

1 **Amherst School Board Meeting**
2 **Thursday, March 4, 2010**
3

4
5 **Call to Order**

**Call to Order &
Attendance**

6 Nancy Head called the meeting to order at 6:07pm.
7

8 **Present**

9
10 **Amherst School Board:**

11 Nancy Head, Peter Maresco, Peg Bennett, Dwight Brew, Rob Graybill (arrived at
12 6:45pm)
13

14 **Administrative Team:**

15 Mary Athey Jennings, Porter Dodge, Gerry St. Amand, Renea Sparks, Betty Shankel
16

17 **Minutes Recorder:** Beth Penney
18

19 **Announcements:**

Announcements

20
21 **Principals' Reports and Superintendent's Report:**
22

23 Ms. Head asked if there were and questions or concerns about the principals'
24 reports.
25

26 Mr. Brew requested that Porter Dodge give thanks to all of his staff because all test
27 scores were up.
28

29 Ms. Head and Ms. Bennett stated that this was impressive and expressed the Board's
30 thanks to the teachers for all their hard work.
31

32 Dr. Jennings stated that the principals would like to comment on placements and
33 transitions of students for the following years.
34

35 Ms. Head requested that the Board wait until Mr. Graybill joined the meeting for this
36 report.
37

38 **Math Forum Report:**
39

40 Dr. Jennings stated that on Tuesday there was a very successful parent forum for
41 math program review. Mr. Dodge and Ms. Bennett were in attendance, along with
42 approximately 50 parents. There will be one forum at the beginning of the review
43 and another when there is a draft of the review. The forum was two hours long and
44 gave the staff a chance to get input from parents regarding the math curriculum.
45

46 Ms. Bennett stated that parents appreciated the chance to give feedback at this early
47 stage of the process. It also helped the parents to see that this is the beginning part
48 of a process that will take time. It will be beneficial that parents will also be able to
49 give feedback further along into the process.

50
51 Ms. Head asked how long will the process will take.

52
53 Dr. Jennings stated the process will take about a year. Often the administration
54 hears the concerns of parents, but it is good for others to hear their concerns as well.

55
56 Mr. Maresco stated that the forum was good because it gave a broad view of what
57 people were thinking.

58
59 Ms. Bennett stated that it was good to share ideas with people about the future of
60 math program.

61
62 Cafeteria Inspection Report:

63
64 Ms. Shankel stated that each year the state inspects the food service operation at all
65 the schools. It is not often that the inspectors give perfect marks, however all three
66 buildings received perfect marks. Franceen Lupa, Food Service Director, manages to
67 get high marks every time there is an inspection and this is a testament to her and to
68 all of the food service workers.

69
70 Ms. Head offered congratulations and thank you to all of the cafeteria staff.

71
72 Placement Process Report: (given later in meeting starting at 6:45pm)

73
74 Mr. St. Amand stated that the placement process begins in April. The school sends a
75 letter to the parents and also informs them of the process in the principal's letter.
76 Teachers meet and use a spreadsheet that includes data such as test scores, reading
77 and math levels, instructional strategies, needed intervention services and input
78 from people who work with the teachers. Other factors that are considered are the
79 balance of boys and girls, levels of math and reading, and the advantages or
80 disadvantages of having certain classes in the portables. The kindergarten teachers
81 get involved to decide if students will go to 1st grade at Clark or Wilkins. Parents
82 also get an opportunity to chime in. Correspondence between the administration
83 and parents is kept in strict confidence. There is no access to the letters by the
84 teachers unless a parent has given their letter to a teacher. Once the initial groups
85 are determined, the administration meets with guidance counselors and the nurses.
86 The lists go through multiple transitions and can be changed right up to the day
87 before step-up day.

88
89 The schools will have a step-up day for Clark and Wilkins. This day was well
90 received last year. The incoming kindergarten students came in and the current
91 kindergarten participated in the day.

