion was to continue to plan one day a week as a meeting day. Cancelled services must be made up within a week so that students receive *all* IEP services. A memo will be sent to staff reminding them to plan the service delivery according to student need (i.e. *not* limiting services by their schedule) and to make up missed services within a week.

4. IEPs should be developed forwards, meaning that achievement and other data gathered should be the basis for IEP goals, which then should be the basis for identifying the necessary service plan, designed to provide a reasonable opportunity for the student to succeed in the least restrictive learning environment.

Student data is used to create IEP goals and services and all IEP components are designed to improve the student’s ability to participate in the general education curriculum. Staff schedules and availability are considered as special education teachers are a limited resource. In the past special education teachers wrote IEP service plans without considering their availability to provide the services in the IEP. This led to more special education service time than available teacher hours. Now the special education coordinators review the special education teacher schedules to make sure that all IEP services are delivered based on data driven student needs.

5. While Dover is commended for having a lower total number of students with disabilities than comparison districts, this fact presents its challenges.

We agree that general education staff need to implement differentiated instruction. A “learning through teaching” project focusing on improving differentiated instruction was planned for this year, but delayed due to loss of grant funding.

6. Response to Intervention should be targeted for full implementation.

The Special Education Administrator, Curriculum Director, and Title I Director met to develop a plan for RtI implementation. This group will function as the “steering committee” and report to the superintendent and school board on progress.

The first task we set is to create a representative RtI Committee charged with developing a vision, targets for development, and timeline for implementation. Dover already has in place many components of RtI, but these elements are not organized or consistent across the district. The committee needs to understand what is in place and evaluate what is needed. We have a list of staff members we will invite to a first meeting mid-September.

We considered the need for professional development for the committee and later for the district. Initially we thought we might use funds from the Title I grant and the IDEA grant for this purpose, but changes in personnel costs have limited grant funding for PD. We have contacted the state and submitted a request for technical assistance from the Bureau of Special Education. We are collecting free publications for the committee to help them understand the policy considerations that are part of RtI implementation.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

7. The district should eliminate the role of special education coordinators as currently employed.

The study did not find a clear purpose for the coordinator position given their lack of authority. The study recommended elimination of the positions and return of staff to instructional assignments. We agreed that the lack of authority undermined the effectiveness of the position but did not agree that their purpose was not clear. Building administrators all agreed that they rely on the special education coordinators to advise them on special education process, procedures, and compliance. Moreover, the special education coordinator serves as the LEA for difficult and adversarial IEP team meetings. A “Special Education Coordinator” job description was prepared for board approval last October but never presented to the board due to an early beginning of the budget process. The special education director recommended that the special education coordinator position be changed to administrative level as is the case in most school districts. This can be done at no increased cost to the district for two of the coordinators.

8. The current practice and role of Special Education Director is less than fully effective for a variety of reasons.

We agree with the expectations expressed for the role of the special education director. No specific recommendation was made. Full effectiveness of a special education director requires collaboration among administrators and a common focus. The current administrative team has improved collegial relationships this past year and will be focusing improvement efforts on district goals and achievement of common core standards.

9. The behavior specialists appear to be a necessary support for many student teams.

Behavior specialists serve as building PBIS coaches and assist building intervention teams to address behavior and academic problems of all students.

10. Building administrators are needed more in the IEP process and, for this purpose, need to identify the necessary time, knowledge and oversight required such that IEP teams and the services necessary for students with disabilities are identified and implemented properly.

Dover has utilized case managers as designated education agents or “LEAs” for all routine use of building resources and employed district-level related service staff since the early 1990’s. This practice has been discussed with our attorney as allowable. The law allows the district to designate any district IEP team member to serve as LEA:

§300.321(d) Designating a public agency representative. A public agency may designate a public agency member of the IEP Team to also serve as the agency representative, if the criteria in paragraph (a)(4) of this section are satisfied.

§300.321(a)(4) A representative of the public agency who--(i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;(ii) Is knowledgeable about the general education curriculum; and (iii) Is knowledgeable about the availability of resources of the public agency.

If a need arises in the IEP discussion and the LEA does not know what resources are available to address the need, the team discontinues discussion until more specific information



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

can be obtained from the administration or until an administrator with that knowledge can attend the meeting. It is true that the LEA may make a recommendation contrary to the desires of colleagues and this can create conflict between the LEA/special educator and others at the table. Special education teachers can request an administrator or coordinator serve as LEA. Administrators and coordinators typically serve as LEA when the IEP team is in conflict.

Requiring building principals to be routine members of IEP teams and to serve as LEAs will not solve the problem of advanced knowledge of resources outside of the building and will put a burden on the administrator, given the number of IEP meetings held during the year (all required special education meetings are called IEP meetings, not just those whose purpose is to design the IEP). A newly identified student typically has three IEP team meetings the year they are identified. Currently building principals and the special education director attend IEP meetings that require administrative authority or expertise. We are not able to change this practice. As one principal stated, "Administrator time is limited as it is now. Without more administrative help in the district – attending SPED meetings is an impossibility."

