

## GROTON-DUNSTABLE REGIONAL SCHOOL COMMITTEE

High School Library  
Business Meeting Minutes  
November 1, 2006  
(approved November 15, 2006)

### **PRESENT:**

Ms Cindy Barrett, Secretary  
Dr. Forrest Buzan  
Ms Berta Erickson  
Dr. Paul Funch  
Ms Karen Lofgren  
Mr. Chuck McKinney, Chair  
Mr. Frank O'Connell, Vice-Chair

### **ADMINISTRATION:**

Dr. Alan Genovese, Superintendent  
Timothy Sheehan, Director of Business and Finance  
Dr. Susan Rubel, Director of Curriculum/Staff Development  
Ms Joan Endicott, Director of Pupil Services

### **STUDENT REPRESENTATIVE:**

Lauren Palmacci

**STAFF, PRESS, OTHERS:** Lowell Sun; J. Kulesz, Groton Herald; P. Comtois, Groton Landmark;  
K. Icenogle, Dunstable News; N. Bugbee, S. Campbell

### **CALL TO ORDER:**

The GDRSC Meeting was called to order at 7:03 p.m. by the chair, C. McKinney.

### **ANNOUNCEMENTS**

Members read the prepared announcements and a copy is attached to these minutes.

Dr. Genovese announced the district is publishing its Wellness Policy as part of a new federal mandate to promote health and physical activity, reduce obesity and enhance a readiness to learn. The purpose of the policy is to enhance physical, emotional and social growth and development, which ultimately enhances student learning. He stated Dr. Robinson, a team of educators and community representatives put a lot of work into this policy. A copy of the press release was distributed.

### **Spotlight on SpedPAC/GDEF Partnership - Education Resource Library**

Dr. Genovese introduced Nancy Bugbee and Sarah Campbell. He stated they identified a number of disabilities children have and they had an idea about starting professional libraries in the schools with information about disabilities for the staff to use. The Administrative Council felt this was a wonderful initiative and the GDEF funded a grant. Materials are in the elementary schools, middle school and ECC and a library for the high school is in the works.

N. Bugbee stated last spring some PAC members thought it would be a good idea to get some resources into the schools to help the staff and this was done as a result of a collaborative effort between SpedPAC leadership and the district's central administration to enhance educational and inclusion resources for the teachers. They came up with a list of about thirteen books that deal with different disabilities such as

autism, dyslexia, mood disorder, inclusion, multiple intelligences, differentiated instruction, behavior and sensory integration. Ms Campbell wrote a grant request and GDEF gave them \$850 and SpedPAC funded the rest. They gave a presentation to the school councils in the spring and they thought the libraries were a great idea. They will try to add to the resources every year and will be working on the Butler Fund for high school books. She thanked Dr. Genovese and Joan Campbell for their collaboration and support.

S. Campbell said Ms Bugbee is the driving force behind the SpedPAC. She stated the conversation that started this idea talked about what happens when a regular education teacher gets an IEP and how they learn to help the child. Their long term goal is to continue to find ways to funnel information to the teachers in a pre-emptive way so they are as prepared as they can be for these children. She stated they are always looking for suggestions from regular education teachers, parents and SPED teachers as to what they see as gaps in the communication process.

Partnering with this effort is the SpedPAC's Lecture Series and Ed Hallowell will be addressing ADD and ADHD on November 14<sup>th</sup> in the Black Box Theater. S. Campbell said anyone with an adolescent would do well to hear from him. Ross Green, who addresses certain kinds of behaviors and mood disorders, will be coming in January.

With their permission, Dr. Genovese said he would extend the invitation to suggest books and resources to community members. S. Campbell said SpedPAC also runs an autism support group and they have tapped into the grandparent community. They do hear from a lot of people from various segments of the community who would like to contribute things such as art therapy. She stated anyone is welcome to attend a SpedPAC meeting or support group.

B. Erickson asked someone to elaborate on The Unschooled Mind. S. Campbell said she has not read it yet but the author, Howard Gardner, pioneered the theory of multiple intelligences and is an advocate for differentiated education and for coming at learning from many different angles. The book came out in August and advances that theory.

