



30 To prepare for HYPE the Ethics Forum made connections with St. Anslems College, Granite  
31 State College , UNH, and Hesser College. The students discussed the preparation for the event  
32 in which 15 other schools participated with 250 students. There were 21 breakout groups and  
33 each group had 1 facilitator from SHS and 1 from Spaulding High School. The group discussed  
34 the results of surveys students took at the end of HYPE. Most students would participate again,  
35 found the day philosophically challenging, a majority of people enjoyed the day and had a good  
36 experience. This years Juniors are getting started before their Senior year starts. They want to  
37 expand HYPE, they are hoping to keep the current business relationships and make better  
38 relationships. They would like to make Ethics Forum and HYPE grow. The goal is to add 5  
39 schools and 400 people to attend the HYPE event. They would like to do a fundraising concert,  
40 expand the mentoring programs to all of the school districts. The new HYPE leaders are very  
41 excited and have large shoes to fill.

42 Mr. Warburton stated that he and Mr. Ingram attended the HYPE event and the students were  
43 very impressive. Another adult told Mr. Warburton after the HYPE event that this type of event  
44 is truly what SHS is about.

45 The board and the students discussed initiatives to ensure the students read the provided book,  
46 including doing a give away fro questions answered about the book.

47 The Board thanked the students for their hard work.

48 Mr. Ingram gave the board an update on the master schedule. The proposal to postpone the 8  
49 period day did not pass. Students have their course selections complete, teaching assignments  
50 are out and they are beginning to set-up teams.

51 Mr. Ingram discussed the administrative survey and the process to develop a new survey. This  
52 process included the department coordinators. The survey will be delivered using Survey  
53 Monkey and there is a place for additional comments. Mr. Ingram showed the board the  
54 categories and prompts on the new survey. In the fall, the full staff will work to make a better  
55 survey for next year. This years survey will go out in Survey Monkey on Monday and the person  
56 monitoring the survey is not an administrator. The administration will share the results with the  
57 staff in the fall and the board in August.

58 Mr. Ingram discussed the School Climate Report, which looks at school conduct including  
59 bullying, physical altercations, drugs and alcohol. This survey goes to the state and is one  
60 measure of school culture. The administration will present 2 school years worth of the School  
61 Climate Report in August to the board.

62 Ms. Mullens asked for data for years beyond the last 2 school years.

63 Mr. Ingram will explain how the reporting has changed when the laws of bullying changed and  
64 he will discuss that in August.

65 Community Council

66 Jonah Foulks is the new Community Council (CC) representative. He discussed the appeal to  
67 have homework over vacation or not and that this will be discussed at Monday's meeting. The  
68 hand dryers or paper towels proposal will be discussed on Monday also and the CC will make a  
69 recommendation to the board. The CC will be creating a task force to look at alternative courses  
70 for AP classes.

71 The board and Jonah discussed that the paper towels and hand dryers proposal is discussed every  
72 year and comes out of a project from Mike Fox's class.

73 Jonah invited everyone to Monday's 6pm meeting.

74 The board and Jonah discussed the homework proposal and why AP classes are excluded from  
75 the proposal being that they have to cover a large amount of content before the AP exam. A  
76 teacher brought the appeal for this proposal forward.

77 Ms. Mullens invited Jonah to stay at the board meeting and for his input during the meeting.

78 Ms. Mullens read a letter from Christine Redd, who is interested in filling the Amherst  
79 Community position on the Community Council.

80 **Ms. Mullens nominated Christine Redd as the Amherst Community Council**  
81 **representative. Mr. Brown seconded the motion and the vote was unanimous.**

82 Ms. Redd will start in the fall.

83 Committee Report

84 Mr. Brown stated that the policy committee is discussing the ability to wear uniforms at  
85 graduation.

86 Mr. Coughlan stated that PPC is going through the personnel policies to ensure they are up to  
87 date and clear. They will bring the board amendments to clarify the policies in the fall.

88 Ms. Mullens stated that the budget committee will meet this summer and will meet with Hollis,  
89 Bedford, and Milford superintendents to discuss their budgets and budget process.

90 Mr. Warburton stated that two members from the Advisory Finance Committee contacted him.  
91 They are pleased that the board has started a strategic plan and starting the budget process  
92 earlier. He thanked David Chen and Dan Foley for coming in to speak with him.

93 The board discussed that the Athletic Facility committee will be back on track in August and that  
94 Mr. Ingram will help set up a meeting with the board representatives and Mr. Miller.

