

A meeting of the Dover School Board was called to order by Chairperson Marjorie Fisher on Monday, November 14, 2005, at 7:00 p.m. in the City Council Chambers.

A. ROLL CALL: Present were Marjorie Fisher, Kara Winton, Dorothea Hooper, Audra Lurvey, Heather Orion-Hindle, Carolyn Mebert, and Doris Grady.

Also present were Superintendent, John O'Connor; Richard Barrett, DTU President; Chris George, Principal Dover High School; Brandon Foye, Ward 2 School Board; Andrea Elliot, DHS Dean of Instruction; Joanne Eaton, Facilities and Operations; Jean Briggs, Federal Projects; Dave Bennett, District Math Improvement Coordinator; Patrick Booday, DHS Dean of Students; Doug Conway, DPA President; District Paraprofessionals; Linda Smart, HSS Librarian; Nancy vonWhalde, HSS Teacher; and Marcus Weisgerber, *Foster's*.

B. PLEDGE OF ALLEGIANCE: Kara Winton led the Board in the Pledge of Allegiance.

C. CITIZENS' FORUM: Denise Mauceri addressed the Board to encouraged them to vote for the Dover Paraprofessional Contract on the evening's agenda.

D. APPROVAL OF MINUTES: Kara Winton moved, Dorothea Hooper seconded, to accept the following minutes. An oral **VOTE PASSED 7-0**.

- a. **Nonpublic Session #36, October 10, 2005 (Personnel)**
- b. **Regular Session #10, October 10, 2005**
- c. **Nonpublic Session 37, October 24, 2005 (Student Discipline)**
- d. **Nonpublic Session 38, October 31, 2005 (Student Discipline)**

Audra Lurvey moved, Kara Winton seconded, to suspend the rules and bring New Business, Item N.1., Paraprofessional Contract Approval, forward at this time. An oral **VOTE PASSED 7-0**.

N.1 Paraprofessional Contract Approval: Kara Winton stated she felt this was a good contract and thanked negotiators for "going back to the table". She added she would vote for the contract and she hoped the City Council would as well.

Dorothea Hooper stated she was on the negotiation team for both contracts and she would support the contract. "It was done in good faith; it's a fair contract; it's been a compromise on both sides." She also made the point that she has a tremendous amount of respect for what the paraprofessionals do in the classrooms.

Doris Grady stated she worked with paraprofessionals "for a long, long time, and for anybody to say that I don't respect them, that I don't think they're a very important part of our program, I have to say I firmly believe that every one of you ARE an important part of the program. I'm sitting here, and it's a very difficult decision to make, and I've mulled it over and read it. But in addition to that, I have to vote my conscience. There are two basic issues that I have had difficulty with. First of all, I had trouble with looking at the possibility over three years, for setting a precedent of not less than 4%, not more than 6\$. So, in budgeting we have to look at 6%, so that would be a minimum of 16% over a three year period. I (also) had difficulty with (Article) X.K." "There a couple of things in here I don't think benefit you. And, therefore, because I don't think they benefit you, I will probably vote against it. Money wise, insurance wise, I have no problem."

A roll call **VOTE PASSED 5-2** (Orion Hindle, Grady opposed).

E. CONSENT AGENDA:

Audra Lurvey moved, Karen Winton seconded, to add item 2.c., Resignation, Linda Colan, to the consent agenda. An oral **VOTE PASSED 7-0**.

Dorothea Hooper, Carolyn Mebert seconded to approve the consent agenda as amended. An oral **VOTE PASSED 7-0**.

1. **Correspondence:**
 - a. NH Feline Fanciers, Inc, Cat Show at DMS, January 28-29, 2006, Request for waiver of lead-time
 - b. Job Share Proposal 2006-2007, Shannon DeLello and Karen Berg, Dover Middle School
2. **Resignations/Retirements:**
 - a. Melinda Wilder, Dover Middle School, ESOL Tutor
 - b. Rossie Lontine-Kearson, Dover Middle School, Island Program
 - c. Linda Colan, Garrison Elementary School, Grade 1
3. **Leaves of Absence:** None.
4. **Nominations:**

Sheet 1: Nomination & Election of Teachers: Amon to Thompson
Sheet 2: Nomination & Election of a Secretary, Aide, Custodian, Non-Union, Substitute, and Summer School Staff: Baker to Plafker
Sheet 3: Nomination and Election of Coaching Positions: Brown to Whitmore
5. **Overnight or Out-of-State – Staff Travel Requests:**
 - a. Scott Evans, NHAHPERD Conference, Waterville Valley, NH, November 17 and 18, 2005
 - b. James Stopa, Association for Career & Technical Education Annual Convention and Career Expo, Kansas City, Missouri, December 7-11, 2005
 - c. Kim Conrad, Maximizing Achievement with Guided Reading, Portland, ME, December 14, 2005
 - d. Jean Briggs, NHSAA Leadership Institute, North Conway, NH, January 30-31 and March 27-28, 2006
 - e. Peter Wotton, NHAHPERD Conference, Waterville Valley, NH, November 17, 2005
6. **Professional Development Waiver:** None.
7. **Extended Travel (Student Trips):**
 - a. DHS Art Club, Storm King Art Center, Mountainville, NY, Friday, May 12 to Sunday May 14, 2005
 - b. NJROTC, Mexico, NY, December 2 through 4, 2005