### **MINUTES**

C. BARRETT MOVED TO APPROVE THE EXECUTIVE SESSION MINUTES OF OCTOBER 4, 2006.  
SECONDED BY F. O'CONNELL.

**SO VOTED IN FAVOR UNANIMOUSLY**

C. BARRETT MOVED TO APPROVE THE EXECUTIVE SESSION MINUTES OF OCTOBER 18, 2006.  
SECONDED BY F. O'CONNELL.

**In Favor:** B. Erickson, P. Funch, F. Buzan, C. Barrett, F. O'Connell, K. Lofgren

**Abstention:** C. McKinney

### **QUESTIONS/COMMENTS**

None

### **PRESENTATIONS/DISCUSSION**

**MCAS/AYP - Dr. Susan Rubel**

#### **MCAS**

Dr. Rubel stated last spring was the first year they had ELA (English Language Arts) and math MCAS results for all grades three through eight and grade ten. In addition, they had science testing in grades five and eight and a biology test in grades nine or ten. Students who took biology in grade nine could take the MCAS. There were tryout tests in history and social science in grades five, seven and ten but there are no results for those tests.

She showed a chart with the ELA results and stated they have a quite high percentage of students in the Advanced or Proficient category and fewer students, although not as many as they would like, in the Warning and Needs Improvement categories. A chart with the math results was shown and Dr. Rubel noted the grade ten results stand out with a huge jump in the percentage of students in the Advanced category. Ninety percent of the tenth grade students are scoring in the Proficient or Advanced category.

Charts showing ELA data from 2002 through 2006 were reviewed and Dr. Rubel noted these tests have been administered in grades four, seven and ten for the past several years. She said they can begin to see a trend for a particular grade (although it is not the same group of children) and while there are somewhat inconsistent trends especially in grades four and seven, generally there is an overall trend in the sixty to seventy percent Advanced or Proficient at the elementary level, and eighty to ninety percent in the middle and high school levels. Grade ten is steadily increasing.

F. Buzan asked about grade 4, stating it seems they have a fairly high percentage of students who at least need improvement. Dr. Rubel agreed and stated the percentages in the Warning category is actually quite low (2%-4%). At grade seven the Warning category ranges from zero to 5% and 1% to 3% for grade 10. Math data was also shown and there is a similar inconsistent trend at grades four, six and eight but a steady upward trend of improved performance in grade ten. Warning levels are higher than in ELA and range from 3% to 7% in grade 4, 5% to 10% in grade 6, 6% to 12% in grade 8 and 1% to 4% in grade 10.

Charts beginning to track ELA and math performance by class for the four current high school classes were shown and indicate the percentage of Advanced or Proficient students at each of those levels.

Teachers at the elementary and middle schools met today to begin in-depth analysis of the MCAS results and to create action plans by grade level and/or content area. Dr. Rubel highlighted some of the findings. With the exception of Geometry, the percent of grade 4 students in the Proficient category improved in all of the strands. At the high school level, the state's competency determination (this says whether a student can graduate or not) states that all high school students must pass the ELA and math MCAS with a scaled score of 220. Beginning with the class of 2010, students will have to have a passing score of 240 in ELA and math or a score of 220 with an additional Education Proficiency Plan. Students will also need to pass the science exam with a score of 220 and the class of 2012 will need to pass the history/social science exam with a score of 220. The highest score is 280.

At the high school, the math Open Response mean score rose from 2.90 to 3.97. Dr. Rubel stated the Open Response questions are scored on a four point scale and 3 is considered Proficient. The math coordinator is tracking students by class.

F. Buzan asked how these new required levels relate to the categories they have been hearing before of Warning or Needs Improvement. Dr. Rubel said 220 is the threshold between Warning and Needs Improvement, 240 is Proficient and 260 is Advanced. Failing is 218.

Dr. Genovese said they need to pay just as much attention to moving students from Proficient to Advanced. F. Buzan said they hear a lot of screaming in the press about people who think it is absurd that they have these requirements in order to pass high school and he thinks parents would want their kids to do more than "just pass" this. Dr. Rubel said that while they are trying to get everyone to pass, they are not satisfied with "just passing"; they are trying to get everyone to continually improve.

Dr. Rubel highlighted some areas for improvement. Difficult areas include questions that involve multi-steps, especially in the math area, and the Open Response kinds of questions. She noted in the area of ELA at the high school level, the long compositions are really strong. Geometry is a gap at the elementary level and their curriculum coordinator has met with third and fourth grade teachers and some teachers have gone through the entire unit and looked at assessments. B. Erickson asked if elementary minds are ready for Geometry and Dr. Rubel said it is very age appropriate. Members had received a

copy of an article that highlighted school rankings across the state and she stated as of now, they do not have the answers as to what accounts for those changes. They are looking at different variables that could include attendance, the percentage of special needs students, time spent on a particular content area, demographics, socio-economic and the long-term absences of some teachers.

