

# Souhegan Cooperative School District

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## Annual Report & Guide to Official Ballot Voting

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March 12, 2019

Souhegan High School

6:00 a.m. to 8:00 p.m.

Mont Vernon Village School

7:00 a.m to 7:00 p.m.

*Please bring this Guide with you to Ballot Voting on March 12, 2019*

The Voters' Guide has been paid for by the Souhegan Cooperative School District,  
c/o SAU 39, P.O. Box 849, Amherst, NH 03031  
[www.sau39.org](http://www.sau39.org)

# Officers and Agents of the School District

## Souhegan Cooperative School Board

### Amherst Representatives

*James Manning, Chair*  
*Steve Coughlan, Secretary*  
*David Chen*  
*Amy Facey*  
*Dwayne Purvis*

### Mont Vernon Representatives

*Pim Grondstra, Vice Chair*  
*Howard Brown*

### School Board District Moderator

George Bower

### School District Clerk

Christine Janson

### School District Treasurer

Catherine Jo Butler

### Souhegan Advisory Finance Committee

Martin Goulet, Chair  
Ellen Grudzien  
Jeanne Ludt  
George Torres

Lisa Eastland  
Peg Harris  
John Stover  
Charlie Wyork

### Office of the Superintendent

Adam Steel, Superintendent of Schools  
Christine Landwehrle, Assistant Superintendent  
Meg Beauchamp, Director of Student Services  
Porter Dodge, Director of Operations

### School Administration

Rob Scully, Principal  
Kathy White, Dean of Faculty  
Natalie Berger, Dean of Students  
Kelly Driscoll, Dean of Students  
Dan Wyborney, Athletic Director  
Jennifer Huard, Special Services Coordinator

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## *Message from the Souhegan Cooperative School Board Chair*

When our newly elected board met for the first time following the election last March, we began asking ourselves fundamentally challenging questions about the future of Souhegan. So, as we began to discuss the FY20 budget before you tonight, there was naturally vigorous debate, but I'm confident I speak on behalf of the entire board when I state that we fully understand and appreciate the challenges that lie ahead.

Our town, our nation and our world are changing rapidly and dramatically. Societal and demographic changes, and the rapid introduction of technology into daily life, have required our entire school system to rethink what it means to be an educated high school graduate. Simultaneously, the communities of Amherst and Mont Vernon are also changing. Our towns are aging along with the rest of New Hampshire, and student enrollment at Souhegan will continue to decline until the mid-2020s before the cycle begins to swing back to increasing enrollment.

Souhegan must adapt to meet these new and emerging challenges. Staying the course, with fastidious adherence to past practices is safe, but will not chart a future course to meet these challenges. Fortunately, Souhegan was already ahead of its time at the founding in 1992, and we need to build on those foundational values if we are to become a destination high school once again. As forward thinking as Souhegan has been, the idea of "school" itself continues to be "education in a box" at a time when our world is demanding so much more from us. We need to ask ourselves over the next few years if we are willing to break free from that box. Will we choose to reflect within our high school what modern communication, commerce and life has become today, by making the difficult budget choices and investments required to break us free? Ultimately, these choices will be difficult but necessary as we simultaneously transform educational quality to meet modern demands, while also addressing the costs that are impacting citizens here at home.

### Proposed Budget

So how will the FY20 budget begin to address these challenges? My experience is that school budgets tend to fall into a few broad categories. One common category is a maintenance budget, which seeks to maintain operations and assets to a level of condition that meets the basic needs of our school, at the most economical cost. In this category, big budgetary decisions can be made but they tend to be tactical and are in response to short-term planning horizons. Another is a strategic budget, which seeks to create a long-range plan that supports a future vision and position for our school that includes strategic choices and investments. Budget choices under this scenario tend to link back to the strategic plan and have long-term planning horizons. The FY20 budget before you tonight is a maintenance budget. Although the board recognizes the challenges ahead, we require a long-range strategy and strategic plan so we have a clear and coordinated approach for addressing what will be a constellation of future trade-offs in our budget. That plan, lead by the Superintendent in collaboration with the board, along with the active engagement and support of both the Amherst and Mont Vernon communities, will serve as our blueprint for making both difficult, and yet equally exciting choices to meet these challenges. At present, that plan is still in process. Therefore, this budget addresses current needs and obligations, while making careful choices to address the cost / enrollment equation, without asking the community to bear big changes, or strategic investments at this time.