92
93 We have many transition activities besides the step-up day. All kindergarten and 1st
94 graders visit Wilkins and all 4th graders visit AMS. We also make special
95 arrangements for those who need more help and support in the transition.
96
97 The transition to the middle school has been done exceptionally well. The kids enjoy
98 it and when they come back to Wilkins they are ready to go to AMS immediately.
99
100 This process is taken seriously, is time consuming, and is a work in progress.
101
102 There are some changes made over the summer and the placements are looked at
103 throughout the year. Sometimes changes are valuable and necessary.
104
105 Ms. Bennett asked what happens if a placement has to be changed.
106
107 Mr. St. Amand replied that if a teacher has left the school sends a letter to all parents.
108 Also sometimes changes are based on a meeting with a parent because of a question
109 or concern they have that they did not put in the letter they returned. We try to
110 minimize changes and do not give out class list ahead of time because they are a
111 work in progress.
112
113 Mr. Graybill asked about looping. He stated that there was some looping last year is
114 there potential that this will expand to whole school.
115
116 Mr. St. Amand replied that looping has happened at all grade levels, but looping
117 would never go school wide. Looping is valuable, especially in the early grades. All of
118 the teachers who have done it speak favorably of looping and encourage other
119 teachers to try it. The only disadvantage is that teachers do not like to move
120 classrooms. There are a few new looping teachers in mind for next year.
121
122 Mr. Graybill asked if the looping would be in the same proportion as this year.
123
124 Mr. St. Amand replied that the same teachers were looping between 1 and 2 and
125 there would be a new 2nd and 3rd grade loop. There is no planned 3rd and 4th grade
126 loop, but that could change. The looping class gets a parent letter every year to have
127 the choice to loop or to opt out of the loop.
128
129 Mr. Maresco asked if there is a noticeable difference in the data of those students
130 who loop versus those students who do not.
131
132 Mr. St. Amand replied not really, except there are less disciplinary referrals in the
133 second year in looping classes because students come in already knowing the
134 classroom expectations and knowing each other. We have not collected data long
135 enough to show that there is an effect on test results. Some teachers have expressed
136 interest in looping grades 1-4 with students.

137 Mr. Dodge reported on the middle school transition and placement process. He
138 stated that the middle school mirrors Clark-Wilkins in April. There are many
139 stakeholders in the process including guidance and special education case
140 managers. We try to balance gender and to mix students when they get to be a
141 certain age because cliques can be created which is not always healthy. This gives
142 students the opportunity to make new friends.
143
144 The transition is a work in progress. Porter stated that he goes to lunches and into
145 classes at both Wilkins and Mont Vernon Village School. Also the younger students
146 come to AMS for the 6th grade Greek unit. Our teachers also meet with the 4th grade
147 teachers.
148
149 We review our lists a number of times. Sometimes we are not aware of all the issues,
150 so we look for input from guidance, as well as from Mont Vernon Village School and
151 Clark-Wilkins.
152
153 There has been a change in last couple years we went to teams of two teachers in
154 the 5th grade. This helps to make a smooth transition from 4th to 5th grade because
155 the set-up is the same. This will continue next year. By 6th grade they are ready for
156 larger groups. In 7th grade students are grouped by Math and language arts. We use
157 a rubric to place students in 7th and 8th grade.
158
159 To get students ready for SHS we do the same kind of transition as we do from 4th to
160 5th grade. We are continually improving this transition too.
161
162 Mr. Maresco asked if students are still grouped by reading ability like they were a
163 few years ago.
164
165 Mr. Dodge replied that AMS currently flexibly groups students, so they are not
166 pigeon holed. They can move with in math and language arts flexibly.
167
168 Mr. Maresco stated that before 5th grade was placed in certain reading teams in
169 three distinct levels.
170
171 Mr. Dodge replied that now there may be two levels within a team. This helps
172 students to move if they have improved or to receive help if they need it.
173
174 Mr. Graybill stated that he does not understand flexible grouping because you must
175 have to put kids into groups to support the teacher. He asked can the groups be
176 with in a classroom or within a team.
177
178 Mr. Dodge replied that there could be groups within a classroom because a teacher
179 can have groups doing different things. This allows students to move in and out of
180 different levels. Teachers and parents like this because no child is stuck in one
181 place.
182

183 Dr. Jennings added that staff is organized to give support to the teams that have
184 special education students.
185
186 Mr. Graybill asked if the 7th graders are grouped by math levels and are there
187 reading groups in 7th and 8th grade.
188
189 Mr. Dodge replied that 7th and 8th graders take language arts taught by a teacher that
190 just teaches language arts.
191
192 Mr. Graybill stated that there was not an equivalent track like math for language
193 arts.
194
195 Mr. Dodge replied that there is not a track in language arts.
196
197 Mr. Maresco asked if there was much movement between classes because of the
198 flexible grouping.
199
200 Mr. Dodge replied that when there were three teachers there was, but now the
201 groupings are with two teacher teams it is easier.

202
203 **Public Time:**

**Public
Time**

204
205 No public present.
206

207
208 **Consent Agenda:**

**Consent
Agenda**

209
210 **Minutes:**

211
212 Mr. Brew requested to pull the January minutes and Peg Bennett requested that the
213 transfers be pulled.