F. SUPERINTENDENT'S REPORT: Superintendent O'Connor reported on the following items:

1. **Educational Information:** Dr. O'Connor introduced Linda Smart and Nancy vonWhalde who made a presentation on the SMART mentors program.

- Linda Smart provided the Board an overview of the SMART mentors program. She stated that the district was awarded an Intel Teach to the Future grant to train a master teacher and 40 teachers over a two year period in 2001-2003. That initiative trained 43 teachers. This past spring, Intel Teach to the Future offered the district the opportunity to apply for an additional grant. Nancy vonWhalde agreed to take the master teacher training over the last summer and took over the leadership of SMART mentors this school year. Ms. Smart explained that the idea is to take 10 mentor teachers and have them mentor 10 colleagues in the use of technology. The district received a Title II D technology grant detailing SMART mentors initiative. The Title II D technology grant money purchased 20 laptop computers, one for each participant to use for the school year, as well as stipends for mentors, mentees, and the project leader. This begins the third year of the program. Liberty Mutual has agreed to purchase another laptop computer for the project leader, Nancy vonWhalde.

Nancy vonWhalde provided Board members with an overview of how the program works. It is a proven professional development for classroom teachers, enabling them to integrate the use of computers into their existing curriculum to meet state and national standards. It offers K-12 classroom teachers curriculum designed specifically for their needs. Teachers learn how, when, and where to incorporate technology tools and resources into their teaching. They also learn how to create assessment tools and align lesson plans with state and national standards. The goal is to integrate technology into the fabric of day-to-day teaching to measurably enhance and encourage higher-order thinking and creativity in students. Participants in the Intel Teach to the Future training will receive 40 hours of staff development and the opportunity to receive 3 graduate credits from Plymouth State University.

- Superintendent O'Connor addressed the new Federal requirement that all teachers take the PRAXIS II exam to be highly qualified. He noted that the NH DOE will be submitting a High Objective Uniform State Standard Evaluation (HOUSSE) Plan to the Federal Government, but it was unknown if it will be accepted as an alternative to the PRAXIS exam at this time. He then recommended that the School Board allow the district to cover the cost of registration for the exam (approximately \$115), noting that Title II D funds can be used for this purpose. The Superintendent added that he had tasked Lynne Wissink, Dover Middle School Dean, to survey how many teachers intend to take the test and develop study groups for those teachers.
- Dr. O'Connor reported that Scott Battey's presentation at the State World Language Teachers Conference was selected as the best by all attendees. As a result, he was selected to attend the Northeast Conference of World Language Teachers in New York City. His presentation is titled "Gripping Games, Gimmicks, and Group Work." The Superintendent congratulated Mr. Battey for a "job well done."
- Superintendent O'Connor reminded Board members that he previously informed them about the removal of an underground tank from Dover High School. The Department of Environmental Services tested some of the soil surrounding the tank and found it was contaminated. Dr. O'Connor advised Board members to speak with Joanne Eaton if they have any questions about this situation.
- Author Charlie Applestein visited Woodman Park School recently and gave an outstanding presentation to over 60 parents based on his publication "No Such Thing

as a Bad Kid.” Because his presentation was so impressive, he will be coming back to work with the district staff and other groups of parents.

- The new fifth grade class, authorized at Dover Middle School by the Board during their last regular meeting, was up and running within 10 days after the Board approved the additional position. Mrs. Thompson was hired as the new classroom teacher.
- During the workshop to be held on November 28th, the Superintendent explained that he would be asking the Board to provide direction for the development of the upcoming budget. “Where do you believe we should go with our budget.” He requested that Board members be prepared to discuss this publicly.

2. **Education Achievements:** See above.

Carolyn Mebert moved, Doris Grady seconded, to accept the Superintendent’s report. An oral **VOTE PASSED 7-0.**

G. STUDENT REPRESENTATIVE REPORT: Erica Sgrignuoli congratulated all of the reelected School Board members. She reported that first quarter report cards would be distributed at Dover High School on November 15th. On December 9th, the Interact Club (a service club at DHS) will present “Mr. DHS”, a mock male beauty pageant. It should be a fun evening and all are invited.