F. Buzan asked if this is a new issue and Dr. Rubel said it was probably more pronounced this year. She noted it has also been reported differently than in other years. F. Buzan said he was surprised by what seemed to be a high percentage of grade school students, in the district and across the state, listed as needing improvement or being in the warning category. This made him wonder if the test had not been adequately scaled or if they were not letting people know the areas. He is concerned about the high number of students needing improvement. Dr. Rubel said the Commissioner has reported that the scores are pretty flat across the state and one has to wonder if it has something to do with the test. She gave an example of a question that stumped the students so members could see the nuances they have to deal with.

Regarding the emphasis of effort, L. Palmacci feels the importance of the test has a lot to do with how much effort a student puts in when it does not count on their grades or report cards. She asked how teachers can emphasize the importance of effort in the lower grades. Dr. Rubel said they need to balance that emphasis at the younger grades because the kids get very nervous about the test. She does not feel effort is as much an issue at the younger levels. They make sure the kids get a good night's sleep, have a good breakfast and they are told to do the best they can. With respect to the tenth grade scores, she said they need to begin to track what happens to their population between eighth and ninth grade since they lose a number of the students to the vocational schools and other schools.

C. McKinney stated this was the first year for MCAS math in third grade and noted it did not fare well across the state but numbers improved when you looked at fourth grade. He assumes the MCAS test is the longest exercise the third graders have had to sit through. Dr. Genovese said it is also a new experience for the teachers.

B. Erickson said there is a strong history of losing students to private schools and the vocational schools and Dr. Rubel agreed.

K. Lofgren said she appreciates the accountability factor of MCAS but it is only one way for a child to show what they know. She looks at how her child does in relation to the district and the state.

With respect to the differences seen between the schools, F. Buzan asked if the differences disappear when they get together in the high school. Dr. Rubel said the differences really do disappear.

Dr. Rubel said they are trying to pay attention to the amount of time spent on instruction, especially in math, and they are in the process of implementing standards based math programs at the elementary and middle school levels. They are in the second year of the phase-in of the Connected Math Program (CMP) at the middle school. Title 1 services have also been rearranged in ELA and math and provide the focus for reading support in grades five and six and math support in grades seven and eight. She stated they do not have enough personnel to support all four grades in those content areas. They are looking at the way they deliver SPED services and they are especially re-examining the academic support services. She noted these are the students who are not making Adequate Yearly Progress (AYP). The revision of the science curriculum is happening at the high school and they are looking at benchmark assessments.

Dr. Funch stated he advocates using many forms of measurement and feels they should be able to do MCAS too. They see other districts that are doing well, yet they are falling down to where they are comparable with schools they think they should not be comparable to. The trend concerns him and he asked why they cannot figure out what the 33 point difference is between Florence Roche and Prescott for fourth grade math. He thinks it should be easy to identify the causes of the performance differences. He

said he does not understand the inconsistencies in the fourth, sixth and seventh grades. Dr. Rubel said there are many variables that could influence a student's performance from how a child felt that day, how they test, or not being exposed to a skill that the particular question asked. The test changes every year and is designed to reflect standards at every grade level and they are suppose to be teaching to the standards and not to the test. If they are teaching to the standards, the students should be able to do well on the test. Dr. Funch said he does not have a quarrel with a student's individual performance but in the aggregate, he thinks there should be something there to show what influences they have over these scores as a district but he does not see this coming out of the data. He asked if they are getting the best teachers, if morale is good and if the training is proper and stated it seems to be a systemic issue. Dr. Rubel said she mentioned last year that by implementing a new standards based math program, it will take a number of years for that to show some difference. She feels they are making some systemic, and some less systemic, decisions to improve. They have seen improvement where they have addressed particular issues.

B. Erickson said sometimes you can look at the environment too.

F. Buzan said he fully supports Dr. Funch's comments. He said they have been doing this for a long time and they have data and he is concerned with the timeline for putting in a new curriculum to address what they think are the problems and then having to wait for that to take place to see if it worked. He stated the math he does every day has not changed much in the last forty years but the ways it is taught are drastically changed all the time. If the changes were good, he feels the country would have figured out what the best way to teach it is. He stated he is very concerned with the number of students needing improvement in key areas and feels that while some of the test may be "off", it has proven over the years that it is not that far off and is showing some basic concepts. He stated they need to implement changes in a timely manner.