The Souhegan Cooperative School Board, with guidance and oversight from the Advisory Finance Committee, sought to present a budget that is fair and equitable to all stakeholders in our communities at large. As we continue the lengthy process of formulating a strategy and crafting a strategic plan, the board thought it prudent to support a maintenance budget (Warrant Article 2) that is ~\$73K less than the FY19 budget. This includes overall budget increases in special education up to ~\$215K, offset by reductions outside of special education of ~\$289K. This year's proposed operating budget (Warrant Article 2) is actually -0.4% lower than last year's operating budget. Should Article 2 be defeated, the district's default budget would be lower by an additional -0.2%. The reductions were primarily achieved through reductions in staffing, facilities, food and transportation. These are explained further in this guidance document.

The Souhegan Cooperative School Board realizes that your vote matters, and that without budget support from the communities of Amherst and Mont Vernon, Souhegan Cooperative High School and the young people it serves, cannot thrive. Souhegan has served as a distinctive point of pride in this community for a quarter-century and represents one of the biggest investments. We believe this budget respectfully and responsibly reflects those considerations.

Respectfully submitted,

James Manning  
Chair, Souhegan Cooperative School Board

## Souhegan Cooperative School District Voting

Souhegan Cooperative School District follows the guidelines of Senate Bill 2 (SB2) which are outlined in RSA 40:13. Voting on budgets, appropriations, and other articles culminates with ballot voting. However, prior to the March ballot vote is the Deliberative Session, which was held on February 4, 2019, at 7:00 PM at Souhegan High School.

The Deliberative Session is the first session of the annual meeting and consists of explanation, discussion, and debate of each article on the warrant. Only voters registered in Amherst or Mont Vernon can amend wording and dollar amounts and vote on approving the warrant articles.

All warrant articles that are presented at the Deliberative Session, including articles that are amended, are then placed on the official ballot and moved to the second session of the annual meeting for a final vote by ballot on March 12, 2019.

### Souhegan Cooperative School District Voting is a Two-Step Process

<b>Deliberative Session</b> – 1 <sup>st</sup> Session 7:00 p.m.	February 4 <sup>th</sup> SHS Auditorium
<b>School District Meeting</b> – 2 <sup>nd</sup> Session (Ballot Vote) 6:00 a.m. – 8:00 p.m. 7:00 a.m. – 7:00 p.m.	March 12 <sup>th</sup> SHS Gymnasium (Amherst) MVVS Gymnasium (Mont Vernon)

In many ways the Deliberative Session resembles District Meetings of years past, but with one fundamental difference. Discussion and voting at this meeting will focus on the *wording* of the questions to be placed on the March 12<sup>th</sup> ballot, *not* on voting whether the budget, bond, or other warrant articles pass or fail. The wording of a warrant article can be amended to change the dollar amount and/or the wording. In recent years towns and school districts have seen warrant articles amended at the Deliberative Session to \$0.00, thereby defeating the original intent of the article. In other instances, the wording of an article has been amended to completely reverse the petitioner's intent. Simply stated, it is important to attend the Deliberative Session and vote on Election Day for the full effect of your vote to be felt.

### Warrant Articles

The following pages contain the wording of the warrant articles, including any and all amendments made at the Deliberative Session. School Board Commentary is found in the Chair's message above. A detailed report of recommendations by the Souhegan Advisory Finance Committee follows these articles and commentaries.

**2019**  
**Souhegan Cooperative School District Warrant**

**Souhegan Cooperative School District**  
**Annual Meeting Warrant**  
**February 4, 2019 and March 12, 2019**  
**Amherst and Mont Vernon, New Hampshire**

To the inhabitants of the Souhegan Cooperative School District, consisting of the towns of Amherst and Mont Vernon, in the County of Hillsborough, and State of New Hampshire qualified to vote in District affairs:

You are hereby notified of the following Annual School District Meeting schedule:

**First Session of Annual Meeting (Deliberative)**

You are hereby notified to meet at the Souhegan High School in said District on the 4th day of February 2019 at 7:00 p.m. This session shall consist of explanation, discussion, and debate of warrant article 2. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

**Second Session of Annual Meeting (Official Ballot Voting)**

You are hereby notified to meet on Tuesday, March 12, 2019 for official ballot voting on warrant articles numbered 1 through 2. The polls for official ballot voting will be open as follows:

- Voting for Amherst residents: Souhegan High School from 6:00 a.m. to 8:00 p.m.
- Voting for Mont Vernon residents: Village School from 7:00 a.m. to 7:00 p.m.

**Article 1. Election of Officers** (voting by official ballot March 12, 2019)

To the following school district offices:

- a. To choose two (2) school board members from Amherst for the ensuing three (3) years;
- b. To choose one (1) school board member from Mont Vernon for the ensuing three (3) years; and,
- c. To choose one (1) school district moderator for the ensuing three (3) years.

## 2019 Souhegan School District Warrant (Cont.)

**Article 2.** Shall the Souhegan Cooperative School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling eighteen million, ninety-eight thousand, two hundred and eighty-nine dollars (\$18,098,289)? Should this article be defeated, the default budget shall be eighteen million, seventy thousand, five hundred and thirty-four dollars (\$18,070,534), which is the same as last year, with certain adjustments required by previous action of the Souhegan Cooperative School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only?" Majority vote required.

