



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting #2
Meeting Location: Media Ctr. (Room 306) McConnell Center
Meeting Date: **Monday, February 13, 2012**
Meeting Time: **7:00 pm**

Chairperson Rocky D'Andrea called a meeting of the Dover School Board to order on Monday, February 13, at 7:00 p.m. in the McConnell Center Media Center.

A. ROLL CALL: Present were Rocky D'Andrea, Betsey Andrews Parker, Amanda Russell, Doris Grady, Kathy Baker, Paul Butler and Ken Appel.

Also present were; Superintendent Jean Briggs Badger; Woodman Park School Principal Patrick Boodey; DMS Co-Principals Mike McKenney and Kim Lyndes, CIA Director Gary Tirone, DHS Principal Christine Boston; Horne Street Principal Mal Forsman; DTU Representatives Sheila Madsen and Maybeth Anderson, DALC Executive Director Deanna Strand, NJROTC Instructor Bill Tower, Special Education Director Sandie Crosson, Federal Projects Director Paula Glynn, and citizens and teachers of Dover.

B. PLEDGE OF ALLEGIANCE: Amanda Russell led the Pledge of Allegiance.

Amanda Russell moved, Ken Appel seconded to suspend the rules and move up items N.1 and 2 on the agenda so that they would be discussed immediately preceding the Consent Agenda. An oral **VOTE PASSED 7/0**.

C. CITIZENS' FORUM: Ann Schultz, 10 Roberts Rd, DALC Board member, spoke in support of Dover Adult Learning. She read several cases where past DALC students have been helped immensely.

Souad Abouyasfine, Dover, spoke in support of DALC

Bonnie McGovern, 65 Grandview Dr, spoke in support of education in Dover. She also offered support of teachers and all staff in Dover.

Katie Carpenter, Dover, spoke in support of full day kindergarten.

D. APPROVAL OF MINUTES: Kathy Baker moved, Ken Appel seconded, to approve the following minutes:

1. Organizational Meeting Session #1, January 2, 2012
2. Regular Session #1, January 9, 2012
3. Nonpublic Student Discipline Session #3, January 17, 2012
4. Special Session #1, January 19, 2012
5. Special Session #2, January 21, 2012
6. Nonpublic Session #2, January 23, 2012
7. Budget Workshop Session #1, January 23, 2012
8. Nonpublic Student Discipline Session #4, January 25, 2012
9. Special Session #3, January 31, 2012

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



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N. 1. Dover's Growing Readers (DGR) Update-P. Glynn

Paula Glynn, Federal Projects Director, presented an update on the program. She distributed several documents to the Board identifying areas of improvement for the NECAP over the past 7 years, along with PALS results information for the past 4 years. She gave an overview of the DGR program stating that it is a home-grown program that has had optimistic results since its full implementation in the 2009-2010 school year. She stated that the data for district and school growth, along with individual growth has been encouraging, although there has only been two full years since its implementation. Assessment measures for district and school growth include NECAP and PALS testing. The PALS is a standardized test used across the country that is beneficial for comparison purposes. Individual student growth is measured with Fountas Pinnell Benchmark Assessment (K-4), Scholastic Reading Inventory (5-8), Individual Intervention Assessment, Individual NECAP scores and Individual PALS scores.

Ms. Glynn recommended that Board members review the information over the next month and they can discuss at the March School Board meeting when Mr. Tirone makes his presentation.

Mrs. Grady commented that the data represented in this report was just the type of information that she is looking for. She added that it is similar to a math program that was used in prior years.

2. DMS NECAP Reading Growth-Dr. Scott Marion, Center for Assessment

Dr. Marion discussed the Student Growth Formula/Model. He had met Ms. Briggs Badger at a meeting a few weeks ago and was asked to present at this meeting to share good news regarding growth at Dover Middle School. The state of New Hampshire will now be reporting student growth and this model is helpful in determining their growth. The growth model evaluates the change in a student's achievement over at least two points in time compared to the student's "academic peers" (i.e., students with the same prior score history). The results are reported as a student growth percentile that describes the student's growth relative to his/her academic peers. Individual student results can be aggregated to any unit desired such as a subgroup, classroom, school and district.

Potential uses for the growth model help to show if students are provided with an "opportunity for an adequate education." School performance indicators include median student growth percentile (the middle score in the distribution of students) in reading and math in the grades for which growth can be calculated. The accountability system will be piloted in June of 2012.

A Growth Analysis Tool uses this model to display growth and achievement across schools and groups. This tool will be reviewed by Curriculum Instruction and Assessment leaders to explore the benefit of using this information to improve instruction and programs.

The Teacher Effectiveness Task Force and Principal Task Force are considering the use of the growth model as one factor in evaluation systems.



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Dr. Marion stated that anything over 60 points of growth is considered high. Garrison and Dover Middle School have had high growth.

He added that it is difficult for a student with the size of DMS to have this kind of growth. He is doubtful that this level of growth will continue this year. He stressed that 2 to 3 year averages are best used for growths.

He commended the staff and the programming for this level of growth. Dr. Marion believes that this type of growth is difficult to achieve with a packaged program. DGR is probably responsible for much of this growth.

Dr. Butler asked what Dr. Marion attributed the poor performance of other schools to. Dr. Marion stated that perhaps they have high performance and are happy where they are or feel they do not need intervention. Proficiency is highly correlated with what students bring to school. Growth is about what the school brings to the students. There is a focused instruction in high growth programs.

Ms. Briggs Badger congratulated the middle school staff for their efforts and this high level of growth.