Dr. Funch feels they can gain insight from similar districts that are doing well and asked what is different about those towns that allow them to have better performance. C. McKinney said there needs to be a sense of urgency in order to identify, and put in place, changes to get to the root of the problem. Dr. Genovese said he usually tells the staff to focus on the curriculum and their instruction. He stated providing more collaboration time is a commitment and something that will deserve a lengthy conversation.

### **AYP (Adequate Yearly Progress)**

Dr. Rubel stated the district has not made AYP in the area of their special education subgroup at the middle school level. In order for a school to make AYP, it is calculated by a participation rate of 95% or better in either MCAS or the alternative assessment. She stated they met AYP according to the participation. They also have to have a certain level of performance that is measured by a CPI (Composite Performance Index). There was to be an 80.5 score in ELA and the entire population met this but the special ed population did not meet the performance rate. If they did not meet the performance rate, they needed to make a certain amount of improvement and they did reduce the percentage of students in the Needs Improvement or Warning category by ten percent. With respect to math, she stated the special ed population did not meet the target of 68.7 CPI in their performance nor did they improve sufficiently to meet AYP. They did meet the participation and attendance rate. Dr. Rubel stated this is a district issue because this is a district report but it comes out at the middle school level because of the number of tests being administered and they have a large enough special ed population to count. While the middle school is being singled out, she stated it is more than a middle school issue.

Because the middle school accepts Title 1 funds and because they have not made AYP for a second consecutive year, they are required to revise their School Improvement Plan, which they are in the

process of doing. They are also required to provide after school supplemental educational services for low income students.

If a student is declared low income and also qualifies under another category, such as a racial category, L. Palmacci asked if they are counted under both. Dr. Rubel said they do not have many other students in any other category and the supplemental services only apply to low income students at the middle school where they receive Title 1 federal funding.

Dr. Rubel stated she and Principal Raucci are looking at adding some weekly practice in identified areas of weakness and they are looking at ways to provide support to students during the school day, in addition to their regular classroom instruction, in ELA and math. The Title 1 and the middle school student activity account will help provide after school tutorials in math for other students who do not qualify for the supplemental educational services. All students in the Warning category have an Individual Student Success Plan written for them and they are in the process of revising that protocol to include special needs students on an ISSP or to revise their IEP to address areas of weakness if it is a SPED student in the Warning category. Principal Raucci and the assistant principals are splitting up the population of students in the Warning category and they are setting up a monitoring of progress on a very regular basis.

Dr. Rubel stated they are providing a lot of professional development and looking at program implementation and doing it in what they feel is a thoughtful and timely way. She stated they would not recommend doing it any faster for a variety of reasons, one being that implementing a new program takes a lot of training and for every new unit, a teacher is out for a full day of training. If they did this for all eight units in one year, those teachers would not be teaching for eight days.

#### **REPORTS FROM SUB-COMMITTEES**

**Budget and Finance** - C. Barrett reported they will be meeting at Tarbell on November 14<sup>th</sup> at 6:00 p.m. A joint meeting with town officials has tentatively been set for this date.

**Policy** - K. Lofgren reported they will be meeting in Room 219 at the high school on November 21<sup>st</sup> at 6:30 p.m.

**Chair** - C. McKinney reported he has been asked to make a short presentation about the school district at the State of Groton meeting to be held in the upper meeting room at Town Hall on November 18<sup>th</sup>. He is on the agenda for 10:00 a.m. He will share a copy of his presentation with members prior to the 18<sup>th</sup>.

**Interim Business Manager - Quarterly Report** - As is common in the first quarter of the fiscal year, T. Sheehan stated they have identified many items that were either under funded or not funded but they have also identified a number of areas where they expect the expenditures to be less than anticipated. He noted the number of items not adequately funded represents a small percentage of the overall budget and making the adjustments will be a manageable task.

In order to monitor spending more easily, T. Sheehan said a series of vertical bar graphs was developed to show quarterly expense spending by location (school) or department (curriculum) for the last three fiscal years. A considerably larger percentage of the maintenance budget has been spent in the first quarter of FY07, reflecting costs related to the carbon dioxide at Prescott and the arsenic at Florence Roche. These costs will ultimately be reimbursed from E&D once it is certified by the Department of Revenue. T. Sheehan reviewed the charts and stated that overall expense spending is following the normal historical patterns.