H. COMMITTEE REPORTS:

1. Curriculum Planning Committee - Dorothea Hooper reporting: Ms. Hooper reported that she and Carolyn Mebert attended a meeting of the Curriculum Planning Council on November 3rd at the Dover Middle School. Elementary staff reported on social studies K-4 explaining that the curriculum was being tied to state standards. A New Hampshire history component was included. The revised curriculum would include objectives, performance indicators, skills, and learning activities. With the revision of the curriculum, common assessments could be developed. The Nystrom program was recommended for geography.

Middle School teachers of grades 5 & 6 explained the U.S. history curriculum which will focus on the Civil War to the present. Teachers are currently looking for a new 6th grade test and are examining Harcourt Horizons. Grades 7 & 8 are focusing on world history and geography again, matching state standards and examining possible common assessments.

At the high school (grades 9-12) the following progression is being recommended: 9th grade world cultures and economics (this is not a change), 10th grade, a half year of civics (this is a change; it allows students to choose between American history I and II). In grade 12, there will be a strong stress on electives for seniors aiming for more depth of content. A new course, American studies, is being developed and would count towards English and social studies credit. It was noted that the state did not plan to test in the area of social studies until the year 2011. The changes in this department will make room for content in other academic areas that the state is stressing in its testing sequence.

The last part of the meeting was a brief review of the technology standards up for approval. It is a very detailed report that shows where and what technology is being integrated at every level.

The next meeting will be held on December 1st when the committee will hear presentations in physical education and wellness as well as health and guidance.

I. POLICY - CHANGES - PROPOSALS: Dover High School Instructional Dean, Andrea Elliot, provided background information for the one change being proposed to policy **IKE – Promotion and Retention of Students** (changing the minimum of credits required to be a sophomore from 5 to 4). She stated that a review of earned credit data for retained Freshman over the previous two years showed that between 39 and 44 percent of retained students were within one credit of the necessary requirement for promotion to grade 10. Ms. Elliot stated that reasons behind changing the minimum credits from 5 to 4 were multiple. This would encourage (versus discourage) students. It would allow an increase in the use of programs for remediation (PLATO, summer school) as well as increase leverage with parents (students with 3 or 3.5 credits are more likely to make up a credit in summer school if they know it will lead to promotion). Lastly, this change would provide a better allocation of support services and resources for a smaller number of students. Additionally, the requirement to become a junior (a minimum of 9 credits) would not change.

Ms. Elliot also reported that statistics for the past two years showed the following: In 2003-2004 there were 45 repeat freshmen. Twenty of the 45 students (44%) were within one credit of promotion requirement. Figures for 2004-2005 indicate 44 students were repeat freshmen. Seventeen of the 44 students (39%) were within one credit of the promotion requirement.

Ms. Hooper reiterated that this change would not be “lowering the standards” since students would still need a minimum of nine credits to become a junior. Rather, this would simply be giving students time to “catch up.” Kimberly Stephens, Freshman Dean, indicated she was also in agreement with the proposal.

Chairperson Fisher then reviewed proposed changes to the following policies in their first reading. Carolyn Mebert moved, Dorothea Hooper seconded, a motion to table all eight policy adoptions until the December meeting. An oral **VOTE PASSED 7-0**.

1. Policy BGD – Development and Approval of Administrative Regulations: Ms. Fisher read the last paragraph being recommended for addition to the policy. ***“The Board itself shall adopt administrative regulations when specific state or federal laws and/or regulations require the Board to do so. The Board may also adopt other regulations. The Superintendent may recommend Board adoption of regulations in light of strong community attitudes or probable staff reactions.”***

2. Policy DB – Annual Budget: Ms. Fisher noted the only change being recommended to the policy was the addition of the second paragraph: ***“Annually the School Board shall adopt a budget required for the expenses of the district for the next fiscal year.”*** Business Manager, Laurie Verville, requested the sentence be revised to read, ***“Annually the School Board shall adopt a budget required for revenue and expenses of the district for the next fiscal year.”*** There was no objection.

3. Policy JJE – Fund Raising: Chairperson Fisher read two proposed changes to the policy for the record: Deletion of Gridiron Club and substituting ***Athletic Booster Groups***, and the addition of a last paragraph, ***“6: All adult groups must comply with accepted accounting practices and deposit all funds through student accounts (Green and White Fund) except those adult groups that are registered with the State of New Hampshire as non-profit***

organizations. These adult groups will submit copies of annual financial statements to the school's administration." Ms. Hooper asked if this language was in conflict with an email sent to Board members from the President of the Booster's Club. Doctor O'Connor advised that he had spoken with the Athletic Director earlier in the day and had Mr. Wotton speak to the Booster Club President. He advised that there was no longer any conflict since the Boosters are registered with the State of New Hampshire as non-profit and are required to submit annual financial statements to the State. This is the same information we were requesting they provide to the school's administration. Ms. Fisher asked the Superintendent what the reporting requirements would be for PTO's and PTG's. Dr. O'Connor stated his belief that all PTO and PTG funds were channeled through the individual school's checking account, so there is no need for them to submit separate financial reports.