E. CONSENT AGENDA

- 1. Correspondence:**
 - a. Request for Job Share Horvath/Friend-Gray, Dover Middle School
- 2. Resignations/Retirements:**
 - a. Gary Tirone, Curriculum, Instruction and Assessment Director
 - b. Faith Garnett, Dover High School, World Language Teacher
 - c. Ahn Murphy, Woodman Park School, Grade 1 Teacher
 - d. Rebecca Ready, Horne St. School, Speech Language Pathologist
- 3. Leaves of Absence:**
 - a. Shauna Travaglini, Garrison Elementary School
- 4. Nominations:**
 - Sheet 1: Nomination and Election of Staff (Avellino-Rutherford)
 - Sheet 2: Nomination and Election of Staff (Brown-Romps)
 - Sheet 3: Nomination and Election of Teachers (McQuade)
- 5. Extended Travel (Student Trips):**
 - a. DHS Columbia University (NYC) March 13-16, 2012

Doris Grady moved, Kathy Baker seconded that 1.a. and 2. a-d.be pulled from the consent agenda. An oral **VOTE PASSED 4/3** (D'Andrea, Andrews Parker, Butler opposed).

Kathy Baker moved, Doris Grady seconded to approve the balance of the consent agenda. An oral **VOTE PASSED 7/0**.



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Mrs. Grady moved, Paul Butler seconded that item 1.a. Request for Job Share be approved pending final adoption of the budget. An oral **VOTE PASSED 6/1** (Andrews Parker opposed).

This motion was made because of the nature of a job share. It is necessary for both teachers involved to be offered contracts in order to have the job share.

Mrs. Grady spoke on behalf of the resignations/retirements. Her comments were:

“We, as a Board, cannot let our people retiring or leaving this year leave without a comment to thank you for your efforts in developing strong academic growth of our students. There are some of you I do not really know such as Faith Garnett and Rebecca Ready. I am sure that if we approached any of your students, they, as your people can, and would tell us how much they cared and how much they loved your efforts. They would do that in a child-like way and it would be shining in their eyes. Gary Tirone, our Curriculum Director will be leaving in April. His strong feeling for virtual learning is well known throughout the state and many students in New Hampshire have benefited his expertise. The economy does affect his decision and for that we are sorry. Regardless, Gary, you will be walking in the 21st century and I am sure be involved throughout the state. We, as a Board with you well. We want to thank you, Ahn for all the smiles and good mornings you deserved! We want to thank you for your contribution to children, the community, and education itself. In her letter, she states that she truly cherished her thirty-two years journey as an educator in Dover. The fond memories of past and present talented colleagues, caring parents and curious children will always be in her heart. She recalled the butterflies, questions, and excitement that she had as she walked down the hallway of Garrison Elementary School in September of 1980. Now, in 2012, she has some of those same feelings as she enters Woodman Park School every morning. She can’t wait to see her student’s big smiles and hear “good morning, Mrs. Murphy!” She continues to say in her letter that she is leaving a wonderful learning community and the profession that she loves. She is also finding it difficult to believe the she is currently teaching a second generation first grade boy. His mother was her student. She states that it has been an unforgettable journey and it is time for her to slow down a bit. Ahn would like to thank the Dover School Board members, Superintendents and Principals that she has been fortunate to work with. She values your support and the numerous opportunities you have give her to grow as an educator. She is genuinely honored to have been a part of Dover’s amazing learning community.”

Ken Appel moved, Kathy Baker seconded approval of 2.a, 2.b, 2.c, and 2.d of consent agenda.
An

F. SUPERINTENDENT’S REPORT:

The Dover School District wishes to thank the Rotary Club for their annual, generous donation of dictionaries to all city 3rd graders. The students are greatly enjoying using them to expand their vocabularies much to the teachers’ delight!

The Dover Reads program continues this month with local Dover author Jim Mastro meeting with students in grades K – 4. He is presenting information on Antarctica and reading from his



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latest book *The Talisman of Elam*. Our students are enthralled and encouraged to explore their own writing. Thank you to Dover Reads for providing this excellent literacy building opportunity.

SCHOOL Updates

Woodman Park School

Tonight there is a WPS Volunteer Celebration to thank many of our school volunteers. All of our volunteers are appreciated and needed. This event is due to the efforts of our school's PTO, Sandy Tremblay, Wendy Nasberg, and other staff members.

A Family Health and Wellness Night will be held at WPS on Wednesday, February 22 from

5:30 – 7 pm. NH Public Television Channel 11 will be running this event for interested Dover families. Events like these are due to Title I Programs.

Horne Street School

Last Thursday on February 9th the 3rd grade students presented “Space Night”. From 6:30 - 7:30 p.m. families were welcome to visit HSS and view the fantastic projects completed by our 3rd graders. This activity supports the Dover science curriculum and incorporates writing and presentation skill providing authentic presentations of student work.

This month Dana Mitchell brought the DARE program to HSS and visited with our 4th graders. This is a very important program and we thank Dana for his time and energy delivering this program.

On February 22nd from 6:30 -7:30 HSS’s Young Inventors Fair will be held. Since mid January, interested students have been creating their own inventions. They will be presenting them to our judging team during the school day and returning at night with their parents. Last year the four grade level winners from HSS who chose to compete at the state level came home with awards.

On February 17th the HSS PTG will hold a Movie Night from 5:00-9:00 p.m. Families are invited. The next PTG meeting is February 21st in the library starting at 6:30 p.m.

Garrison School

This past week, all grades took the opportunity to embed the 100th day into math class and other activities.

We are pleased to announce a partnership with several local area restaurants to hold a Garrison Food Challenge for our fourth grade students. One team representing each 4th grade class will work with a local chef to turn their conceptual healthy meal into a real dish. On March 29th from 5-7 at the Rebel Chef Catering Company, the public is welcome to attend a taste



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test/judging process where the winner will get their dish served to the entire school. All four finalists will get their dish carried on the local chef's menu for a month following the competition.