T. Sheehan stated utilities always have the potential to have a significant impact on the budget. He noted that so far, they are seeing the heating oil and natural gas prices lower than they were in the spring and summer but this is not the same for the electricity rates. The electric costs for both towns, who have

different suppliers, are higher than the projected \$0.12 per KWH and they are paying an average of \$0.13.6 cents per KWH. The FY07 budget for electricity was increased by 27% and the price per KWH has increased almost 20%. He reviewed the natural gas and heating oil consumption charts for the last three years, noting they do not have a good idea of what consumption will be this fiscal year. Since they pay minimum usage fees during the summer months, he stated they intend to negotiate with the provider to see if they can achieve an industrial/commercial rate that would apply to their total consumption of natural gas.

The district is participating in a cooperative purchasing agreement for heating oil at a fixed price of \$1.94 per gallon which is \$0.06 lower than the \$2.00 figure used in preparing the budget. The agreement was negotiated by Mr. Young and the Merrimack Education Center. T. Sheehan noted any fixed agreement carries both benefits and risks but they are protected from any huge unplanned increases in the price. Town officials can piggyback on this agreement and are arranging to participate.

Another area that has a significant budget impact is the Circuit Breaker Reimbursement. SPED costs are very difficult to control and the budget is based on the known case load at the time. This can easily be disrupted by the arrival of incoming students on IEP's, new placements within the existing population or by unfavorable court decisions in the unilateral placement cases facing the district.

T. Sheehan stated the FY08 budget process is well underway and the timeline has been submitted to the Boards of Selectmen and FinComs. The administrative council has devoted a number of meetings to the budget process. Budget assumptions and guidelines have been given to the principals and department directors along with projected enrollment figures by school and grade level.

T. Sheehan reported Phase 1 of the Prescott School CO2 project has been completed with the repair and refurbishment of existing univent heaters in the first and second floor classrooms. He stated they are very old units. There is no exhaust system anywhere in the building and most of the classrooms and occupied spaces in the basement do not have a fixed ventilation supply of 15 cubic feet per window or a window that can be opened to let in fresh air.

An outside contractor has been hired to do the second round of CO2 testing and their report is expected back next week and a decision will be made on what the next phase will be. They are also talking with contractors about methods for improving the ventilation and exhaust in the building without doing major construction. He stated they may need to look at a program for replacing the heaters.

The committee has voted to spend \$90,000 from this year's E&D. The E&D figures have been submitted to the Department of Revenue and he expects to hear back from them in about three weeks. Mr. Young had projected a balance of about \$1.1M and T. Sheehan said they are comfortable with that number. The administration expects to ask for additional funds for the arsenic remediation at Florence Roche.

Melanson, Heath and Company has completed the field work for the FY06 audit. A draft copy of their findings is expected by mid-November and the final copy will be delivered two weeks after the district submits its comments and observations on the draft.

T. Sheehan reported the administration is exploring how to best use the SchoolDude.com software that is licensed to the district. They are also exploring the possibility of using a program called School Spring to reduce advertising and hiring costs and improve efficiency of the process.

B. Erickson stated she appreciates the comprehensive report and likes that the district hooked up with Merrimack Education Center. She understood that the district had their own equipment for doing the CO2 testing at Prescott and T. Sheehan said the machine was out of calibration and it takes 2 to 4 weeks to have it recalibrated. They did not want to wait that long to have the testing done. Since the town may be undergoing some changes with technology, she asked Mr. Sheehan if the license for SchoolDude.com could be extended to the towns. He said he will explore this possibility. He noted they also participate in

cooperative purchases through MEC for food service.

Dr. Funch asked if he heard correctly that the univent heaters may need to be replaced. T. Sheehan said they are very old units and even if they are operating as designed, they might save a lot of energy with more efficient units.

K. Lofgren said she also found Mr. Sheehan's narrative to be helpful.

Dr. Genovese reported Mr. Sheehan is getting the information together for the high school audit.

C. Barrett asked for an update on the high school water system. T. Sheehan stated the recommended equipment has been installed and is functioning. They need a period for the equipment to be in operation to provide a baseline and this period will take several months. He stated the project is on track.

### **Superintendent**

#### **District Goals/Strategic Action Plan**

Dr. Genovese read the GDRSD Vision Statement for 2006-2007. He said they do have a vision but have the need to go back and revisit it. As part of the Strategic Plan, they will take the information they have and build on it to make it a springboard for the evolution of providing a clear direction for the district. He distributed copies of the Mission Statement and Vision Statement from March 2002 and November 2003. He noted the mission and vision were the same but the November document was broken down into goals and steps to achieve those goals. Members had also received a copy of a matrix relative to the different content areas and these have been revised each year and will probably be used for one more year.