Recommended by the Souhegan Cooperative School Board (6-1)

Recommended by the Souhegan Cooperative School District Advisory Finance Committee (7-0)

Estimated tax impact of passing this article is: \$0.11 per thousand for Amherst and \$0.58 per thousand for Mont Vernon.

Estimated tax impact of not passing this article is: \$0.09 per thousand for Amherst and \$0.57 per thousand for Mont Vernon.

\*NOTE: Warrant Article 2 (operating budget) does not include appropriations proposed in any other warrant articles.

Given under our hands as said Amherst, New Hampshire, on the 24th day of January 2019.

\_\_\_\_\_  
Jim Manning, Chairperson



\_\_\_\_\_  
Pim Grondstra, Vice Chairperson



\_\_\_\_\_  
Howard Brown



\_\_\_\_\_  
David Chen



\_\_\_\_\_  
Stephen Coughlan



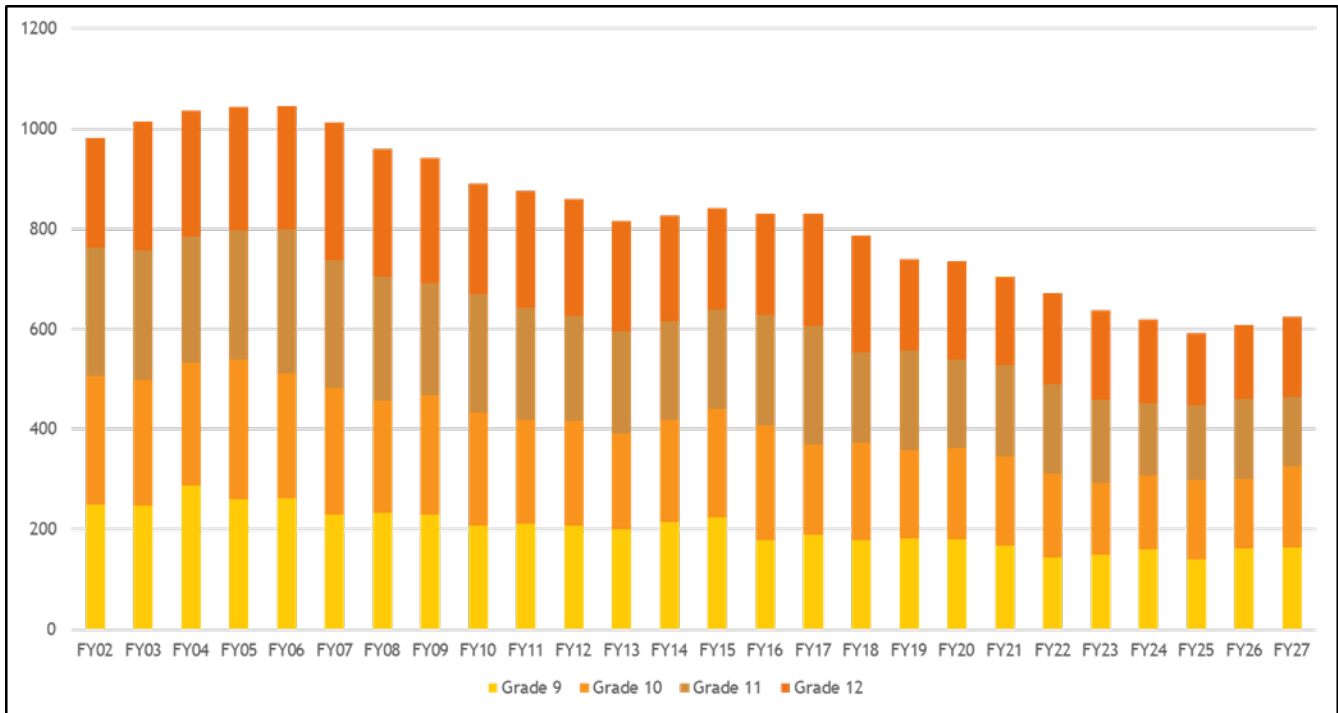
\_\_\_\_\_  
Amy Facey

\_\_\_\_\_  
Dwayne Purvis

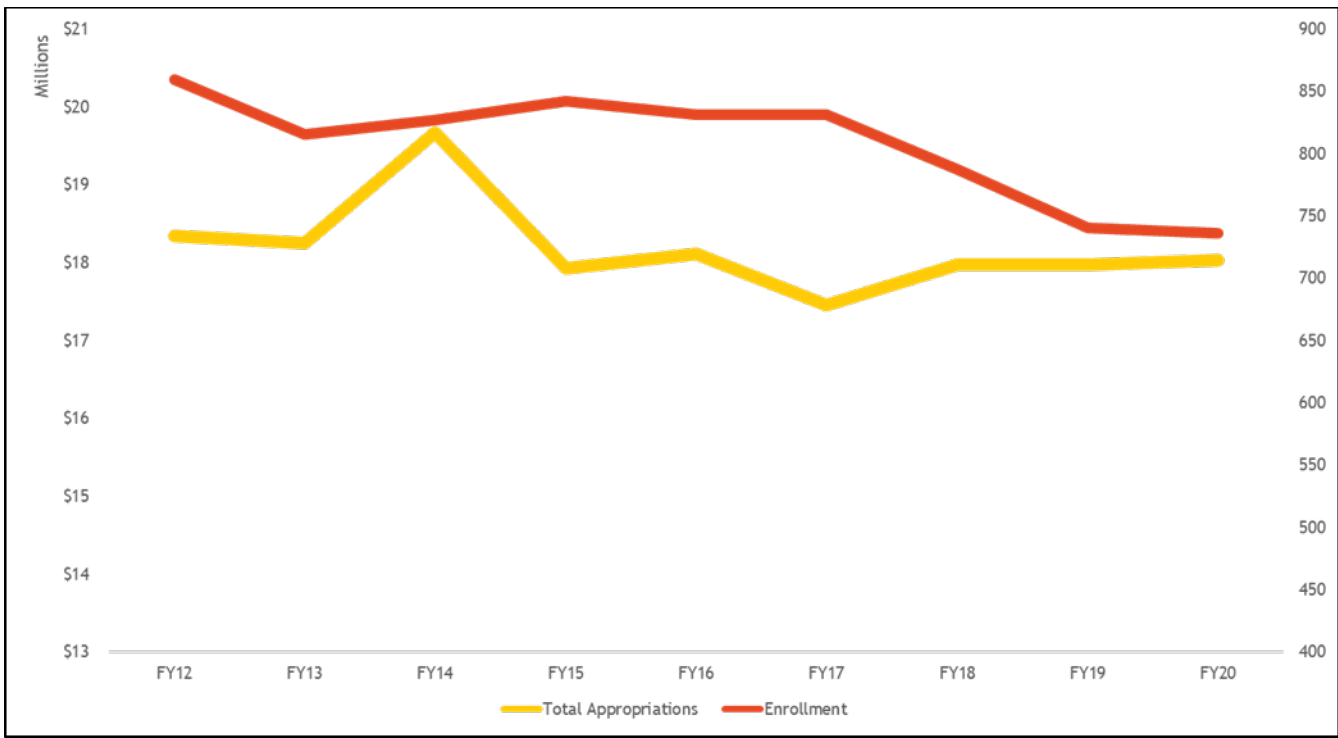




## Enrollment



## Enrollment vs. Budget Growth



# SAMPLE BALLOT – Amherst Voters

## ABSENTEE OFFICIAL BALLOT SOUHEGAN COOPERATIVE SCHOOL DISTRICT AMHERST, NEW HAMPSHIRE MARCH 12, 2019

*Christine Jensen*  
SCHOOL DISTRICT CLERK

### INSTRUCTIONS TO VOTERS

- A. TO VOTE, completely fill in the OVAL to the RIGHT of your choice(s) like this: ●
- B. Follow directions as to the number of candidates to be marked for each office.