214
215 **Ms. Head asked for a motion to accept the Treasurer’s Report. Mr. Maresco**
216 **made the motion and Mr. Brew seconded the motion. The vote was**
217 **unanimous.**

218
219 The following changes were made to the minutes of January 13, 2010.

220
221 -Pg 6 middle of top paragraph at “SAU cost increase” and change the wording to “as
222 are the SAU costs”

223 - Pg 6 last sentence states “administration already had tough cuts” insert made after
224 had.

225 -Pg 5 last sentence change “affect” to “effect”

226
227

228 **Ms. Head asked for a motion to approve the January 13, 2010 minutes as**
229 **changed. Mr. Brew made the motion and Mr. Maresco seconded. The vote was**
230 **unanimous.**

231
232 **Ms. Head asked for a motion to accept the transfers 2010-10, 2010-11, and**
233 **2010-12. Mr. Maresco made the motion and Ms. Bennett seconded.**

234
235 Ms. Bennett stated that she had a hard time understanding the budget transfer in
236 special education salaries.

237
238 Ms. Shankel stated that the school budgeted for one-on –ones and classroom
239 support. They transfer money depending on where there is need based on the
240 students. This is not an addition of staff just simply a change of resource allocation.

241
242 Ms. Bennett stated that her confusion involved the fact that the numbers indicated
243 that the resources were being re-allocated to a different building. Was this correct?

244
245 Ms. Shankel replied that this was correct -- the resources were allocated to a
246 different building.

247
248 Mr. Maresco asked if the transfer for heating system will delay the AMS play area
249 repaving.

250
251 Ms. Shankel replied that they had put aside an amount for repaving, however it is
252 inadequate therefore we will need to delay the paving so we are using the money to
253 do other repairs. If money is left over at the end of the year we will request to use it
254 for the paving project.

255
256 Mr. Maresco asked if there are safety issues in delaying the paving.

257
258 Ms. Shankel replied it would be best to do it now, but if we cannot we will get to it as
259 soon as possible.

260
261 Mr. Dodge stated that because of the issue with the cost of fuel oil going up the
262 paving became too expensive and now we only have the funds to get half of the area
263 done.

264
265 **The motion to accept the transfers was voted on and passed unanimously.**

266
267 **Presentations:**

Presentations

268
269 Heritage Committee – Belfry Grant:

270
271 Ann Krantz and Will Ludt were present for this presentation.

272

273 Ms Krantz stated that Mr. Ludt has taken the lead to renovate the Brick School after
274 the kindergarten left.
275 The Belfry has been neglected and with the 250th celebration upcoming we would
276 like to see it repaired. Steve Phifield, who did the church steeple, gave an estimate of
277 \$26,400 in 2008. The estimate included end gables, behind the chimney; the roofs
278 on belfry top both the peaks and flat roofs, and all of the rotted trim.
279
280 Ann Krantz stated that she is looking into the moose plate grant program and is
281 encouraged. The school boards are the owners so she is looking for a letter of
282 support for the grant. The letters should state that that Amherst School Board is
283 aware of the project and supports it.
284
285 Ms. Head asked how much the grant will provide.
286
287 Ms. Krantz replied the maximum from the moose plate grant is \$10,000 therefore
288 the additional funding will have to come from the school district. The building will
289 soon begin to leak if something is not done soon.
290
291 Ms. Head asked when the deadline for the grant is.
292
293 Ms. Krantz replied March 31st
294
295 Mr. Brew stated that we recognize the problems with the building. We had not been
296 putting funds away to repair the building, so with the new SAU lease it will take
297 multiple years to have enough funds to make necessary repairs. All districts are
298 now partners in the lease of the building and he stated that he felt that all 3 districts
299 would be excited to have the support of the grant to fix up the building. Are we
300 looking for a motion to support the Heritage commission?
301
302 Ms. Head replied yes, we can do that without the SAU ok.
303
304 Dr. Jennings replied that the SAU meeting is not till March 24th, but if the Amherst
305 School Board as owners of the building supports the grant, we can then take the
306 request forward the SAU board.
307
308 **Mr. Brew moved that the Amherst School Board support the Heritage**
309 **Commission in applying for the Moose Plate Grant to repair and repaint the**
310 **Brick School belfry and further support the grant by writing a letter on behalf**
311 **of the school board.**
312
313 **Ms. Bennett seconded the motion and the vote was unanimous.**
314
315
316 FM Classroom Systems:
317

318 Dr. Jennings stated that this is a presentation about a way to improve the classroom
319 for special education students.