Dover Middle School

We are very proud of Dover Middle School's NECAP progress in reading!

A collaborative effort between our student council, Kids Who Care and the Pride Committee organized a collection for our troops. They have mailed out over 100 care packages!

Dover High School

The Penguin Plunge was a success for Special Olympics of New Hampshire and Dover High School. The students and staff at Dover High School raised just under \$10,000 during their fundraising drive. The plunge took place on Saturday February 4th at noon time at Hampton Beach – the temperature was 30 degrees with 15-20 mile an hour winds – water temp was about 40 degrees and all participants had a wonderful time for this cause.

Two DHS Students, Junha Kim (pronounced June-ha) and Joshua Bean have been named Candidates in the 2012 United States Presidential Scholars Program...both seniors are also now finalists in the National Merit Scholarship Program. Winners will be announced in March. Congratulations to them both for this distinguished honor!

Three DHS students have recently been appointed to the NH Legislative Youth Advisory Council, Abby Martinen, Krystina Gibbons, and Adam Glidden.

Dover High School invites parents to its Open House on Wednesday, February 15th, 2012. The evening begins at 6:00 pm with three concurrent Guidance-sponsored workshops in the auditorium. Workshops will run at 6:00 pm and 6:30 pm. At 7:00 pm, after brief introductory remarks, parents will follow a mini schedule of their child's classes. Parents will also be treated to a special preview of our upcoming Drama Production of "Oklahoma!" which will be presented February 17th-19th. More information is available on our website.

In the 2012 Scholastic Art Awards of New Hampshire, Dover High School submitted a total of 52 individual artworks and 17 Portfolios. As a result of extreme interstate competition, DHS had 18 Individual Works of Art and 5 Portfolios recognized and awarded honors in this year's competition.

ATHLETICS

Dover High School has been granted quota for the 2012 Special Olympics Unified Sports™ Volleyball National Championships to be held Friday, May 25- Sunday, May 27 at the Salt Palace Convention Center, Salt Lake City Utah. Dover High School will compete alongside the following states: Arizona, North Carolina, Rhode Island, and Virginia. Special Olympics Project Unify will cover all of the costs for all participants and coaches. Our team will be made up of 7 athletes and partners from Dover High School, 3 athletes and partners from Oyster River High School as well as one partner from Somersworth High School. This is a once in a lifetime opportunity for all who will attend.



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Amanda Russell moved, Kathy Baker seconded approval of the Superintendent's Report. An oral **VOTE PASSED 7/0.**

G. STUDENT REPRESENTATIVE REPORT: Ms. Theth's report consisted of information about DHS events and honors. The swim team is congratulated for winning the state championship. National Honor Society members who would like to earn community service hours may participate in an obstacle event on February 22 from 5-7:30 at WPS. The senior class advisors would like to remind parents to submit photos and/or videos of their seniors that can be used in the senior slideshow that is shown at the senior banquet. Photos can be emailed to 2012.srslideshow@gmail.com. They are due April 6th and can also be dropped off at DHS.

H. COMMITTEE REPORTS:

Dr Appel provided three reports:

The first report is a Curriculum Planning Council report from the meeting of January 5th, 2012.

The task force on STEM/Health k-4 reported on their proposed changes to the health curriculum. Those changes are intended to eliminate redundancy with other programs and streamline the curriculum. Instruction will be focused on science and engineering practices. It is expected that the approach, designed in collaboration with UNH faculty will help to address weaknesses our students have shown on the NECAP science examination and increase the depth of student understanding of the topics covered.

Patricia Driscoll described the work of the mathematics task force. The Math in Focus curriculum has been very well received by students, teachers, and parents. Patty and Karen Berg are working to overcome pacing problems arising for students who spent several years in the Everyday Math program and are now switching to the MIF approach. Intervention for those students whose knowledge is below grade level is being put into place. New texts must be found for grades 7 and 8 in order to take best advantage of the knowledge imparted in the first six years. Some students are entering the high school without pre-algebra competence and this problem needs to be addressed.

The second report is a Professional Development Committee report from the meeting of January 18th, 2012.

The Professional Development Committee received a draft of the Professional Development Master Plan which (as modified) must be submitted to the state department of education in March. The master plan outlines the steps that teachers are expected to take in order to be recertified. The process is being switched from a mechanical submission of a number of documented hours of effort to a choice of professional goals and showing an acceptable level of work towards those goals. The master plan gives detailed guidelines for choice of goals and the documentation of necessary progress towards these goals with a strong emphasis on collaborative work and the improvement of student learning and achievement. It was pointed out in the discussion that for the master plan to be successful administrators will need to clarify



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local expectations and work towards instilling a culture amenable to the revised recertification process.

The third report was for the Curriculum Planning Council from the meeting on February 2, 2012.

The meeting of the Curriculum Planning Council of Feb 2 was almost entirely devoted to the teaching of reading and writing at all levels of the Dover schools. The literacy facilitators enthusiastically described the Dover's Growing Readers program which is now fully implemented in grades K-4. Teachers have enthusiastically supported the program which permits teachers to work with each student at his or her own reading level and, with support staff, reteach skills where necessary to bring them forward to grade level expectations. They described the enthusiasm for professional development in this locally based program which engenders professional collaboration.

Currently, the major effort is being devoted to integrating writing into the DGR program. The literacy facilitators are working with classroom teachers with the aim of developing consistency of the writing program throughout the district. At all levels from K-12 an effort is being made to teach students to write in the genre appropriate to the task at hand and this requires cooperation from teachers of subjects other than English. It is hoped that working with common core standards will help incorporate more content requirements into writing instruction.