4. **Policy DM – Cash in School Buildings:** Ms. Fisher read the only change to this policy, the addition of "on a daily basis" to the following paragraph: "Monies collected by school employees and by student treasurers shall be handled with good and prudent business procedures. All monies collected shall be receipted, accounted for, and directed without delay to the proper location of deposit **on a daily basis.**"

5. **Policy DFD – Gate Receipts and Admissions:** Ms. Fisher read the changes being recommended to paragraph 1 of this policy: "Admission receipts of school events shall be adequately controlled **and deposited on a daily basis.** The principal **or designee** is responsible for the administration and supervision of all phases of school events for which admission is charged."

6. **Policy IKE – Promotion and Retention of Students:** Ms. Fisher referenced the previous discussion of the change to this policy requiring a minimum of **four (4)** credits to be a sophomore.

7. **Policy CM – Annual Meeting Report Card:** Chairperson Fisher noted that the recommended change was to add a last bullet item to paragraph 3: "The Dover School Board shall conduct an annual meeting, and administrators shall review the past, current, and projected status and goals of education in Dover schools. This meeting shall be public and televised. The administration shall provide and explain to the public and the School Board data and information including, but not limited to, the following:" add **Improvement Plan, if necessary.**"

8. **Policy JEDA – Truancy:** Superintendent O'Connor stated changes to this policy were being recommended as a result of a change in New Hampshire law. Ms. Fisher read the recommended addition of paragraph 3 to the policy: "**Twenty half days of unexcused absence during a school year shall constitute habitual truancy. For the purposed of this policy, a "half day" will mean two blocks or more at the high school. At the elementary/middle school "half day" will mean greater than three hours.**"

J. POLICY ADOPTION:

1. **Policy EC – Building and Grounds Management:** Doris Grady moved, Carolyn Mebert seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 7/0.**

2. **Policy FA – Facilities Development Goals:** Carolyn Mebert moved, Kara Winton seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 7/0.**

3. Policy DBC – Budget Planning: Carolyn Mebert moved, Heather Orion-Hindle seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 7/0.**

4. Policy EA – Support Service Goals: Carolyn Mebert moved, Kara Winton seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 7/0.**

5. Policy GCEB – Professional Staff Recruiting: Heather Orion-Hindle moved, Kara Winton seconded, to approve the policy in its second reading. An oral **VOTE PASSED 7/0.**

6. Policy BCA – School Board Member Code of Ethics: Carolyn Mebert moved, Heather Orion-Hindle seconded, to approve the policy in its second reading. An oral **VOTE PASSED 7/0.**

7. Policy KCD – Public Gifts to the Schools: Carolyn Mebert moved, Audra Lurvey seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 7/0.**

8. JQ-E – Reimbursement for School Property: Audra Lurvey moved, Kara Winton seconded, to adopt the policy in its second reading. An oral **VOTE PASSED 7/0.**

K. SUBMISSION AND PAYMENT OF BILLS: Audra Lurvey moved, Kara Winton seconded, to authorize the Business Manager to pay manifest 06-E in the amount of \$3,322,721.38. A roll call **VOTE PASSED 7-0.**

L. RESOLUTIONS: None.

M. OLD BUSINESS: None.

N. NEW BUSINESS:

1. Paraprofessional Contract Approval: See above.

2. Appointment of JBC for Garrison Elementary & Woodman Park Elementary Schools: Business Manager, Laurie Verville, explained there is currently a JBC for Garrison Elementary School. She stated she would like to have one JBC, starting in January, to oversee both the construction project at Woodman Park School and Phase II construction at Garrison Elementary School. Chairperson Fisher asked for volunteers from the Board. Doris Grady and Carolyn Mebert volunteered to be on the JBC for Garrison School Phase II and Woodman Park School Construction.

3. Proposed 2006-2007 School Year Calendar: The Superintendent stated there had been some criticism of this year's and next year's proposed calendars regarding the scheduling of the February vacation. The Oyster River Superintendent and some of their district parents, along with the Barrington Superintendent, preferred the winter vacation be scheduled the last week of February into the first week of March. Their rationale was to have Dover schools take vacation during a different week than Massachusetts and Maine schools. This would allow families less crowded traveling, cheaper hotel and airfare rates, and smaller crowds at winter attractions. Dr. O'Connor explained that the third week of February had been chosen to coincide with the tri-city calendars. Prior to the change four years ago, Rochester and Somersworth students missed up to 21 days of school. The vacation schedule was moved from the fourth to the third week in February to coincide with the Rochester and Somersworth calendars. Superintendent O'Connor

recommend the Board adopt the proposed 2006-2007 school year calendar with the winter break during the third week of February.