320
321 Ms. Sparks gave the presentation stating that we purchased 12 pro digital
322 amplification systems, which are mounted in classrooms as well two are portable
323 systems.

324
325 Ms. Sparks turned on the potable system so everyone could hear the difference.

326
327 Ms. Sparks continued. The plan is to have two systems per grade level in grades 5-8
328 and one system in each grade level in grades 1-4. We purchased the portable
329 systems so we could move them to where they are needed.

330
331 The purchase was made through the federal recovery and reinvestment funds
332 (ARRA). Information about the systems is on the website and Nancy Foster wrote an
333 article in the Union Leader about our use of the systems.

334
335 The sound system distributes sound in classrooms more evenly and equally. This
336 gives benefits including greater student achievement, more student engagement,
337 increased teacher energy, and better classroom management. In a classroom there is
338 a lack of amplification for students depending on where in the room they are sitting.
339 There is an 80% loss in the front row and a significant loss in the back of the room.
340 This can be the difference between students hearing the words cap versus cat.

341
342 The portable systems have the same capabilities as the mounted systems with the
343 addition capability that they are portable. They do not need to be plugged in once
344 they are charged. The portable system works using FM and the mounted systems
345 works using infrared light. Teachers cannot turn their back to the mounted system.
346 Teachers had to undergo training and professional development to use the systems.
347 Teachers love the system.

348
349 Renea asked a student how she liked the system and said the response was "I used
350 to have to go on Angel to know my homework because I could not hear the teacher
351 and now I do not have to."

352 Students go home and tell their parents that the system is good and the students
353 remind teachers to turn system on when they do not. Students notice the difference.

354
355 The systems meet the suggested use of the ARRA funds and are able to accomplish
356 all of the guiding principles of the funds. The systems have a 5 year warranty and
357 we will need to purchase 20 re-chargeable batteries on an annual basis.

358
359 Thank you to Karen Nutall, a teacher for the deaf who has worked with the district
360 since the 1980s. She did the research in order to buy the best system. Also thank
361 you to the building maintenance staff and technology staff because they agreed to
362 watch the install of one of the systems and then installed the rest saving the district

363 \$2700 of installation fees. Also, thank you to the teachers who have embraced the
364 technology.

365
366 At IEP team meetings the systems have shown that they have benefited students
367 with auditory processing issues and hearing issues.

368
369 Ms. Head stated that she is very excited because we have worked for years with
370 students with auditory processing issues because they cannot focus on the teacher's
371 voice.

372
373 Ms. Sparks stated that the systems could be hooked up to multimedia, which allows
374 everyone to hear everything at the same decibel equally.

375
376 FY10- 2nd Quarter Report:

377
378 Ms. Shankel stated that looking at the revenues section of the December 31st
379 Quarterly report the interest income is lower than projected, but the Medicaid
380 revenue is higher than projected, leaving us about \$20,000 behind in revenues. But
381 in expenditures we are ahead because of approximately \$100,000 in savings in
382 hiring and health care benefits. There is a savings of about \$25,000 because of the
383 actuarial bid and changing the method of heating from fuel oil to natural gas at AMS
384 has saved us about \$40,000. Also we reduced one bus with the school bus contract
385 saving \$15,000 in this area also. We are seeing a savings of about \$180,000, giving a
386 net operating surplus of \$160,000.

387
388 **Action Items:**

Action Items

389
390 Administrative Job Assignment- Assignment of Responsibilities:

391
392 Dr. Jennings stated that this was a reorganization of administrators at Clark/Wilkins
393 and AMS because of the need for curriculum coordination and implementation. AMS
394 currently has a principal, assistant principal, a special education coordinator and
395 eight curriculum coordinators. Clark/Wilkins currently has a principal, 1.5 assistant
396 principles, 0.5 special education coordinator, and eight curriculum coordinators.

397
398 Currently the principal is responsible for implementing any changes in curriculum
399 and discussing curriculum issues with Nicole and Mary. This means the schools are
400 thinly staffed to implement new curriculum. We need people on the ground that are
401 skilled in curriculum to work with the principal and Nicole.

402
403 We looked at adjusting the assistant principal's job description to include helping to
404 implement curriculum programs. We need to give the principals more support in
405 evaluating teachers, also. The current curriculum coordinators are full time
406 teachers who are paid a stipend to be coordinators. These positions do not include
407 these evaluation responsibilities. Curriculum teachers do not have time to

408 implement curriculum instruction and are not in a position to give direction to their
409 peers.