Ms. Goodnow described how the new core standards will be implemented in the high school writing programs through assignments of written and verbal tasks. She suggested the competencies that might be expected at grade levels 3-10 which would prepare students to attack these tasks successfully.

I. POLICY -- CHANGES – PROPOSALS: None

J. POLICY ADOPTION: (Second Reading)

SECOND READING

BYLAWS OF THE DOVER SCHOOL BOARD CITY OF DOVER, NEW HAMPSHIRE

ARTICLE I: Name

Section 1. The name of the School Board shall be the Dover School Board.

ARTICLE II: Members

Section 1. The School Board shall be composed of seven members in accordance with Section 4.2 of the City Charter.



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ARTICLE III: Officers

Section 1. The officers of the School Board shall be a chairperson, a vice-chairperson, and a secretary. These officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by this School Board.

Section 2. Officers shall serve a one-year term. Officers shall be elected in accordance with Section C-4-2 of the City Charter.

Section 3. These officers shall be elected as prescribed in Article IV, Section C-4-3, of the City Charter.

Section 4. Any officer may be removed from his/her office by a majority vote of the School Board at any regularly scheduled, monthly, public meeting.

ARTICLE IV: Meetings

Section 1. All meetings of the School Board shall be held in the rooms designated by the School Board or the chairperson. The School Board shall meet for organization on the day stipulated by Section 4.3 of the Charter.

Section 2. The School Board shall hold its regular monthly meeting on the second Monday of each month. Changes may be made in this schedule due to conflicts with holidays. Regular meetings shall begin at 7 p.m. and end no later than 10 p.m. unless otherwise determined by a two-thirds vote of the members present.

The School Board shall meet on the fourth Monday of each month in workshop session if there is business to be conducted. Workshop sessions shall begin at 6:30 p.m. and end no later than 10 p.m. unless otherwise determined by a two-thirds vote of the members present.

Nonpublic sessions may be held at the request of the chairperson, or the Superintendent, or by three members of the School Board, through written petition to the chair. The contents of these meetings shall conform to governing state law, RSA 91-A.

Section 3. Special meetings shall be called by the chairperson at any time or upon written request of three members. Each call for a special meeting shall distinctly specify the purpose for which the meeting is called. No other than such specific matters shall be considered at such special meetings except for emergency in accordance with RSA 91-A. At least twenty-four hours notice shall be given for such special meetings.

Section 4. A majority of the members of the School Board shall constitute a quorum.

Section 5. The meetings of the School Board shall be called to order promptly on the hour and then should proceed as follows:

- A. ROLL CALL
- B. PLEDGE OF ALLEGIANCE
- C. CITIZEN'S FORUM



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- D. APPROVAL OF MINUTES
- E. CONSENT CALENDAR
- F. SUPERINTENDENT'S REPORT
- G. REPRESENTATIVE REPORT
- H. COMMITTEE REPORTS, INCLUDING LEGISLATIVE UPDATE
- I. POLICIES-CHANGES-PROPOSALS
- J. POLICY ADOPTION
- K. SUBMISSION AND PAYMENT OF BILLS
- L. RESOLUTIONS
- M. OLD BUSINESS
- N. NEW BUSINESS
- O. SCHOOL BOARD MATTERS OF INTEREST
- P. ADJOURNMENT

Section 6. The following shall appear on all meeting agendas, except nonpublic meetings.

Citizens are invited to all public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements at all public meetings, unless a vote to the contrary is taken by the School Board.

Statements shall be limited to five minutes unless otherwise extended by the chairperson, with the approval of the School Board.

All citizens are permitted to place items on the agenda through written application to the Superintendent at least one week prior to the meeting date. Citizen items will require a formal motion and a second by seated members to bring the item to the floor for debate.

Section 7. All items for the agenda from School Board members shall be submitted in writing to the Superintendent's office before noon on the Tuesday preceding the regular meeting. The chairperson shall determine the order of the agenda for each meeting.

Section 8. The School Board shall be composed of seven members. Every member present, when a question is put, shall vote for or against the same, unless he or she abstains.

Section 9. The ayes and nays upon all questions of appropriations of money shall be called and entered upon the minutes and on all other questions at the request of any member.

Section 10. The Dover School Board shall act in accordance with the New Hampshire "Right to Know Law" (RSA 91-A) as amended.

Section 11. The following paragraph is to appear on all regular meeting agenda:

All meetings, except nonpublic meetings, conducted by the School Board are open to the public.

Section 12. A notice of the time and place of each meeting shall be posted in two appropriate public places and/or shall be printed in a newspaper of general circulation in Dover, at least twenty-four hours, excluding Sundays and legal holidays, prior to such meetings.



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ARTICLE V: Workshop Session

Section 1. The Workshop Session shall be defined as a non-policy making meeting of the entire School Board. Said Workshop Session shall assemble for purposes of discussion on topics to prepare the School Board for understanding and action at a subsequent policy-making meeting.

Section 2. The secretary shall see that proper minutes of the proceedings are kept on file in the office of the School Board.

ARTICLE VI: Power and Duties of the School Board

Section 1. The Dover School Board shall be the governing body of the Dover School District and derives its authority from State laws and Department of Education Rules.

Section 2. 189:1-a Duty to Provide Education

I. It shall be the duty of the school board to provide, at district expense, elementary and secondary education to all pupils who reside in the district until such time as the pupil has acquired a high school diploma or has reached age 21, whichever occurs first; provided, that the board may exclude specific pupils for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school, and further provided that this section shall not apply to pupils who have been exempted from school attendance in accordance with RSA 193:5.

II. Elected school boards shall be responsible for establishing the structure, accountability, advocacy, and delivery of instruction in each school operated and governed in its district. To accomplish this end, and to support flexibility in implementing diverse educational approaches, school boards shall establish, in each school operated and governed in its district, instructional policies that establish instructional goals based upon available information about the knowledge and skills pupils will need in the future.