95

96 Facilities Update

97 Mr. Miner discussed that the work on the HVAC and Roof is set to begin the 24<sup>th</sup> of June. He  
98 discussed the end cost compared to the Gale Report estimates. There will be a savings of  
99 \$725,000 principal and \$73,234 interest. The cost is significantly lower than the original  
100 estimate. The Bond will be put to sale at the end of June and they have the interest rate then.

101 Ms. Mullens thanked Mr. Miner and Ms. Shankel for making costs as low as possible.

102 Mr. Miner explained that the roof work will also take a chunk out of the masonry issues because  
103 of run off from the roof will change.

104 Mr. Miner introduced, John Robichaud, the new head of maintenance at SHS, to the board.

105 Ms. Mullens thanked Bruce Wasson for all of his hard work over the years and his care and  
106 dedication to the school.

107 Mr. Wasson thanked the board for backing him and for the great relationship. He is sad to leave,  
108 but it is time. He thanked the SAU and the administration for being wonderful and stated that he  
109 appreciated everything they had done for him.

110 Mike Akillian

111 Ms. Mullens introduced Mike Akillian as the new liaison from the Board of Selectman.

112 The board and Mr. Akillian discussed how to be collaborative, make connections, and work on  
113 strategic planning.

114 The board will send Mr. Akillian the meeting agendas and minutes and he will try to attend  
115 meeting as often as possible. Mr. Akillian will send presentations from the Board of Selectman  
116 meeting to Ms. Mullens.

117 **PUBLIC TIME**

118 No public present.

119 **CONSENT AGENDA**

120 Mr. Coughlan asked to pull the minutes of May 9<sup>th</sup>.

121 Mr. Maresco asked to pull item G, the Autism Bridges ABA therapy Services.

122 Ms. Sparks explained the Occupational Therapy bidding and the policy for bids. If there is a  
123 potential to spend over \$25,000 for services a request for proposal is needed. She discussed the  
124 bids, which were similar and stated that she recommends Boothbe because the schools have a  
125 relationship with them already.

126 Mr. Maresco asked what is the purpose of the letter from Autism Bridges.

127 Ms. Sparks stated that the purpose of the letter is because the policy requires it. Autism Bridges  
128 is the sole provider of the required services so this cannot go out for bid.

129 Ms. Sparks and Mr. Maresco discussed how the SAU could control what the company charges  
130 the school for the services. The contracted services are competitive compared to companies in  
131 other regions of the state.

132 Mr. Coughlan asked to change line 131 in the May 9<sup>th</sup> minutes to Mr. Warburton and not Mr.  
133 Coughlan. Also the RSA citation should be included.

134 **Mr. Coughlan made a motion to accept the consent agenda including The minutes of May**  
135 **7, 2013, the amended May 9, 2013 minutes, the May 21, 2013 minutes, the Treasurer's**  
136 **Report for April 2013, the Unanticipated Revenue including the Donation to Student**  
137 **Activities (SHS Robotics Club) from Preforms Plus Inc.- \$2,000, Donation to SHS Student**  
138 **Activities \$92.03 from BAE Systems-Matching Gifts Program, Donation to Student**  
139 **Activities- New Hampshire Charitable Foundation, \$1,500.00, a Resignation letter, and**  
140 **Autism Bridges, Inc. – ABA Therapy Services. Ms. Janson seconded the motion and the**  
141 **vote was unanimous except Mr. Maresco abstained from the May 7<sup>th</sup> minutes and Mr.**  
142 **Maresco and Mr. Grondstra abstained from the May 21<sup>st</sup> minutes.**

#### 143 PRESENTATIONS/ REPORTS

##### 144 Assessments

145 Ms. Heimarck stated that there is a lot of data and it is an ongoing process to examine it. The  
146 data that is being analyzed includes NECAP, SAT, ACT, AP classes, PSAT, and local common  
147 performance assessments.

148 Ms. Heimarck discussed the reading data first. The profiles of students are not always apples to  
149 apples from year to year so it is hard to follow a cohort of students. The data shows the 8<sup>th</sup> grade  
150 assessment and 11<sup>th</sup> grade assessment in NECAP. SHS saw their highest performance in  
151 NECAP with 87% of students proficient or above. 3 students in the current 11<sup>th</sup> grade class fell  
152 in the lowest performance level. Students who were partially proficient missed the cut point by 1  
153 or 2 points. Compared to other districts SHS still has room for some growth. The highest a  
154 district could get is 95% of students to proficiency in reading. The highest school in state has  
155 94% proficiency.