- C. To vote for a person whose name is not printed on the ballot, write the candidate's name on the line provided and completely fill in the OVAL.

#### FOR SCHOOL BOARD

For 3 years                      Vote for not more than Two

LYNN BRIGGS

STEPHEN W. COUGHLAN

LAURA H. TAYLOR

(Write-in)

(Write-in)

#### FOR SCHOOL DISTRICT MODERATOR

For 3 years                      Vote for not more than One

GEORGE BOWER

(Write-in)

### ARTICLE

#### ARTICLE 2

Shall the Souhegan Cooperative School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling eighteen million, ninety-eight thousand, two hundred and eighty-nine dollars (\$18,098,289)? Should this article be defeated, the default budget shall be eighteen million, seventy thousand, five hundred and thirty-four dollars (\$18,070,534), which is the same as last year, with certain adjustments required by previous action of the Souhegan Cooperative School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only?

**Majority vote required.**

YES

NO

Recommended by the Souhegan Cooperative School Board (6-1)

Recommended by the Souhegan Cooperative School District Advisory Finance Committee (7-0)

Estimated tax impact of passing this article is: \$0.11 per thousand for Amherst and \$0.58 per thousand for Mont Vernon.

Estimated tax impact of not passing this article is: \$0.09 per thousand for Amherst and \$0.57 per thousand for Mont Vernon.