410 We looked at neighboring school districts and found that the assistant principals
411 and the coordinators have three main responsibilities, which include managing
412 students, implementing curriculum and coordinating special education.

413
414 This change in job description will involve no more money

415
416 There will be one curriculum assistant principal who will focus on regular
417 education, support academic programs, be a liaison to Nicole, and supervise
418 curriculum coordinators and coaches.

419
420 There are currently eight coordinators, so we will reduce this to six positions. The
421 six positions will now be language arts, math, science, social studies, information
422 technology, and integrated arts. At Clark/Wilkins we will remove 1 reading
423 coordinator, because we currently have two. We will also combine the library and
424 the technology coordinator. At AMS we will combine the reading and language arts
425 coordinator position, and remove the modern language position, which is not
426 currently filled. This restructuring will give the district a savings of \$14,000.

427
428 In the area of special education the number of students is going down, so the special
429 education coordinator will eventually be able to pick up more responsibilities. We
430 feel a full time coordinator for special education can work beyond writing education
431 plans and working with special education students.

432
433 Ms. Head asked what the down side is.

434
435 Dr. Jennings replied that the current situation is the down side. With the new
436 restructuring down line as we reduce in numbers we can look at the administration
437 more than being separated by special education and non special education.

438
439 A discussion between all board members followed with this summary. There will be
440 two assistant principals who will share part of the responsibilities with one focusing
441 on regular education and the other on special education. This restructuring will not
442 be increasing or decreasing the number of jobs just changing job titles and
443 descriptions. No teachers will be laid off; only a few would lose the curriculum
444 coordinator stipends. The Special Education Assistant Principal positions will need
445 to be posted, but the principals and the superintendent feel confident that the school
446 district will be able to fill the positions internally.

447
448 Ms. Head called for a motion.

449
450 **Mr. Brew made the motion to adopt the restructuring as presented by the**
451 **superintendent, to create an assistant principal- curriculum position, an**
452 **assistant principal - special education position and designate six curriculum**
453 **coordinator positions at both AMS and Clark/Wilkins. Further to also**

454 **eliminate the existing assistant principal- and special education coordinator**
455 **positions. The positions to be eliminated are both positions at AMS and the 1.5**
456 **assistant principal position and 0.5 special education coordinator position at**
457 **Clark /Wilkins.**

458

459 **Ms. Bennett seconded the motion and the vote was unanimous.**

460

461

462 2010-2011 School Year Calendar:

463

464 Dr. Jennings stated that this is the same calendar presented at the SAU meeting and
465 we need a vote to publish it.

466

467 Dr. Jennings pointed out at the top are the seven major revision points including
468 school start, vacations, in-service days, February vacation and graduation.

469

470 A discussion followed about the presentation of the calendar and what will happen
471 if there is no snow days or more than five snow days.

472

473 Dr. Jennings replied to the discussion that if either situation occurs the schools will
474 let parents know as soon as possible that the graduation dates and the end of the
475 year have changed. She also stated that the calendar states that there are five snow
476 days included and that the day of graduation says "tentative".

477

478 Ms. Head called for a motion to accept the calendar.

479

480 **Mr. Brew moved that the Amherst School Board adopt the calendar as**
481 **presented by the superintendent.**

482

483 **Mr. Maresco seconded and the vote was unanimous.**

484

485 Dr. Jennings stated that all of the other districts have adopted the calendar and it
486 will now be published.

487

488 Finance Policies – 2nd Reading:

489

490 Dr. Jennings stated that this is the 2nd reading thus the board can vote on tonight.
491 The board had previously asked to check with the auditors on DJE. The auditors
492 suggested that the limit not be less than \$1000 because it could make the
493 purchasing process cumbersome. The SHS board did clarify and change the wording
494 that the bids needed to be written.

495

496 Ms. Head asked if these have been passed as presented by the SHS board.

497

498 Ms. Shankel replied yes.

499

500 Ms. Bennett asked are we leaving it at \$5000 or changing it.

501

502 A discussion with all board members followed with the following summary. The
503 reason that the Business Administrator prefers written bids is to provide for a
504 means of checking for compliance. There was much debate about at which dollar
505 level each type of documentation should be provided.