156 Karen Chinnis discussed the SAT scores, which are for college application and admissions  
157 process. She showed the mean scores for SHS, the State, and the Nation. Last year, SHS had an  
158 80% participation rate. The reading scores for SHS are all higher than state and national scores.  
159 SHS is very competitive with other districts in the state.

160 Ms. Heimarck stated that there are strands of skills that can be compared in the NECAP and  
161 PSAT tests. Across the board in the SAU the student's strength is in vocabulary and Word ID. In  
162 the PSAT this was not shown as a strength. In the PSAT students did very well in initial  
163 understanding of literary text and this was shown in the NECAP results also. The SAU needs to  
164 look more in depth at the questions and the rigor between the two assessments.

165 Ms. Heimarck discussed the NECAP results for Math. There was an increase in the number of  
166 proficient students, but there is much room for growth and room for digging deeper into the data.  
167 Many districts are struggling with the level of rigor in the assessment because the SAT and  
168 PSAT data shows a very different story. In Math, SHS is not as competitive in the state, but the  
169 whole state is very low in math since the highest district only has 72% of students achieving  
170 proficiency.

171 Ms. Chinnis discussed the SAT Math data. The scores are all higher than the state mean and  
172 national mean scores. The College Board identifies benchmarks for the three subject tests at 500  
173 and SHS beats all of these benchmarks. SHS is very competitive compared to other districts in  
174 the state.

175 Ms. Heimarck stated that the SAT scores show a different picture and there is room for growth,  
176 but the scores are far more competitive than with the NECAP scores.

177 Ane Swift stated that the Math department uses the data from the assessments to look at strengths  
178 and weaknesses. Geometry was a weakness and the staff has looked at what content, the rigor  
179 and how the content is delivered. The staff has managed to bring those skills up and be  
180 consistent in the student's performance. Functions and algebra was a strength, but numbers and  
181 operations is an area of weakness. This shows up in the lower grades as an area that is weak also.  
182 Every class grades 9-12 do an activity for these skills and the teachers work with each other in  
183 department meetings to work on curriculum activities. They are also working on literacy in math  
184 and communication. The school has seen growth in these skills and they are a strength.  
185 Reasoning questions and synthesis questions were an area that showed growth. This is nice to  
186 see because they are highly integrated into the Common Core. They will also work with the AP  
187 scores to look at how to improve the math students are getting.

188 Ms. Chinnis discussed the ACT data, which is also used for college admission. This assessment  
189 is gaining popularity and SHS had 51% participation. This is a curriculum-based assessment and  
190 score range from 1- 35 in each subject. For all subject areas SHS has increased scores from 5  
191 years ago.

192 Ms. Chinnis discussed that SHS was awarded the AP Honor Role because of the number of  
193 students receiving high scores. SHS offers 13 courses and the exams are curriculum based. 184  
194 students are in AP courses and 167 of those took the AP tests. SHS administered over 300  
195 exams and 75% of students scored between 3 and 5, which are considered passing scores.

196 Ms. Chinnis discussed that all of the juniors took the PSAT in October. The PSAT is offered to  
197 freshman and sophomores (less than half took the test) also, but the scores reflect only the  
198 juniors. The students meet with their counselors to review the scores and to discuss how to  
199 improve. Students have access to a web based prep for SAT based on the scores they get on the  
200 PSATs.

201 Mr. Ingram discussed the Local Common Performance Assessments. He explained the  
202 background of how local assessment came about. The state has been working with schools to  
203 develop assessments besides the standardized tests. SHS is in the middle of this work, but these  
204 assessments will give another data point to show grow and where there is growth needed. The  
205 work the school has to do is looking at the Learner Expectations and the Common Core  
206 standards to develop the assessments.

207 Ms. Heimarck stated that the Common Core assessment will include performance based items  
208 tied to the accountability for NO Child Left Behind. They are allowing schools to examine  
209 performance based assessment and the ability to apply skills to real world scenarios. The district  
210 has three people working to develop that assessment.

211 Ms. Heimarck discussed the Newsweek and World Report rankings, which ranks schools for the  
212 college readiness of their students. She showed stats from that report. She explained that this  
213 report is generated by schools self reporting.