Dr. Genovese stated he went through an EQAI last year which is a helpful process in evaluating the district. He distributed a copy of the October 23, 2006 notification he received from Dr. Rappa at the Office of Educational Quality and Accountability. He noted they give a standard and talk about the evidence they would want to see that school districts have in order to meet that standard. He said it is focused on MCAS, student achievement and systems you would put in place such as a system to evaluate programs. His intent would be to have some discussions with the administrative council to find out everything they have that could fall under the indicators and standards and then evaluate that to see how good it is and if there are areas for improvement. The second part would be what they do not have and what they need to work on as part of their Strategic Plan to make the district better. He intends to use this as a base document to develop a Strategic Plan and that way, their plan will be in line with the way the state looks at the district in an audit.

C. Barrett asked how often the district has an EQA audit and what the cycle is. Dr. Genovese believes every district is to have an evaluation within a six year period unless they have been under performing or have not met AYP. Given what they heard tonight, he suspects the district will be on their agenda in the future and he would welcome that.

#### **Superintendent's Proposed Goals for 2006-2007**

Members had received a copy of Dr. Genovese's proposed goals. He stated they have been embedded into the evaluation document and tagged to each standard. He said there will probably be other indicators he will use as he evaluates himself on how well he is doing in achieving these goals. He stated his goals are systemic and are more than just "him". His goals are to:

1. Support the collective efforts of the School Committee
2. Improve the performance of the Administrative Team
3. Promote the use of technology to enhance teaching and learning
4. Provide mentorship to the Interim Director of Business and Finance

5. Improve the safety and security of staff and students
6. Expand communication efforts and accessibility

Knowing that Dr. Genovese has an interest in student performance, and in light of what they heard tonight, Dr. Funch feels this should be his primary goal. He stated this will take extraordinary leadership, goals and changes in the way they do things. While he does not disagree that Dr. Genovese's goals are important, he feels improving student performance is the most important thing. In developing goals, Dr. Genovese said there are many more things that he is involved with and it is a given that he will be very involved with Dr. Rubel and the administrators in improving MCAS scores.

F. Buzan agrees it is obvious in a sense but it is also an obvious absence from the explicit statement of his goals and would have it be goal #1. He believes people would make the criticism that students are not prominent and he would make them the top priority. B. Erickson agrees.

F. O'Connell agrees and said the goals are a subset of the overall evaluation they give the superintendent and he looks at the goals as something the superintendent will execute. He noted there are also goals for his administrative team. While he feels it should be in there, he said he is not sure how they tie that in.

C. Barrett agrees with Mr. O'Connell. She likes how each goal is tied to a principle accountability area. She said they have a district-wide vision statement, a district-wide mission statement, district goals, superintendent goals, school committee goals and administrative council goals and they cannot all have the same cookie cutter goals. She feels the district goals cover striving for academic achievement. She agrees it is very important but believes the principle accountabilities areas covers it also. K. Lofgren said she agrees with Ms Barrett and feels there is good collaboration.

C. McKinney said they agree the goal is there but putting it up front makes it more explicit. He said the evaluation instrument is in place to say whether or not Dr. Genovese is providing the educational leadership to move the district forward.

Referring to "principle accountabilities", Dr. Funch said "principle" is misspelled and should be "principal" since it is an adjective. Dr. Genovese said these are from the state and he will contact the Commissioner. Not everyone agreed it is misspelled.

### **ACTION ITEMS**

None

### **QUESTIONS/COMMENTS**

With respect to the many factors that go into analyzing the MCAS results, K. Icenogle feels another factor could be the difference in classroom support. She stated the district has undergone a number of cuts and asked if they will take into account the classroom environment with respect to the number of aides in the classroom now compared to the number when the tenth graders were in the lower grades. She stated many parents are concerned about this as well as the need to scramble for classroom materials.

Dr. Rubel said some of these factors were raised at today's meeting at Swallow Union and they are concerned with class size and the reduction in aide support. She stated they have not tracked performance as compared to class size but they could consider it. She noted the class size ratios are at their highest at the middle school.

K. Icenogle said Dr. Genovese did a report last year on whether class size makes a difference and it did show size makes a difference in the lower grades. She does not believe class size is the only factor and noted that with retirements, the district has a younger and less experienced teaching staff which could also be an influence.

### **ADJOURNMENT**

F. BUZAN MOVED TO ADJOURN AT 9:23 P.M. SECONDED BY K. LOFGREN  
**SO VOTED IN FAVOR UNANIMOUSLY**

Respectfully submitted,

Susan H. Smith  
Recording Secretary

With attachment