506

507 **Mr. Brew made a motion requesting the Business Administrator to go back to**
508 **the policy committee to change the wording of DJE to require employees to**
509 **document 3 vendor bids when the purchase cost is \$1000 -\$9,999 and for**
510 **purchases from \$10,000 to 24,999 to obtain three written vendor bids and for**
511 **purchases above \$25,000 to require formal bids from vendors.**

512

513 **Ms. Bennett seconded and the vote was unanimous.**

514

515 Differential Instruction Staff Development Transfer of Funds:

516

517 Dr Jennings stated that Ms. Sparks will give the presentation because Nicole cannot
518 be here. SHS had the presentation already. In June some of the ARRA funds were
519 used for professional development in Differentiated Instruction (DI).

520

521 This presentation is a request to spend district funds for an additional day of
522 training to bring Maria Banks back in March at the teachers' request. The
523 administration is requesting a budget transfer for this professional development
524 opportunity in the amount of \$4,013.50.

525 Ms. Bennett asked how many people would be trained.

526

527 Ms. Sparks stated that Maria would come back to work with DI coaches (18 people)
528 and also some classroom teachers who want Maria to do model lessons. These
529 lessons will reach a number of the faculty, and we will also video tape so that
530 teachers will be able to watch Maria do the model lesson and then take it to their
531 classrooms.

532

533 Mr. Maresco asked what the money covers.

534

535 Ms. Sparks replied for Maria to come back for three days - SHS for 1 day, Mont
536 Vernon for 0.5 days and ASD for 1.5 days.

537

538 Ms. Bennett asked do we need substitutes to fill in for teachers who observe Maria.

539

540 Mr. St. Amand replied that we will hire a few to cover, but most teachers go during
541 planning periods or cover each other's classes.

542

543 Mr. Maresco felt that the daily cost of over \$2000 was very high.

544

545

546 Dr. Jennings replied not for the training Maria is giving us.
547
548 Ms. Sparks stated that Maria's next visit is not scheduled until August and the last
549 visit was in February. The DI coaches and teachers want her to come back sooner so
550 they can observe model lessons from Maria when students are in classes. Maria is
551 available to come back the end of March.
552
553 Ms. Sparks then showed a video of part of a model lesson where Maria is in a
554 kindergarten class teaching a lesson on number sense.
555
556 After the video Ms. Sparks explained that at the beginning of the lesson Maria
557 provides a movement break and introduces the lesson. She talks to the kids and
558 accesses the students' prior knowledge. She creates a safe learning environment and
559 tells students what they will be learning. The lesson is called doubles + 1 hunt using
560 manipulatives. This gives students a tactile and visual experience with number
561 sense. Maria works with the students both in a large group and in small groups.
562 There are many examples of differentiation and what teachers can take away from
563 the lesson.
564
565 Dr. Jennings stated that the action item is for the board to pre-approve the transfer
566 so that we can contract with SDE for Maria to return in March.
567
568 Ms. Head called for a motion
569
570 **Ms. Bennett made the motion to transfer \$4,014.13 for Maria to come back in**
571 **March.**
572
573 **Mr. Brew seconded the motion**
574
575 Mr. Maresco stated that he was having trouble, because he noticed a few methods in
576 the video with which he did not agree.
577
578 Ms. Sparks replied that she could show the rest of the clips; Maria did progress to
579 get the class to learn in different ways.
580
581 Mr. Maresco asked what the added value is because his daughter did some of what
582 he saw when she was in 4th grade. How much DI is already in place?
583
584 Mr. Brew replied that teachers did a good job this year improving test scores. Since
585 the request came from the teachers and they are excited, he felt this is the right
586 thing to do for the teachers and students.
587
588 Mr. Maresco stated I agree, but I do not see value in about \$3000 a day
589
590

591 Ms. Head stated that Maria was showing that she was doing lots of observing of
592 which children understood. DI figures out what the needs of the students are. If
593 teachers are excited then we should do it.

594

595 **The vote was unanimous.**

596

597

598 Review of Meeting:

**Meeting Review
and Adjourn**

599

600 Ms Head stated that Ms. Shankel would go back to the Policy Committee
601 with the financial policies and procedures. We also need to say goodbye to Mr. Brew.

602

603 Mr. Brew replied that this was his last meeting after 7 yrs. This was the best
604 experience a person can have. We have great teachers and schools and a community
605 that places an emphasis on education. He feels the board is headed in positive
606 direction. He thanked to the board members and all of the public he had the
607 opportunity to work with over the years.

608

609 Adjourn:

610

611 **Mr. Brew made the motion to end the meeting and Ms. Bennett seconded. The**
612 **vote was unanimous and the meeting ended at 8:45pm.**