After some discussion, the consensus among Board members was that they would like the Superintendent to look into changing the winter break to the fourth week of February for the 2007-2008 school calendar and asked Dr. O'Connor to get together with the other districts to facilitate that change. Dr. O'Connor stated he would send a letter to the Superintendents and solicit their feedback prior to the development of the 2007-2008 school year calendar.

Kara Winton moved, Dorothea Hooper seconded, to approve the proposed 2006-2007 school year calendar.. An oral **VOTE PASSED 7/0.**

4. District in Need of Improvement (DINI) Plan: Dave Bennett, the District Improvement Math Coordinator (DIMC), provided an overview steps taken in the development of the Dover District Math Improvement Plan which was submitted to the DOE on October 18, 2005 and was accepted by the state on October 28, 2005. The first step was to perform a root cause analysis to help understand why Dover did not make annual yearly progress (AYP). A committee of staff members looked at student performance in mathematics to get a clearer picture. Reviewing the 2004 NHEIP data, they asked many questions, like: "Is there a difference in performance between elementary schools? Is there a change in performance across the last three years? How do grade levels compare? How do our SPED/ELL/SES groups perform? Are all students underperforming?" and found five significant performance gaps: 1. A significantly higher percentage of special education students scored in basic or novice. 2. The percent of SPED kids scoring basic or above drops significantly as grade level increases. 3. There was an increase in 2004 in the total student body in the novice category. 4. Of concern was the finding that African American, SES and ELL students in grades 3-6-10 are at risk for scoring in the novice category. 5. Third graders at WPS showed a significant increase in mean scaled scores and were above district and state averages. They had to ask themselves, "why?"

Mr. Bennet explained that Root Cause Analysis is a circular process: Identify the problem; Ask "why?" and generate a hypothesis; Determine how you will know if the hypotheses is true or not; Collect data; Analyze the data; Interpret the results; Continue to ask "why?"; and back to identifying the problem.

The final steps: Identify a student learning goal for each performance gap – what measurable change in performance do you want to accomplish by your District Improvement Plan? Prioritize hypotheses in each area into "essential needs for improvement." Reshuffle priorities across areas into common themes. Categorize into three to five statements.

The Habits of Professional Excellence (H.O.P.E.) Institute held a week-long summer venture. The HOPE Institute is offered as one of the components of a system of support that the NH Department of Education is providing to assist schools/districts as they create an improvement plan designed to incorporate scientifically based research strategies that can have the greatest likelihood of improving achievement data in the areas in which the district was identified.

The theme for Dover's District in Need of Improvement Plan is "Bring Math to Life." The two year plan has been accepted by the state and contains: Five strategies; System/Program and Student Experience Objectives; and Activities.

Strategy #1: The district will create the Math Improvement Coordinator and Math Coaches positions to improve student's math achievement district-wide.

Activity #1: Create a school math culture which promotes ongoing learning that focuses on students' appreciation of math applications.

Activities #2: Identify professional development for math improvement (Teaching Support and Student Support for regular and special education).

Activity #3: Create a school culture that promotes math students' learning and appreciation of real life math applications. (How can students make math improvement a priority? How does each school embrace our slogan of "Bring Math to Life"?)

Activities 4, 5, & 6: Assist teachers in addressing low achieving students by providing "Double Dipping" for identified students. Help to develop and deliver para-training for their role in supporting supplemental math help to identified students. Support and encourage parental and community participation to enhance and inspire students to appreciate math.

Strategy #2: The district will provide professional development to address instructional practices, modeling, and accommodations for endangered cohorts. 10% of all Title I funds and \$50,000 DINI funds have been set aside for professional development.

Activity #1: Design and define time for teachers to collaborate on testing results and strategies to remedy deficiencies.

Strategy #2, Activities #2 through #8: Help to design time on early release and workshop days to address the following: 1. Standard Based Curriculum – GLE's/GSE's. 2. Formative Assessment. 3. Summative Assessment. 4. Differentiated Instruction. 5. Student Motivation. 6. Student Motivation. 7. Teacher/parent communication. 8. Math literacy across the curriculum.

Strategy #3: The district will create opportunities for extended time in math for at-risk students.

Activities: After school math classes; Supplemental math classes; Intensive summer remedial math program; Research additional instructional models to address at-risk students needs.

Strategy #4: The district and schools will foster and support family and community awareness and involvement in mathematics.

Activities: Parent communication; Family Math Nights; Business and professional community support.

Strategy #5: The district will link a system-wide assessment program to individual student achievement.

Activities: Support analysis of common assessment data NWEA, NECAP, EDM Quarterly Assessments; Encourage teachers and students to set individual learning goals in math; Explore common planning time for grade levels; Develop local common assessments at grade level.

Each school has a Math Improvement Team consisting of various staff members. These teams will be a vehicle to read the pulse of school math improvement; Assess, express, and take action to provide professional development; Provide leadership at grade level to support and direct understanding of GLE's and GSE's; Provide peer-coaching if needed; Model research-based math teaching strategies for peers; Monitor school math improvement strategies and activities; Communicate DINI goals and activities to colleagues on a regular basis.