A memo has been prepared for special education staff delegating LEA authority in writing and reminding them that they can request an administrator or coordinator to serve as the LEA.

11. Evaluate professional development for special education personnel as to its effectiveness.

AEC requested a list of professional development (PD) provided to special education staff last year. Conclusions were drawn about the purpose and use of this PD without input from the director or coordinators. The PD schedule last year was based on the Focused Monitoring (FM) requirements. Staff improvement and use of PD was closely monitored. A rubric for improvement in compliance problems noted in the FM process showed improvement over time and was commended in the final FM report of our Corrective Action. Also, data has been collected, analyzed, and discussed among coordinators and with staff on the use of all PD topics, including: Lindamood-Bell/OG intervention programs, data use, reading assessments, autism programming. Focus of these discussions was both improvement in meeting student needs and improved achievement.

The district does not currently have a system for evaluating the effectiveness of any professional development activity.

12. Staff should be expected to monitor student progress and evaluate student and program needs in a manner that results in quality data that can be used to inform decisions at the IEP, building and district levels.

We agree with this recommendation. Currently we are working to get all district data into Performance Plus so that student data is available to all teachers, specialists, and administrators. Professional development and time to collaborate will be needed to fully develop a culture of data-driven decision making.

13. Adjust special education and related services programming and staffing to levels indicated in this report.

The AEC report commended the district for maintaining costs of special programming and recommended some shifting of resources.



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

1.) i. The report recommended maintaining or adding support to current levels of administrative/supervisory staff but reported the wrong number of special education administrative/supervisory staff. We have 1, not 2 administrative/supervisory staff

ii. The report recommended reducing two Speech/Language therapists and 1.4 speech therapy assistants. We are eliminating a .4 FTE federally funded speech pathologist and have reallocated speech therapists according to the recommendations from the Boothby Therapy LLC "CARE" plan. The reallocation involves splitting the high school position into two part time positions: .4 FTE at Dover High School and .6 FTE at Horne Street School. In addition, the Garrison speech pathologist will be assisting Woodman Park School and the district with Child Find evaluations.

iii. The report recommended elimination of the coordinator position. The administrative team *strongly* supports the coordinator role and agreed that this recommendation was not practical given the limited availability of building principals for coordinating special education services.

2.) The report recommended returning up to four students from out of district placements who the district staff believes can be appropriately served in Dover Schools. At the time of the study, the district was monitoring the progress of four out placed students who were doing well in their program. One was returned to the district last April, one is planned for return in the fall if he continues to do well, one regressed and will be looked at in January of 2012, and the last will be transitioned to a program closer to Dover in preparation for placement at the Dover Alternative Program.

14. Review billing practices and reimbursements for Nottingham and Barrington students to ensure that Dover taxpayers are not subsidizing the costs of instruction for them.

We agree that the tuition cost for students with disabilities from Nottingham and Barrington appears to be underestimated. This will be closely reviewed when the tuition agreements come up for renewal in 2014 (Barrington) and 2016 (Nottingham).

15. Pre-school programming should include continued integration with typically developing peers.

We agree and recommend a plan be developed to increase the number of typically developing peers so that the district will meet the anticipated federal targets for least restrictive environment. We have discussed options of charging tuition for our typical students, as is the practice in neighboring communities. Next year we have redesigned the sessions so that we have options that include services in a community setting, an early childhood classroom with 50% typical peers, partially integrated classes, and a self contained class offering 25 hours of special education a week to students on the autism spectrum.

16. The determination of need, performance expectations, and accountability surrounding paraprofessional aides should be analyzed by the district immediately.

We introduced a "Paraprofessional Determination" process last February that requires data collected on the frequency, duration, and type of support needs of a student with a disability. We analyzed the data the case managers collected and the decision making process for including a paraprofessional as an IEP service provider or supplemental support. We found



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

that the case managers were not collecting the data properly and often believed this process to be a justification for a decision already made rather than a process to help a team make a decision about a need for support. To remedy this situation, next year any paraprofessional support or instructional service will need to be approved by the coordinator and principal before including in the IEP draft.

The coordinators will be observing student need for paraprofessional support and documenting the need using the Paraprofessional Determination process.

Paraprofessional supervision is not consistent throughout the district. Building principals rely on feedback from supervising teachers and coordinators when evaluating paraprofessional staff. The high school coordinator and middle school coordinator have responsibility for supervision, assignment, performance expectations, and accountability. The elementary paraprofessionals are supervised by the building principal in collaboration with the elementary coordinator and special educators.

The preschool has changed the practice of including paraprofessional time in all IEPs. This was an error that has been corrected. IEP services should reflect the need of the individual student, not what the program offers for all students.

Paraprofessionals have had extensive training to prepare them for their assignments. They have been included in curriculum training and district PD activities as well as topics specific to their role. Many paraprofessionals are provided “on the job” training by observing the teacher implement a program, co-teaching a program, and/or working independently with periodic observations by the special educator. No paraprofessional should provide direct instruction without training and supervision by the special educator.