Section 3. The School Board is legally responsible for the establishment of school policies and programs, the determining of the budgetary requirements of the schools, the election of regular employees of the district, and the evaluation of the results obtained. The School Board shall take final action upon recommendation of the Superintendent where the election or assignment of personnel or a change of policy and/or program is involved.

Section 4. The secretary shall keep a full and accurate record of attendance and proceedings of all meetings of the School Board and shall have the care and custody of all records, papers, and communications relative to the School Board.

Section 5. The School Board shall have the oversight of the financial condition of the School District and shall cause to have prepared and presented a financial statement each month.

Section 6. A payroll summary ledger and/or vendor check register will be issued for signature to the Chairperson or Vice-Chairperson on a weekly basis. The School Board shall be presented a manifest of



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all general fund expenditures for the preceding month, and this shall be issued to the Board for a majority signature of all members present.

Section 7. The School Board shall take action on all matters which pertain to the administration of the schools which calls for the investigation of violations of the regulations of the School Board, complaints made by staff, parents, or pupils, and complaints against staff, provided such complaints cannot be investigated and satisfactorily resolved by the Superintendent of Schools.

Section 8. The Board shall serve as the governing body of School Administrative Unit #11; a School District established under the laws of the State of New Hampshire. The Board shall provide all Superintendent services as described in RSA 194-C:4.

ARTICLE VII: Subcommittees

Section 1. Subcommittees necessary to the proper functioning of the Dover School Board may be appointed at any regular or special meeting by the chairperson with the consent of a majority of the membership present. Such subcommittees shall report to the full School Board and, when appropriate, to the public, at each regular meeting of the School Board, and a final report shall be submitted to the School Board at the conclusion of a subcommittee's work.

Section 2. The chairperson shall serve as ex-officio member of all committees.

Section 3: The Discipline Committee shall be the only permanent standing committee of the School Board.

Section 4: The School Board shall affirm from its membership reporting members to the following positions. Each reporting member shall propose all business that requires debate and a vote to the entire Board at the earliest possible meeting date. Committee assignments shall be appointed by the chairperson and approved by the School Board.

Vocational Trust

City Council Liaison

Joint Fiscal Committee

Joint Building Committee

Legislative Representative with NHSBA

Dover Adult Learning Center Liaison

Discipline Committee

Career Technical Center Advisory Committee

Professional Development Master Plan Committee

Curriculum Planning Committee

Wellness Advisory Committee

Standards Policy Review Committee (Policy IKE)

ARTICLE VIII: Parliamentary Authority

Section 1. The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the School Board in all cases to which they are applicable and in which they are not inconsistent



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with these bylaws and any special rules of order the School Board may adopt. Each one-year term of the School Board shall constitute a session as defined in Robert's Rules of Order.

ARTICLE IX: Amendment of Bylaws

Section 1. These bylaws can be amended at any regular meeting of the School Board by a two-thirds vote, provided that the amendment has been submitted in writing to the entire membership at the preceding regular meeting. For sixty days following the inauguration these bylaws can be amended at any meeting of the School Board by a majority vote, provided that the amendment has been submitted in writing to the entire membership at the preceding meeting.

ARTICLE X: Student Representative to Dover School Board

Section 1. The student representative is responsible for presenting current student issues to the School Board. The student representative shall represent his/her constituents in the same manner as a regular School Board official.

Section 2. Eligible students must be entering the tenth, eleventh, or twelfth grade; they will be required to fill an application which will be reviewed by the student council advisors and administrative staff. Finalists will be selected and will be allowed to run in a general election concurrent with the class elections. The student body as a whole will be responsible in voting the student representative. The term of the elected student representative shall run from the meeting following the student council election.

Section 3. The student representative shall be a non-voting member of the School Board. RSA 189:1,C.

Amended: March 12, 2001
May 14, 2001
January 7, 2002
January 13, 2003
February 2, 2004
February 14, 2005
January 3, 2006
January 8, 2007
January 7, 2008
January 12, 2009
March 8, 2010

Kathy Baker moved, Amanda Russell seconded, accepting Policy BA-By laws of the Dover School Board. An oral **VOTE PASSED 7/0.**

K. SUBMISSION AND PAYMENT OF BILLS: Amanda Russell moved, Doris Grady seconded to direct the payment of manifest #12-H in the amount of \$554.94 for FY11 and \$3,946,871.01 for FY12 for a total of \$3,947,425.95. The time period for payments was from 1/10/12 to 2/13/12. A roll call **VOTE PASSED 7/0.**

L. RESOLUTIONS: None



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Betsey Andrews Parker moved, Amanda Russell seconded to move up New Business items, N. 3, N. 4, N. 8 in the agenda. An oral **VOTE PASSED 7/0**.

N.3. DOVER PARAEDUCATORS ASSOCIATION (DPA) CONTRACT PROPOSAL

The following proposal was discussed for approval by the Board. Ms. Briggs Badger read into record the proposal:

2012-2013

As determined in the current DPA Master Agreement, the negotiating team met on January 19, 2012 to determine a wage increase, if any, for FY13.

The tentative agreement language:

- *The District proposes a \$100.00 lump sum, non-cumulative stipend to all paraprofessionals who will not be receiving a step increase in FY13. This stipend shall be paid in the first pay period of June 2013. Members must be actively employed at the date of payout to receive the bonus.*

Background information:

- 87 locally funded paraprofessionals will not receive a step increase for the 2012-2013 school year
- Numbers are approximate since paras may leave between now and next year.
- The cost for this stipend will be approximately \$9,383
- The figures above include FICA and Disability.