The principals are key to a successful plan implementation. They will support Math Improvement Coordinators (MIT's); Empower MIT's as local leaders; Collaborate with MIC and DMIC; Their leadership is the catalyst to assure the district plan's success; They will provide leadership to ensure the DINI plan's success and students' success in each school. Mr. Bennet ended his presentation by stating, "We can't make improvements in mathematic test scores by instructing students in the same manner that got us designated a district in need of improvement."

5. School District Boundaries and Enrollment Issues: Superintendent O'Connor advised that he had recently toured Horne Street School with Principal Szabunka to assess the impact of increased enrollments at the school. He noted he had discussed these enrollments approximately 9 months ago and at that time, he had recommended the district "maintain the status quo." The Superintendent explained that he recently reviewed enrollment data over the past four year period and found that enrollments at Horne Street School increased from 2002/2003 to 2005/2006 by 50 students. Enrollments at Garrison declined by a similar number while enrollments at Woodman Park School remained relatively stable. He stated he then looked at district boundaries, examining and identifying possible streets within the city that could be shifted from Horne Street School to Garrison Elementary School. He added that he will talk with the Planning Department, look at building permits, and come back to the Board in February about the possibilities of redistricting.

Ms. Grady questioned whether it would make more sense, geographically, to move students to Woodman Park School, citing possible transportation issues if they were to bus those students to Garrison Elementary School. She then asked the Superintendent to "go back and look at who we moved before" to possibly "put those students moved to Woodman Park School back" at Garrison Elementary School, and redistrict the Horne Street students to Woodman Park School. The Superintendent stated that with the upcoming construction at Woodman Park School, it did not make sense to move additional students there at this time. He noted, however, that he would examine all possibilities before coming to the Board with recommendations in February.

6. Program of Studies, Dover High School : Andrea Elliot provided an overview of the major changes to the Dover High School Program of Studies and advised that the entire updated program would be presented to the Board at the December 12, 2005 Regular Meeting. Ms. Elliot added that changes had been made to reflect the revised DOE Standards approved in July 2005, as well as to reflect current research and best practice. The following items were highlighted, with all new course descriptions following:

I. Career and Technical Center

- A. Refined Career Tracks (5 new career tracks)
 - 1. Career Technical Arts and Humanities
 - 2. Career Technical Agriculture and Natural Resource
 - 3. Career Technical Business and Marketing
 - 4. Career Technical Health and Human Services
 - 5. Career Technical Engineering, Scientific and Industrial Technology
- B. Consolidation of Career Technical Career Planning Services
- C. NEW COURSES:
 - 1. Accounting I
 - 2. Introduction to Marketing
 - 3. Sports and Event Marketing
 - 4. Marketing and Management
 - 5. Advanced Clothing Design and Needlework
- D. Current Courses with Major Revisions
 - 1. Advertising with Microsoft Publisher
 - 2. Business Management
 - 3. Marketing and Entrepreneurship
 - 4. Computer Tech Specialist I and II
 - 5. Small Engine and Home Maintenance
- E. CTC Enrollment Policy

- II. English Department
 - A. Major Changes
 - 1. Blending of CP and TP in grades 9, 10, 11
 - 2. Separation of grade 10 program into full semester of writing and full semester of literature. Students must successful complete both
 - B. NEW COURSE
 - 1. American Studies – interdisciplinary course with social studies taught in double block. Students receive one credit each in English 11 and US History.
 - C. Other Changes
 - 1. Language!, Communications Skills, and Basic Communications are elective courses only and DO NOT replace the regular English curriculum for special education students.
- III. Social Studies Department
 - A. Change in Required credits
 - 1. 3.0 to 2.5 (in line with NH Standards)
 - B. Level changes
 - 1. Blending of CP and TP in History
 - 2. Heterogeneous groups for Economics, World Cultures and Civics – all with options for honors work.
 - C. NEW COURSES
 - 1. American Studies (see above)
 - 2. Civics
 - 3. World Geography elective
- IV. Fine Arts Department
 - A. NEW COURSE
 - 1. Animation and Film Production
- V. Music Department
 - A. NEW COURSE
 - 1. Introduction to World Drumming
- VI. Science Department
 - A. TP Physics moves from CTC to Science
 - B. NEW COURSE
 - 1. Introduction to Forensic Science
- VII. Wellness Department
 - A. Change in Program dictated by revised NH Standards (The ¼ credit requirement for integrated PE & Wellness have been separated. There is now a requirement for ½ credit in health.)
(Reviewing enrollment projections for 2006-2007, the following anticipated staff needs for physical education/wellness were identified)

Projected Enrollments 2006-2007	Total enrollment projected at 1690
Grade 9 – 455 students	Grade 11 – 400 students
Grade 10 – 450 students	Grade 12 – 385 students