**SAMPLE BALLOT – MONT VERNON VOTERS**

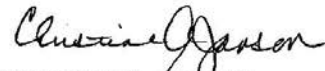
**SAMPLE BALLOT**

**ABSENTEE BALLOT**

**SOUHEGAN COOPERATIVE  
SCHOOL DISTRICT**

**ANNUAL SCHOOL DISTRICT  
ELECTION**

**MARCH 12, 2019**



**Christine A. Janson  
School District Clerk**

For use by Mont Vernon Voters

**SAMPLE BALLOT – MONT VERNON VOTERS (PAGE 2)**

Instructions to Voters

To vote by Write-in: If you wish to vote for a candidate whose name does not appear on the ballot for a particular office, write in the name on the blank write-in line provided for that office.

**Estimated tax impact of passing this article is: \$0.11 per thousand for Amherst and \$0.58 per thousand for Mont Vernon.**

**Estimated tax impact of not passing this article is: \$0.09 per thousand for Amherst and \$0.57 per thousand for Mont Vernon.**

\*\*\*\*\*

SCHOOL BOARD MEMBER  
(Vote for not more than One)  
(Three-Year Term)

YES

NO

\_\_\_\_\_ (Write-in)

\*\*\*\*\*

SCHOOL DISTRICT MODERATOR  
(Vote for not more than One)  
(Three-Year Term)

George Bower

\_\_\_\_\_ (Write-in)

\*\*\*\*\*

Instructions to Voters

Vote Yes or No on questions by making a cross (X) in the box next to your choice.

\*\*\*\*\*

**SCHOOL DISTRICT WARRANT ARTICLES**

**Article 2**

Shall the Souhegan Cooperative School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling eighteen million, ninety-eight thousand, two hundred and eighty-nine dollars (\$18,098,289)? Should this article be defeated, the default budget shall be eighteen million, seventy thousand, five hundred and thirty-four dollars (\$18,070,534), which is the same as last year, with certain adjustments required by previous action of the Souhegan Cooperative School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only?

**Majority vote required.**

**Recommended by the Souhegan Cooperative School Board (6-1)**

**Recommended by the Souhegan Cooperative School District Advisory Finance Committee (7-0)**

# SOUHEGAN COOPERATIVE SCHOOL DISTRICT

## 2018 ANNUAL REPORT

### Superintendent's Report

**Adam Steel, Superintendent of Schools**

Dear Amherst & Mont Vernon Residents,

I am proud to be your superintendent of schools! I have inherited a school system that values education and invests in our future generation. While I am new to the role of superintendent, I have been in this SAU for three years- initially as the business administrator. These past few years have allowed me to experience Souhegan High School firsthand. Whether it's jumping into a physical education class, attending games or performances, being an advisor, or serving on a senior project panel, I've been able to experience the unique and special qualities of our high school. Souhegan has a strong reputation both within the state and across the country. In fact, this past year, Souhegan was ranked 7<sup>th</sup> out of all high schools in New Hampshire by *US News and World Report*.

While Souhegan has a strong reputation as an innovative high school, we all believe our work is not done. We need to continue our efforts to lead the way in not only what we teach, how we teach, but also how we measure student learning. We are working to ensure our students become productive members of society by incorporating more and more opportunities to develop critical thinking skills, the ability to work collaboratively, and to develop creativity of thought- all to help prepare them for jobs that may not yet exist in a constantly changing global economy. This deep work begins with our teachers. It is our teachers who have worked tirelessly for our students, caring for each student as an individual and who are committed to developing passionate, life-long learners who are respectful, thoughtful, and self-directed.

Souhegan is also unique in its strong community feel which extends outside the school building to the wider community. Whether we are in need of volunteers to work a fundraiser or to assist with developing a strategic plan for the district, the turnout from the community is remarkable. Thank you to all of the parents who continue to support Souhegan High School in ways small and large. I would also like to thank all of the Amherst and Mont Vernon residents who have supported the school through your votes and your participation in our school community.

If you would like to stay connected to what is going on in the school, please subscribe to our communication platform- Nixle. If you want to receive updates about Souhegan High School, send SHS to 888777 via text and you'll be signed up. If you'd like to hear updates about every school in the SAU, send SAU39 to 888777. Or, if you'd only like to receive updates from the School Board about board meetings or the budget, text SCSB to 888777.