Mrs. Grady stated that she would not be able to support this proposal since the District is trying to cut the budget at this time. Ms. Russell understood her stance, but feels this group shouldn't be penalized since they were the last to negotiate wages. The stipend is minimal and she wished it could be more. She feels that it is fair and will support it.

Ms. Andrews Parker clarified that it is for this year only and was negotiated in good faith. It is a minimal stipend and well-deserved.

Kathy Baker moved, Amanda Russell seconded approving the paraeducator's wage professional as listed above. A roll call **VOTE PASSED 6/1** (Grady opposed).

4. SPED Update—S. Crosson

Ms. Crosson presented an update to the School Board as a follow up to the American Education Consultant and Boothby Therapy consultations.

The following recommendations have been targeted by the administrative team and the special education coordinators group for attention this school year:



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AMERICAN EDUCATION CONSULTANTS Special Education Study

1. The study recommended clustering students with disabilities in classes so that teachers working with small groups would be able to form groups with similar needs. The principals worked hard to group students with similar needs in grade level classes. Students with similar needs are clustered as much as possible, especially to allow for scheduling of paraprofessional supports. Small group instruction within the general education classroom is more typical of early elementary classrooms than older grade levels.
2. We agreed with the recommendation to target full implementation of a Response to Intervention (Rtl) process. This recommendation fits well with the design of DGR and is an extension of ongoing efforts to increase tiered interventions taught by skilled educators. The Title I Director, Curriculum Director, and Pupil Personnel Services Director met with the Superintendent to develop a starting strategy. We agreed to form a task force chaired by the Title I Director, Paula Glynn. The Rtl task force has met twice and will be meeting again February 16, 2012.
3. In accordance with the recommendation to focus on student achievement for students with disabilities, we have added “benchmark” testing to the curriculum based testing we introduced last year before the study. We chose this recommendation because it is an extension of current practices and an option available to us at no increased cost since we are using curriculum based measures for “progress monitoring”. Benchmark testing compares student performance to national, grade level norms. Progress monitoring compares a student’s performance to a baseline established in the beginning of the year using probes at their skill level (typically below grade level). Benchmark testing will be done Jan and May this year and Sept-Jan-May next year. Progress monitoring is done approximately twice a month.
4. Preschool integration of typically developing peers was recommended to continue so that Dover School District would be prepared to meet federal targets for preschool least restrictive environment. This recommendation has been an area of concern to the preschool educators so we agreed this should be an area of focus. We have increased the number of typically developing peers allowed by 7 and have redistributed the typical peers enrolled from Head Start to create a class with 50/50 ratio of typical students to students with disabilities. The result is a better defined continuum of placement options for students with disabilities, including the “early childhood classroom” (50/50 class) and staff available to provide special education services in community daycare/preschool settings.

BOOTHBY THERAPY Speech Language C.A.R.E Plan

1. A system has been set in place to reduce the number of new referrals for speech and language assessment. This practice is in response to the finding that excessive time was spent at the elementary level in assessment activities that did not lead to speech and language services for students with disabilities. Speech language pathologists (SLPs) are using screening measures to identify students at risk for disability and then providing those students with a full evaluation. Speech language assessments are not used to “rule out” a



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- disability but only provided when information about a student's speech and language skills indicate an area of potential disability.
2. Speech and language eligibility is now considered whenever speech and language testing is conducted and when speech and language service needs are determined by an IEP team. This practice was created to more fully describe a student's educational needs. This was one of the recommendations from Boothby Therapy.
 3. Speech and language consultation services are now more explicitly described as a service in the IEP. Previously SLPs spent a considerable amount of time creating alternative communication programs for nonverbal students and consulting with service providers about programming needs of students with autism spectrum disorders but did not include this service as an IEP service. By adding the service and time to the IEP, the district can seek Medicaid reimbursement.
 4. The district followed the staffing pattern recommended from the C.A.R.E. Plan:
 - a. Garrison Elementary School -1 FTE speech language pathologist; part time speech language pathology assistant (2.5 days)
 - b. Horne Street School – part time (3 days a week) speech language pathologist; part time speech language pathology assistant (2.5 days)
 - c. Woodman Park School – 1.2 FTE speech language pathologist ; sixth day comes from GES SLP; FTE speech language pathology assistant
 - d. Dover Middle School – 1 FTE speech language pathologist
 - e. Dover High School – part time (2 days a week) speech language pathologist

Other information provided by Ms. Crosson included charts and graphs and the following opportunities for improvement and status updates of the special education recommendations provided by American Education Consultants.

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.

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



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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.

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.



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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.

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



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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 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



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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.

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.



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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 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



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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 has 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).

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.



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Mrs. Grady asked if there were copies of the reports available for the new Board members. Ms. Baker noted that she had seen them available online.

Ms. Russell commented that she had not been in favor of a reduction of Speech Language Pathologists.

Ms. Baker asked when RTI would have full implementation. Ms. Glynn responded that it would take a few years for it to be fully implemented. The schools are each at a different points in the implementation process. There has been a common belief in what RTI actually is. It must meet the needs of the District. They need to see what is working and what is not. A committee is checking on what is working in different communities.

Ms. Crosson commended Ms. Glynn on her job as RTI coordinator.

Mr. D'Andrea asked if there are extra grant funds to pay for some of the RTI trainings and equipment. Ms. Crosson responded that it was ARRA funding, which is gone now.

Dr. Appel asked Ms. Crosson for a response on the survey's claim that services were given to students not mandated by an IEP. Ms. Crosson responded that there had been an error, but it had been corrected. Only student's unique needs are now in IEP's and not program needs. Ms. Crosson added that they have had limited professional development to staying up to date on issues.

Dr. Butler asked how students are referred to SLP services. He questioned because Boothby saw more students referred. Ms. Crosson responded that this problem was corrected. They want to provide services, but want to make sure that appropriate students are being evaluated.