Grade 9	Wellness I	18 sections @ 25 students = 450
Grade 10	Health	20 sections @ 25 students = 500
Grade 11/12	Electives	18 sections at 25 students = 450

Total of 56 sections = 5-3/5 teachers
Current 2005-2006 staffing is 4-2/5

B. NEW COURSES

1. Health – required of all students in grade 10
2. Basic Athletic Training – elective

C. Other Major Revisions

1. Wellness II revised to become Lifetime Activities elective
2. Options for final ½ credit to be earned through sports participation

VIII. World Languages

- A. Clarification of course titles
- B. Review of placement protocols

NEW COURSE DESCRIPTIONS

ACCOUNTING I

(This course represents a consolidation of Small Business Accounting, Partnership Accounting and Corporate Accounting)

This course is designed to explain and apply accounting principles for a proprietorship and a partnership. Students learn to journalize and post daily transactions, prepare financial statements, and close a ledger at the end of the fiscal period. Students will prepare payroll records that include taxes and deductions. In addition, computer application of accounting principles is an essential part of the course. Case studies and business ethics are integrated using critical thinking and computer skills. This course is helpful and appropriate for all students whether their interests are personal or business-related.

INTRODUCTION TO MARKETING

(This course replaces Explore Tech III – Marketing)

This course is designed to allow students to explore the broad field of marketing and its career pathways. Students will examine how the concepts promotion, pricing, product, and distribution affect products and services in our global economy.

SPORTS AND EVENT MARKETING

The intent of this course is to provide students with an in-depth examination of all aspects of marketing within the sports and event/entertainment industries. Starting with a marketing overview, students will learn about sponsorships, promotion, sales, event marketing, legal issues, and the many career options. This full-year, 2 credit course is one of two options for the first year of a two year sequence. Students are also encouraged to become involved in DECA (an association of marketing students. This participation is a co-curricular component of the marketing program. Students are given opportunities to develop leadership skills and to demonstrate technical skills through competition at the state and national levels.

MARKETING AND MANAGEMENT
(This course replaces Retail Marketing)

In this course students will obtain the knowledge and skills required to understand the world of marketing. Students will learn purchasing, financing, distribution, pricing, risk management, promotion, selling, and market information. Students apply these skills through the operation and management of the Student Store. This full-year, 2 credit course is one of two options for the first year of a two year sequence. Students are also encouraged to become involved in DECA (an association of marketing students. This participation is a co-curricular component of the marketing program. Students are given opportunities to develop leadership skills and to demonstrate technical skills through competition at the state and national levels.

ADVANCED CLOTHING DESIGN & NEEDLEWORK

Advance your sewing skills with facings, collars, plackets, bound buttonholes and linings. If you have a career interest in fashion or tailoring, this course will provide you a foundation in creating clothing using designer patterns.

AMERICAN STUDIES

History goes beyond dates and ideas, just as literature is more than just plot and characters. American literature is interconnected with America's history. This course is a study of American History linking literacy, architectural, and artistic experiences. American Studies is designed to connect the past to the American experience today. Taught in block schedule format, American Studies affords a credit in both 11th grade English and American History. There will be a strong focus on analytical writing.

CIVICS

This is a course in the study of our American Government. There will be a thorough study of the United States Constitution, along with any analysis of our present government (federal, state, local). The course will promote an understanding of the democratic ideas as applied to present problems. Each branch of the various levels of government will be analyzed and discussed. There will also be a thorough examination of our civil liberties as they have developed through Supreme Court interpretation.

WORLD GEOGRAPHY

This course will include a study of the physical aspects of the Earth and how they relate to today's world. It will include physical and cultural aspects of geography, meteorology and current events. The five themes of geography and current world developments will be used as a base for our study.

ANIMATION AND FILM PRODUCTION

Students in this course will create animated and live action videos using computers, digital cameras, digital camcorders, Video Lunchbox and a variety of professional software packages. Students will learn the use of the camera, camera angles and shots, and digital editing. This challenging course will help prepare students for a career in Media Arts.

INTRODUCTION TO WORLD DRUMMING

This course will serve as an introductory course in music as well as music performance. In addition, it will be a “hands on” approach to learning percussion techniques. Students will learn a variety of musical styles as well as learn about drums and drumming of various cultures around the world. They will learn how to read music as well as learn music as an oral art form that is passed on from generation to generation. Assessment will be through written quizzes as well as self-assessment of playing, ensemble critiques, and group playing assessments in class.