Thank you,

Adam Steel  
Superintendent of Schools

# Souhegan High School Report

Robert Scully, Principal

*America's system of education was built for an economy and a society that no longer exists...50 years ago, it was enough to master the "Three Rs" (reading, writing, and arithmetic). In the modern world, the "Three Rs" simply aren't enough. If today's students want to compete in this global society, they must also be proficient communicators, creators, critical thinkers, and collaborators.*

Preparing 21<sup>st</sup> Century Students for a Global Society

There is an urgency descending on education that is both inspiring and challenging. To provide vibrant, engaging learning environments that truly prepare students to be college and career ready, educators must re-examine curriculum, instruction, resources and methodology. The next generation classroom encourages student voice, promotes student choice, as well as provides opportunity for innovation, critical thinking and problem solving. In the next generation classroom, students engage in authentic learning opportunities demanding real life application of content and skills. The student experience is personalized and realized beyond the classroom walls.

We are perpetually reviewing, refining and re-imagining our entire organization to provide the most relevant student experience possible.

**Mission:**

We inspire each and every student to create a future with no limits.

**Vision:**

*A personalized, relevant student experience:*

Engaging, authentic curriculum delivered by inspiring, expertly trained instructors in a 21<sup>st</sup> century facility.

**Beliefs:**

Souhegan High School aspires to be a community of learners born of respect, trust and courage.

**Values:**

We consciously commit ourselves

To support and engage an individual's unique gifts, passions, and intentions.

To develop and empower the mind, body, and heart.

To challenge and expand the comfortable limits of thought, tolerance, and performance.

To inspire and honor the active stewardship of family, nation, and globe.

The school's mission, vision, beliefs and values guide our daily practices. The learning environment is engaging and personalized encouraging students to be active learners immersed in interdisciplinary curriculum, heterogeneous classes, and a global perspective that shapes a sense of stewardship and community service. These founding ideals are a unifying force for the entire school community.

Souhegan High School continues to offer students a rigorous course of studies in the core subjects of mathematics, science, English, social studies, world languages as well as in the arts, health, and wellness. Additionally, in order to respond to the emerging needs of the 21<sup>st</sup> century student, Souhegan continues to broaden the scope of the student experience by continuously reviewing and redesigning its program of studies. For example, in order to expand our STEM curriculum, the 2018-

2019 SHS Program of Studies will include STEAM: 3D Modeling and Design. Additionally, to serve the critical need of authentic learning, our Extended Learning Opportunity section of the Program of Studies reveals a revised process for students interested in authenticating their learning by collaborating with a local business or agency.

As a school that values authentic learning, student understanding and skill development are demonstrated through a variety of exhibition requirements including Division I Exhibition, Junior Research Paper, Post Graduate Plan, and Senior Project.

All students are challenged to achieve and perform at the highest level. Most students exceed the minimum requirements. The vast majority of students participate in at least one co-curricular or athletic activity in addition to their academic course of studies, a figure that increases during the spring season. Providing opportunities for the whole student continues to be a great source of pride for Souhegan High School.

Curriculum at Souhegan is designed to be interdisciplinary, involve authentic work, and provide assessments for students to demonstrate their new knowledge, skills and learning. Each full year course administers a common performance assessment in the fall and spring. These tasks are aligned to standards, cognitively rigorous, engaging for students, and integral to the discipline. For instance, social studies' task is researched writing, science's is inquiry, English is critical analysis, math is extended problem solving. The performance data from these tasks is analyzed to inform instruction and benchmark progress.

Inspired by the recommendations of the emerging SAU39 Strategic Plan, we continue to enhance the student learning experience by establishing partnerships with the Amherst and Mont Vernon communities, local businesses and higher education. Experts in fields of study are an important part of our curriculum design and program of study redesign. A particular emphasis this past year has been placed on teacher training. We have established partnerships with NH Department of Education, NH Learning Initiative, Council of Chief State School Officers, Center for Assessment, Center for Collaborative Education, The Center for Secondary School Redesign, Nellie Mae Education Foundation, Stanford Center for Assessment, Learning and Equity. These partnerships provide us access to the most current research and training in education.

**Assessment**

Aside from our fall and spring performance assessments, student progress at Souhegan High School is measured by examining student work, standardized assessments, and annual surveys of students, parents, alumni and staff. Common assessments and statistical information also help to identify to what degree the needs of students are being met.

The scores below, reported by College Board, are based on senior student participation. Highlighter below are the scores of Souhegan High School students in two areas: SAT/ACT scores and Advanced Placement (AP) participation.

**SAT and ACT Tests:**

**SAT Scores:**

Mean Score	SHS 2014	SHS 2015	SHS 2016	SHS 2017	SHS 2018	STATE
Critical Read	543	537	547	571	565	535
Writing	537	525	527			
Math	543	536	532	546	546	528
Overall	1623	1598	1606	1117	1111	1063

**ACT Tests:** An alternative test to the SAT's, Souhegan High School students participate in this assessment. ACT score ranges are between 1-36 for each subject.