17. The district should consider further developing an in-district program within a single elementary building to support students with low incidence disabilities.

We have an in-district program for students with complex, medical and educational disabilities. Students with low incidence disabilities are served in the least restrictive environment and not assigned to a self-contained program because their disability is uncommon. This does require additional resources but is consistent with our district philosophy and practice of full inclusion. We provide supports and modified instruction for students placed in the regular classroom with low incidence disabilities including blindness, autism, and hearing impairment.

18. The district should coordinate with each school principal the development of an individualized building improvement plan to insure special students are receiving proper instruction in a least restrictive environment.

Each school 's improvement plan will include improvement of the special education program. Special education staff have been included on building improvement teams to ensure their perspective is included in planning improvement activities and the special education director has offered to attend committee meetings or meet with building administrators to assist teams in planning improvement activities. The special education administrator will meet with each principal quarterly to assess the progress of improvement in the special education program, including review of progressing monitoring data (AIMSweb) and intervention data (probes on IEP goals).



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

19. It is recommended that the district develop a strategic, multi-year plan for full implementation of planned improvements.

The administrative team has discussed the special education recommendations and targeted RtI as the priority for this year. Special education data - including the District Data Profile of the 13 federal indicators (e.g. LRE percent, suspension/expulsion rates for students with disabilities, graduation rates for students with disabilities), child count, and parent survey data-has been shared with administrators as the data becomes available from the NH Bureau of Special Education. The administrative team will review special education student achievement data after NECAP results are available, and include the RtI and special education monitoring data in the review.

Mrs. Grady asked Ms. Crosson the cost of the report by Boothby Services. Ms. Crosson stated that it was \$12,700. The report by AEC was approximately \$38,000. Mrs. Grady stated she is bothered by the two conflicting reports. She would like to know what is being done since receiving results from the two companies.

Mrs. Grady asked why each company had different sets of numbers. It seems that the two reports are in conflict with each other.

Ms. Crosson stated that she has met with SLP and reviewed the Boothby plan. She has eliminated Case Management from the duties of the SLP personnel. There will be a meeting in September to review all recommendations by Boothby and determine changes that will be made.

Ms. Crosson will report to the Board monthly if needed, so that they are aware of changes being made.

She will be looking at every way to increase Medicaid revenue.

Mrs. Grady would like to have something on paper on what Mrs. Crosson will select from each report and why. She would also like to know how it will be implemented.

She would like to know where the district is going after receiving both reports.

Ms. Setear commented that she believes Ms. Crosson has answered those questions in her report.

Mrs. Grady read the report presented by Ms. Crosson as a summarization between the two companies, but not as a real direction.

Mr. McCrory asked how the SLP spend their time during the day. Ms. Crosson responded that they will provide a time analysis for one week of every month which will provide better data. Services will be coded as direct or indirect.

Mr. McCrory stated that he would like a more formalized process so that time isn't wasted.



DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Session #7
Meeting Location:	Media Ctr (Rm. 306) McConnell Center
Meeting Date:	Monday, August 22, 2011
Meeting Time:	6:30 P.M.

Ms. Crosson stated that this would happen so that the SLP would know what exactly what needs to happen. SLP in each building are used in different ways and in different grades. She is looking to redefine how they are used and is trying to focus all of their time on speech and language services and not attending behavior meetings, etc.

Mr. McCrory asked what the approximate number of screenings that lead to identifications. Ms. Crosson responded that it was approximately 75% identification rate. It includes several assessments.

Ms. Crosson also added that Dover would not be doing universal screenings.

Mrs. Grady asked how Ms. Crosson will make implementations on differentiated instruction. Everything on the list does not need to be done in one year. She would like a certain number of the suggestions completed to improve the process. Mrs. Grady also added that she would like it reported to the Board in a few months.

Ms. Briggs Badger stated that this is a starting point. They are trying to get the implementation under way. The budget process held up implementation, since the district didn't have a final budget figure until July. The plan should be on School Improvement Plan format. Ms. Crosson will be completing a strategic plan for special education.

Mrs. Grady asked that 4 or 5 items be selected that will make a difference to students.

Dr. Appel stated that it would be helpful to have a statement of local philosophy. Even though the Boothby report had economic savings, they were still concerned with Dover's philosophy. It should be as explicit as possible.

Mr. McCrory asked how many speech pathologists are in the district. Ms. Crosson responded there are 5.0 Full time and 2.8 Speech Assistants.

K. SCHOOL BOARD MATTERS OF INTEREST: Mrs. Grady shared something that had been forwarded to here in an email. The story involved a teacher who was asked what "she made". The teacher responded what she made, which included making a difference in the lives of children. She read this as a tribute to Dover teachers and staff.

L. ADJOURNMENT: Audra Lurvey moved, Beth Setear seconded a motion to adjourn at 9:40 P.M. An oral **VOTE PASSED 6/0.**

Respectfully submitted,
Beth Setear, Secretary