214 Ms. Chinnis discussed that the graduation rate formula does not include students who complete  
215 work in summer, GED or 5 year plan students. If those students are included then SHS has a  
216 100% graduation rate. SHS is very earnest in reporting and there may be a different  
217 understanding in how to report by other schools.

218 Ms. Heimarck discussed the US News and World report, which graphs on a college readiness  
219 index. SHS has a higher college readiness than other schools many of which are nationally  
220 ranked. SHS falls out of the report because one of the parts of the index is the closing of the  
221 achievement gap of minority students. SHS does not have enough minority students to show a  
222 gap closing and there for SHS is not included in the report.

223 Cathy White discussed how the school uses the data including the teachers, counselors, students  
224 and teams.

225 Ms. Heimarck discussed next steps including the Surveys of Enacted Curriculum, which the  
226 SAU is working with this curriculum-based survey to ask teachers to self-report on content and  
227 skills, rigor, and teaching practices. They are using this as a gap analysis tool to help align with  
228 the Common Core. 2015 is the first year students will be assessed k-12 on the Common Core  
229 standards. The SAU has 6 people on a Common Core team to design a plan for implementation.  
230 They are building capacity to bring learning and professional development back to the schools.  
231 SHS is already philosophically aligned to many of the new standards.

232 Ms. Klipa stated that the school is working really hard to always look at what students know and  
233 to finding a consistent and systematic way to look at data and work with the weaknesses. The  
234 school is working on a RTI model and wants to bring more data to the table about how the  
235 students are responding to the instruction. The school is also looking at professional  
236 development to better understand what the staff needs to help them improve students learning,  
237 best practices, and learning styles. They are also building on work for the common performance  
238 assessments.

239 Mr. Maresco stated that he struggles with the number of students in National Honor society,  
240 which is about 30-35% based on our assessment, and yet the PSAT and SAT scores do not match  
241 this.

242 Ms. Heimarck stated that the Learner Expectations are not a focus on habits over content it is the  
243 blend of them. The new set of standards focus on perseverance, which is a cultural challenge in  
244 Americans schools. If a student cannot persevere they will not be successful in challenging  
245 content. There is a gap between the performance of students in American schools compared to  
246 foreign students.

247 Mr. Ingram stated that National Honors Society has 4 pillars, including scholarship, leadership,  
248 character, and community service. Students must have a 3.6 GPA. Using one measure of  
249 student success is not always a good thing.

250 The board and Ms. Heimarck discussed teaching kids how to take the tests. Tests are a genre of  
251 reading and that is a shift in the last 12 months. A district wide discussion needs to happen about  
252 how we approach that and there is a skill to taking a test. By looking at the question level at these  
253 assessments there is a trend of students picking the distractor answer in test design. This is tough  
254 because the SAU feels strongly that they are not a set of districts that teach to the test and instead  
255 build curriculum from standards.

256 The board and Ms. Chinnis discussed the SATs, which is not a test about achievement and  
257 knowledge but about college readiness for the first year of college.

258 Ms. Heimarck stated that the designer of the Common Core standards is now head of the College  
259 Board and colleges will start to request those scores also.

260 The board discussed going to the districts in the state like Hanover who has very high NECAP  
261 scores to talk with them about their curriculum. This had already happened and the discussion  
262 was more about the population of students and less about a best practice.

263 Ms. Swift discussed pulling together Math heads and leaders from SHS and Hollis-Brookline to  
264 discuss Common Core, which will help SHS to gather more data also.

265



266 Tech Plan

267 Bruce Chakrin and Jon Ranta presented to the board.

268 Mr. Chakrin discussed the background on technology planning in schools. The plans are no  
269 longer submitted to the state and schools now have rolling technology plans, which will be  
270 looked at regularly and update constantly.

271 Mr. Ranta discussed the task force for technology, which included administration and teachers.  
272 He discussed the goals for the next 3 years including: every classroom to be digital, one device  
273 per student, open social media apps, students and teachers have 7x24 access to grades, real time  
274 collaboration, free software, community of learners that embrace technology, digital portfolios,  
275 more professional development for technology integration, maintain network, additional courses  
276 in technology, e-book access, real time broadcast, real time communication, projection in every  
277 classroom, use a less restrictive web filter, less laptop carts and computer labs and maintaining  
278 administrative technology. He discussed a wide variety of examples of how technology is used  
279 in the curriculum. He discussed a Flip classroom, where the teacher's lecture is watched at night  
280 as a YouTube video and next day students apply what has been learned. This is used in Math a  
281 lot. He discussed the uses and benefits of technology throughout the school.