	2014	2015	2016	2017	2018	State
Participation	52%	53%	52%	32%	28%	
English	24	24	23.5	24.8	24.1	25.1
Math	23	23	22	23.4	24.2	24.7
Reading	24	25	24.1	25.7	24.6	25.6
Science	23	23	23	24.5	23.2	24.4
Composite	24	24	23.3	24.7	24.1	25.1

**Advanced Placement (AP)** and college level courses are two indicators of how Souhegan High School students challenge themselves academically.

The following outlines information regarding student participation in AP courses over the past seven years.

	2011	2012	2013	2014	2015	2016	2017	2018
Number of AP courses	11	13	13	13	13	14	15	15
Number of AP exams administered	273	305	232	254	185	250	219	196

The faculty and staff of Souhegan High School are proud to represent the communities of Amherst and Mont Vernon. We take seriously our responsibility to provide an unparalleled learning experience for our students. Teaching and learning in the 21<sup>st</sup> century demands new methods of instruction, increasing levels of rigor and diverse program offerings to serve student need. Souhegan is committed to continuing passionate efforts to provide the best education possible for the students of Amherst and Mont Vernon.

## STUDENT SERVICES

**College Plans:** While there are some students who choose to go to work or join the military after high school, most of our students do go on to post-secondary education. The following information shows what our graduates have done once leaving Souhegan for the past six years.

Post Secondary Plans	2011	2012	2013	2014	2015	2016	2017	2018
College/University (4 yr.)	80%	81%	80%	86%	68%	77%	81%	82%
Community College/Technical School	11%	11%	12%	6%	18%	13%	11%	8%
Work	6%	6%	5%	5%	12%	7%	2%	4%
Other (prep school, service, undecided)	3%	3%	3%	3%	2%	3%	6%	6%

In addition to tracking students' plans for after high school, we keep track of the colleges our students attend. The *Barron's Guide* rates all colleges by how competitive they are in their acceptance rates.

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Most competitive	8%	4%	11%	8%	7%	8%	5%	8%	7%
Highly competitive	12%	10%	15%	11%	11%	10%	10%	7%	6%
Very competitive	22%	24%	19%	27%	38%	37%	28%	25%	27%
Total of three	42%	38%	45%	46%	56%	55%	43%	40%	40%

Our guidance staff works continuously with students and their families in order to help them apply to the colleges that are the best match for what they need.

## Professional Development

The educators of Souhegan High School are life-long learners committed to gaining new knowledge and skills in order to benefit students. Every year our staff clocks hundreds of hours in improving their craft. In addition, our teachers create many experiences that take our students outside the classroom and out into the world to enhance their learning experience. Our staff is recognized locally and nationally for their many strengths, receiving honors and awards for their curriculum



development and teaching skills. We are proud of the countless hours teachers invest outside of the classroom to enhance their abilities.

## **Partnerships**

Aside from our focus at the local level, Souhegan High School takes pride in contributing to the state and national dialogue on education. Our teachers are sought after contributors to conferences and education journals. Our students participate in seminars and facilitate workshops for their peers as well as adults.

We consider this level of interest in our work a measurement of the value of our teaching and learning experience. Highlighted below are some of the organizations supporting and recognizing our work as well as contributions our teachers and students have made to the larger education community.

**2 Revolutions**, an education design lab providing Souhegan with professional development opportunities.

**Buck Institute for Education**, offers professional development on how to design, assess, and manage projects that engage and motivate students

**Center for Assessment**, The Center for Assessment strives to increase student learning through more meaningful educational assessment and accountability practices. NCIEA and SHS have engaged in a partnership to design, implement, and evaluate our assessments. SHS and NCIEA joined together as vanguard members of the NH PACE initiative.

**Center for Collaborative Education**, Center for Collaborative Education envisions a world where every student is college- and career-ready and prepared to become a compassionate, thoughtful, and contributing global citizen. Our work with CCE includes developing systemic strategies that focus on the core of the teaching and learning process (curriculum, instruction, assessment, and culture).

**Center for Secondary School Redesign (CSSR)**: Our partnership with CSSR has connected us with districts throughout the region and country. As a result of these partnerships, Souhegan was asked to design and hold a national conference this summer, modeled after High Tech High Deep Dive Conference, on student agency, performance assessments and competency education.

**Council of Chief State School Officers (CCSSO)**, a nationwide, nonpartisan, and nonprofit membership organization coordinating the top education leaders from every state in the nation.

**Literacy Design Collaborative (LDC)**, Literacy Design Collaborative's mission is to develop the highest-skilled teaching workforce possible using the highest-quality curriculum possible.

**Marzano Research**, The Marzano Research partners with educators to support them in understanding, conducting, and implementing research to improve education systems and outcomes for students. SHS has benefitted from technical assistance from Marzano specifically in the development of our grading and assessment system.