8. "Support our Schools"—Sandra Tremblay

Woodman Park School Social Worker Sandra Tremblay discussed the SOS program. This is a community outreach program which strives to redefine how to make partnerships with the community. It involves 2-way communication between all parties and has had amazing success. This collaborative was founded by a small group of educators and parents who strongly support the belief that it takes a village to raise a child. In the spring of 2011, it became clear that federal and state funding for educational programming was going to get slashed big time, and there was no way to avoid it. In an attempt to make lemonade out of lemons, a small group of educators, parents and community members began brainstorming ways that could utilize local resources to offset the loss of government aid. SupportOurSchools.org was the result. Their mission is to provide a safe, dynamic platform from which schools can communicate their needs to, and seek partnership opportunities with local community members in support of student enrichment. The website is an online classifieds site specifically designed to help schools reach out to their local communities for support and collaboration.

Ms. Tremblay asked for the approval and support of the School Board so that she can go ahead with the program.



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Mr. D'Andrea asked if there is any cost to the program. Ms. Tremblay responded that it is a free program. He appreciated out-of-box thinking for funding sources.

Ms. Russell asked if cash can be donated or only items. Ms. Tremblay responded that each teacher will be able to set up a wish list that citizens will be able view and donate to. They will be able to go to amazon.com to view these lists and purchase items online. The PTO has set up a PayPal donation link. This is non-profit so there is no fee. Citizens and parents will know where their money is going. Businesses will be able to adopt schools and relatives will be able to donate from across the country.

Mrs. Grady asked if the cash donations need to be deposited into a special city fund. Mr. Limanni responded that private organizations can raise as much as they want. When they donate to the school district, it can be charged to a revenue fund.

Mrs. Grady stated that booster clubs are required to set up accounts. Mr. Limanni responded that this is their choice. The district does not manage them. Activity funds are managed by the district though. Mr. Limanni will research the process further.

Paul Butler moved, Ken Appel seconded to offer the School Board's endorsement of the program. An oral **VOTE PASSED 7/0**.

M. OLD BUSINESS:

1. FY2013 Budget Discussion

Ms. Russell asked if parent/teacher organizations pay for intern, volunteer and chaperones. There is currently just under \$9,000 budgeted for background checks. At this time, paid school employees must pay for their own background checks. She suggested finding an alternative way to fund background checks.

Ms. Baker questioned the \$2,300 that was labeled for "catering". She would rather see that money going toward other services. Ms. Briggs Badger explained what these funds are allocated for. They typically are used for refreshments for teacher workshops, teacher return day, new teacher breakfast, teacher retirement celebration and other meetings. She stated that maybe it is time to look for alternative sources of funding. Ms. Baker suggested looking to the unions to help with funding for these events.

Mr. D'Andrea recommended asking some of these organizations to donate.

Mrs. Grady questioned the reduction of days in the calendar for students to 175. She thought that this change may affect CTC students. She is concerned with the loss of instruction time for students. Ms. Briggs Badger commented that Somersworth is already at 175 days. She added that the district would save professional development, bussing, substitute costs and other related costs. Early release days would be eliminated. Mr. Tirone responded that there would not be an issue with the change in calendar days for the CTC. If needed, the CTC could still run on an 180 day schedule.



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Ms. Russell noted that she would like input from parents and staff before making a decision on this proposal. She asked if additional money would need to be spent for outside presentations for these days. She inquired as to the benefit of these additional days without speakers or consultants.

Dr. Butler asked if anyone has asked teachers what they would like to cut. What areas would they recommend cutting. He suggested an email poll to get their thoughts on the budget cuts.

Ms. Baker stated she might be supportive of this proposal since it may be easier for parents to have these days off as opposed to finding care for their students on early release days.

Ms. Briggs Badger discussed professional learning in the district stating that Dover has professional learning communities that work as well as looking outside for professional development. This allows the teachers to be more reflective and it helps them to have their professional development more tied to their daily work.

Ms. Grady asked if the other teacher workshop days would be eliminated. Ms. Briggs Badger responded that one of the days is for parent/teacher conferences and they would stay as planned.

Ms. Briggs Badger reviewed the proposed 175 day calendar. Students would return to school after Christmas break on January 7, and they would start school on the Tuesday after Labor Day.

Mr. Tirone also added that professional development can be done online.

Mrs. Grady and Mr. D'Andrea agreed that the Board should get parent input on the calendar. Mrs. Grady believes that two weeks off for Christmas break might be difficult for many parents. The calendar would need to be reviewed annually to determine what the best days off would be for families.

Ms. Russell commented that Somersworth extends their calendar with long weekends whenever there may already be a long weekend due to a holiday. Her concern is that when this happens, typically the same classes (related arts) are missed for students. The Board needs to be mindful of this when making a new calendar.

Mr. D'Andrea recommended parents attend the community chat to discuss their views. It is being held on Thursday, February 16th at 6:00 pm at the DMS Library.

Ms. Russell asked if the costs for the new curriculum (that have been tentatively cut) could be split between the next two fiscal years.

Ms. Briggs Badger responded that the Math in Focus distributors were very flexible and allowed the district to do it last year. Mr. Tirone responded that it would most likely cost more to do it



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that way. He added that the district was fortunate have Math In Focus allow us to do that. Dover had piloted the program and the Math In Focus creators really wanted it to succeed.

Ms. Andrews Parker asked why the Student Resource Officer (SRO) was not eliminated from the budget since it is not mandated.

Ms. Briggs Badger responded that this position is an integral part of the high school and an invaluable resource for the staff at DHS.