282 Mr. Brown stated that the technology committee did a great job putting the plan together.

283 Mr. Chakrin gave out a projected budget, which keeps line items flat. Although there will be a  
284 need to increase wireless capacity because of more BYOD, increase band width to internet as use  
285 more outside services with more devices, improvements with virtual desktops, and the ability to  
286 deliver the Smarter Balance Assessment.

287 The board, Mr. Chakrin and Mr. Ranta discussed the use of people in the school as professional  
288 development. They also discussed the future of eBooks and licensing fees, which will be coming  
289 in the future although we are not there yet.

290 **Mr. Coughlan made a motion to approve the technology plan as presented. Mr. Brown**  
291 **seconded the motion and the vote was unanimous.**

292 Mr. Warburton stated that there are 2 requests for field trips.

293 Mr. Scully stated that he has been trying to align compliance for trips that were already in  
294 planning process before the policy. There is a trip to Spain that has been happening for many  
295 years with Steve Goodwin and is happening this summer. He has met with coordinators and is  
296 working to comply to the changes in the policy.

297 The board and Mr. Scully discussed the fundraising policy and that money must be raised in the  
298 year the trip is going. In the future the board will approve of each trip before teachers put the  
299 possible trip out to students. Therefore no signs for trips can go up before the board approves the

300 trip. The board is covered by insurance for all trips. The board will approve all trips every year,  
301 even if a trip happens every year. A discussion of the number of trips offered and a student who  
302 cannot afford the trips was also discussed.

303 Mr. Warburton stated that policy work is hard and SHS is trying to conform to the policies,  
304 teachers and all staff will sign off on the policies in the fall.

305 Mr. Maresco and Mr. Scully discussed how much class time will be missed and what is the plan  
306 for the educational impact of the trips. They discussed data that Ms. Nichols is putting together  
307 from this year and how this will be used for a staff wide discussion. Mr. Scully will bring the  
308 data to the board when it is completed.

309 Ms. Mullens stated that she would put on the August agenda to look at a list of field trips.

310 **Mr. Brown made a motion to accept the proposal for Spain trip. Mr. Maresco seconded**  
311 **the motion and the vote was unanimous.**

312 Mr. Warburton asked for a motion to accept the recommendation from Ms. Shankel to accept the  
313 Audit bid from Vachon Clukay & Company PC.

314 **Mr. Grondstra made a motion to accept Ms. Shankel's recommendation for Vachon**  
315 **Clukay & Company PC as the districts auditors. Mr. Maresco seconded the motion and the**  
316 **vote was unanimous.**

317 **INFORMAL**

318 Ms. Mullens stated that the board would have a workshop on August 13<sup>th</sup> where they will discuss  
319 the evaluation, goals, and have a conversation with the administration about their goals. She will  
320 send a summary of the evaluation to the board.

321 Mr. Warburton stated that the whole leadership team should go to the workshop.

322 The board discussed the workshop, why they are having the workshop, and the need to have a  
323 specific agenda and how it will be facilitated.

324 Ms. Mullens stated that she would email a focused agenda and asked the board to email her with  
325 ideas for the agenda.

326 **Mr. Gronstra made a motion to enter NON-PUBLIC SESSION – RSA 91-A:3 II. (c) at 9:26pm.**  
327 **Mr. Brown seconded the motion and the role call was all yes.**

328 **PRESENT:**

329 **SCSC Board Members:** Steve Coughlan, Peter Maresco, Mary Lou Mullens, Christine Janson,  
330 Howard Brown, Pim Grondstra

331 **Administrators: Superintendent** Peter Warburton

332 **Non-Public Session**

333 Entered non-public session, from public session, at 9:27 pm.

334 **Personnel matters were discussed.**

335 **MOTION TO EXIT NON PUBLIC SESSION:**

336 At 10:13 hrs **Chris Janson** made a motion to exit non public session. Motion seconded by **Peter**  
337 **Maresco**. Unanimously accepted by roll call vote: Coughlan: yes, Grondstra: yes, Janson: yes,  
338 Mullens: yes, Brown: yes, Maresco: yes.

339 The board discussed committee meetings, **sharepoint** updates, **HYPE** presentations, board  
340 attendances.

341 **MOTION TO ADJOURN:**

342 At 10:25 hrs **Pim Grondstra** made a motion to adjourn the meeting. **Steve Coughlan** seconded  
343 the motion and was unanimously accepted.

344

345

346