INTRODUCTION TO FORENSIC SCIENCE

Introduction to Forensic Science is an interdisciplinary course devoted to the science behind crime scene investigation. An emphasis will be placed on the biology and chemistry behind crime scene analysis. Topics may include fingerprint, paint chip, document, fiber, and footwear analysis; identification of physical evidence; arson investigations; and overall crime scene techniques. Students will gain the skills to evaluate current research in criminalistics as well as the knowledge of scientific techniques such as microscopy and gel electrophoresis. Class periods will be primarily lab based with crime scene techniques explored and practiced in a hands-on manner. In addition, lectures, class discussions, individual and group projects and guest speakers will further the forensics’ experience. Students’ evaluation will be based primarily on labs but will include tests, projects, and research papers.

HEALTH

This course stresses the physical, mental, and social aspects of health. Units will be designed to enhance a student’s awareness of health related issues such as CPR and First Aid, nutrition, substance abuse and misuse, infectious diseases and prevention, personal safety, conflict resolution, and other current issues in the health field.

BASIC ATHLETIC TRAINING

This course is for students interested in learning more about the field of athletic training. It will cover prevention of athletic injuries; recognition, evaluation, and assessment of injuries; immediate care of injuries; treatment, rehabilitation and reconditioning of athletic injuries; healthcare administration, professional development and responsibilities of athletic trainers. Students will obtain an understanding of anatomy and the effects of injury on the body. Various taping techniques will be learned and applied. Additional hands on experience will come with a 20 hour lab requirement which will engage the student in the workings of the athletic training room.

SPORTS PARTICIPATION

Students in grades 10 to 12 may earn ½ credit for participation in, and successful completion of, no less than two seasons of an interscholastic sport between their sophomore year and first semester of their senior year. Credit will be given ONLY to those students who qualify for an end of the year award (letter, numeral, star, or certificate of participation). If a student selects this option and has not completed the required participation by the close of quarter 1 in the senior year, they will automatically be enrolled in any available physical education course during semester 2 in order to fulfill the state requirements for graduation.

Doris Grady asked how the administration would assess sport participation and sports lessons taken outside of the school for credit. Ms. Fisher noted that the new state standards state that the School Board will set the policy. Superintendent O'Connor added that he would recommend waiting to develop a "real-world learning opportunities" policy until the Board could assess what other school districts are doing.

Ms. Hooper stated that she did not like seeing the social studies requirement reduced from 2 to 1-1/2 credits in the new state standards.

7. Award Router Bid: Carolyn Mebert moved, Audra Lurvey seconded, to award a bid for the CNC Router System at the Career Technical Center to low bidder, Technical Education Solutions, in the amount of \$21,810.00. (Note: To be purchased using Carl Perkins Federal Funds.) A roll call **VOTE PASSED 7-0.**

8. Request for Additional CIP Funds for Existing Conditions Survey at WPS: Carolyn Mebert moved, Dorothea Hooper seconded, to approve an additional \$1,500 in CIP funds to complete an existing conditions survey at Woodman Park School. A roll call **VOTE PASSED 7-0.**

9. Request for Air Diffuser Approval – Middle School CIP Funds: Dorothea Hooper moved, Kara Winton seconded, to award the bid to install two air diffusers at Dover Middle School to Siemens Building Technologies for the amount of \$3,090. Business Manager, Laurie Verville, explained she requested a quote only from Siemens since they are responsible for all other air handling equipment in our schools and they will also be the firm who will be certain that the two diffusers are properly tied into existing equipment. A roll call **VOTE PASSED 7-0.**

10. Energy Conservation: Facilities Manager, Joanne Eaton, highlighted some of the energy cost savings measures that she is implementing in the schools:

- Mandatory in-house policy requiring all PC's to be configured to make full use of energy star features.
- Establish a daily protocol to shut down labs and classroom PC's daily.
- Replace existing 300W incandescent light fixtures with new recessed fixtures in auditoriums.
- Replace existing 400W metal halide fixtures with new 6 lamp T5 fixtures and install occupancy sensor in the DHS gym.
- Installing sensors in all schools to turn off more lights at night.
- Placing PSNH stickers in rooms to encourage staff and students to shut off lights when leaving an area.
- Installing water savers.
- Reviewing the envelopes of all facilities to assess areas for possible upgrade to keep out winter's cold.
- Establish a protocol for facilities staff to ensure lights are turned off in buildings when not necessary in the evenings.

11. Vocational Tuition Contract 2005-2006: Ms. Verville requested Board members approve the Vocational Tuition Contract for the 2005-2006 school year. She explained that this agreement between sending and receiving districts is intended to be an Area Regional Education Agency (AREA) agreement which allows the district to receive 75% vocational tuition aid and not a per pupil cost from the state. Dorothea Hooper moved, Carolyn Mebert seconded, to approve the Vocational Tuition Contracts for FY 2005-2006. An oral **VOTE PASSED 7-0.**

O. ADJOURNMENT: At 8:48 p.m., Heather Orion-Hindle moved, Kara Winton seconded, to adjourn the meeting. An oral **VOTE PASSED 7-0.**

Respectfully submitted,
AUDRA LURVEY, SECRETARY
Dover School Board
November 15, 2005