Ms. Andrews Parker also asked if New Hampshire Retirement is paid for coaches. Ms. Briggs Badger responded that if the coach is a teacher, retirement is deducted. Mr. Wotton explained how the coaching stipends are determined, noting that they are negotiated wages and unable to be reduced.

Ms. Russell stated that she appreciates the new proposal for adding fees to kindergarten in order to save full day kindergarten, but doesn't find it acceptable for 200 parents to pay 28.6% of the budget shortfall.

Dr. Butler thought that the proposal for parents of full day kindergarten students to pay tuition to attend. It is something that occurs in other communities and is sometimes necessary.

Mr. D'Andrea explained the proposal stating there would be a \$50,000 cost included for an administrative assistant who would be responsible for bookkeeping for this proposal.

Ms. Andrews Parker stated that she doesn't feel \$50,000 for an administrative assistant is a worthwhile expense for a school year position and thinks it should be reduced greatly or another way should be determined to administer the program. She continued to say that Dover cannot be compared to wealthier communities and doesn't want to keep making cuts that will reduce the quality of life in Dover. This expense will hit families who happen to have 5-year olds at this time. She stated that, "Education matters and children are valued. To keep cutting like this is draconian". She will not support any budget that has the elimination of full day kindergarten.

Ms. Briggs Badger clarified that students on free and reduced lunch would be able to attend at no cost. Students could also elect to stay in a half day program at no cost.

Ms. Russell stated that if a fee is going to be put into place, it needs to be more equitable. She supports full day kindergarten because there is time for curriculum and play time. It should be mandated in New Hampshire and across the country.

Dr. Appel reviewed the large budget items, including full day kindergarten and large class size. Bussing was suggested as another big ticket item. Mr. Limanni responded that to eliminate high school bussing may not provide a large cut. He could confirm with 98% certainty a cut of \$157,123 in transportation costs. This cut shouldn't reduce the quality from where it is at this point. Another cut would be the elimination of bussing at DHS which would provide another smaller cut.



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Kathy Baker moved, Paul Butler seconded suspending the rules to extend the meeting to include N.6, Student Behavior Survey, tabling other new items until the March 12 School Board meeting. An oral **VOTE PASSED 7/0**.

N. NEW BUSINESS:

- 1. Dover's Growing Readers (DGR) Update—P. Glynn-- See above**
- 2. DMS NECAP Reading Growth—Dr. Scott Marion, Center for Assessment—See Above**
- 3. Dover Paraprofessional Association (DPA) Contract Proposal—See Above**
- 4. Sped Update—See Above**
- 5. School Board/Superintendent 2012-2013 Goals Adoption—Tabled until 3/12/12**
- 6. Approval of "Student Behavior Survey" March 2012—Kim Stephens**

Kim Stephens and Coalition Director Vicki Hebert discussed the Student Behavior Survey which will be administered to students in grades 7-12 on March 7, 2012. The 120-questions survey was designed by the Dover School Administrators and Prevention Program Personnel and covers a wide range of issues including topics such as student perception of risky behavior, school climate, violence, bullying, tobacco, drugs, alcohol usage, sexual behavior, health and wellness. The purpose of the survey is to help the school and community validate the effectiveness of curriculum and prevention programming. In addition, the results will be used as a tool to address areas needing attention and to apply for grant that address those areas.

The survey will be carefully administered so that no names will be collected and student anonymity is protected. Copies of the survey are available in the guidance, principal, and dean's office if parents would like to review it. Students may opt out their child, but must do so no later than March 5.

Ms. Hebert stated that the main purpose of the survey is to target grants for specific programs.

Dr. Appel asked how many parents ask that their student not take the survey. Ms. Stephens responded that it varies. Last year there was only one parent who didn't want their child to take the survey. The year before that, there were 12.

Ms. Russell asked if this survey can be completed electronically. Ms. Hebert stated there is no electronic option, but coalition funds provide all of the materials.

Ms. Andrews Parker asked what questions line up with the Youth Behavior Risk Survey. Ms. Hebert responded that there are very questions that align with the Youth Behavior Risk Survey. That survey is still being implemented every other year.



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It was noted that there are some questions where there could be some confusion. Ms. Hebert responded that there are some that need to be clarified and will be corrected.

Ms. Stephens stated that the school gathers the data and shares with the Dover Police Department and the Coalition. The community used the information and it is distributed to anyone who may need it.

Mrs. Grady commented that many students have admitted that they do not put effort into the SAT tests, causing low scores. She wondered if that would happen in this survey.

Ms. Hebert responded that the questions are written such that there is a need for consistency when answering. There are ways to ensure the integrity of the survey.

Dr. Butler asked how long it has been that this survey has been administered. Ms. Hebert stated there is a long history dating back to the 90's. The survey has changed at different times, but some variation of the survey has been administered for many years.

He also asked if the survey is helping. Ms. Hebert responded that it helps to determine risky behaviors. Ms. Stephens added that it has helped the health department within the building. They use it frequently to facilitate discussions.

Ms. Andrews Parker commented that there is a lot of targeted money toward prevention. By administering this survey to students, it shows students that someone is paying attention. She is happy with the additions of questions on risky behavior.

Ms. Hebert stated that results will be available after they receive results from the middle school. She will share with the Board when she has all of the information.

Ms. Andrews Parker noted that Dover was selected as one of the top 100 communities for young people because of surveys like this.

Amanda Russell moved, Kathy Baker seconded approving the survey. An oral **VOTE PASSED 6/1** (Butler opposed).

O. SCHOOL BOARD MATTERS OF INTEREST: None

P. ADJOURNMENT: Kathy Baker moved, Amanda Russell seconded, to adjourn at 10:15 P.M. An oral **VOTE PASSED 7/0**.

Respectfully Submitted,
Betsey Andrews Parker, Secretary
BAP/ral