**National Center of Innovation in Education (CIE)**, National Center of Innovation in Education supports efforts to test and scale innovations in practice and structure. SHS and CIE are partners in designing learning experiences that integrate thinking, feeling and action in order to build the cognitive and non-cognitive skills needed for life-long learning and collaboration with others in a diverse society.

**New Hampshire Department of Education**, The New Hampshire Department of Education has been a supportive resource and important policy influencer in NH. The DOE has a history of promoting innovative change, most notably its [blue-print](#) to scale competency-based education K-12 in NH.

**New Hampshire Learning Initiative (NHLI)**, recently formed agency committed to accelerating innovation in K-12 education. Souhegan partnered with NHLI to receive professional development as well as to host an Innovative Design Studio, inviting teachers from throughout the state to observe our work with student agency and performance assessments.

**Nellie Mae Education Foundation:** This foundation is at the forefront of transformative change of public education systems across New England by growing a greater variety of higher quality educational opportunities that enable all learners—especially and essentially underserved learners—to obtain the skills, knowledge and supports necessary to become civically engaged, economically self-sufficient life-long learners. We have partnered with this group in developing our curriculum and instructional methods.

**Reaching Higher New Hampshire,** Reaching Higher NH serves as a nonpartisan public education policy and community engagement resource for New Hampshire families, educators, and elected officials. We join Reaching Higher in their commitment to placing students at the center, fully embracing personalized, competency-based education, deeper learning, meaningful college and career pathways and high standards for all.

**Saint Anselm College,** Saint Anselm College's NH Institute of Politics is collaborating with SHS centering on the mission of enhancing leadership, ethics and philosophy education. SHS and St A's combine to promote student leadership in schools by providing leadership training for partner schools. SHS and St A's combine to promote student leadership in schools by providing leadership training for partner schools.

**Stanford Center for Assessment, Learning, and Equity (SCALE):** Stanford is supporting the PACE initiative by maintaining a bank of high quality, vetted performance tasks. This year, two Souhegan teachers, Jenny Deenik and Jeanne Sturgis were accepted to the prestigious SCALE training program designed to increase teacher capacity in developing quality curriculum and assessments.

**School Retool,** School Retool is a professional development fellowship that helps schools redesign school culture. Some SHS staff has been trained by School Retool in research-based practices that lead to Deeper Learning.

**University of New Hampshire,** The University of New Hampshire has been a long standing partner in our effort to support the training and recruitment of highly qualified teachers. Additionally, the UNH Philosophy Department's endorses SHS's Ethics Forum.

**William & Flora Hewlett Foundation,** The Hewlett Foundation believes when today's students graduate, the most valuable skill sets they can bring to the jobs of tomorrow go beyond basic math and English skills. SHS has engaged in training by the Hewlett foundation to help in developing our deeper learning environment. SHS partners joins Hewlett in its belief that students should master rigorous academic content, learn how to think critically and solve problems, work collaboratively, communicate effectively, direct one's own learning, and develop an academic mindset — a belief in one's ability to grow.

### **Awards/Recognitions**

**Elevating and Celebrating Effective Teaching and Teachers Conference (ECET2),** Steve Anderson and Sean Whelan nominated for their lead teacher roles, were accepted to attend the ECET2 Conference. The VT and NH chapters of the National Network of State Teachers of the Year, in partnership with the Bill and Melinda Gates Foundation. Provided participants with a day of learning, networking and leadership training.

**State Level Performance Assessment Learning Community :** Kathy White, Dean of Faculty, was invited to attend and present at a national workshop of educators sharing their work on an innovation endeavor that makes meaningful progress toward assessment and accountability in their state.

**Mastery Transcript Consortium (MTC),** Natalie Berger, Dean of Faculty, presented at their national convening, MTC Members Voices Session, sharing Souhegan's experience transitioning to mastery learning.

**Students at the Center Distinguished Fellowship,** Kathy Maddock was selected for this prestigious honor. The fellowship begins January 2019 and concludes November 2020. The Fellowship is supported by our existing partner, Jobs for the Future, and will support a cadre of emerging and established leaders within the student-centered learning movement.

**iNACOL Symposium 2018:** In partnership with the New Hampshire Learning Initiative, and, in collaboration with its partners - New Hampshire Department of Education, Center for Assessment, and Envision Learning Partners, Souhegan High School is involved in the Assessment for Learning Project, funded by the Center for Innovation in Education at the University of Kentucky. Souhegan was invited to present at the iNACOL Symposium this past fall. The presentation title: What Does Deeper Learning Mean for the Various Constituents in a School Community: A Look at One School in New Hampshire.

**Redesigning for Student Success: Student Centered Secondary School Showcase:** Souhegan High School was invited to present at the annual Redesigning for Student Success conference to be held at High Tech High, the school highlighted in the education documentary, Most Likely to Succeed. Run by the Center for Secondary School Redesign and EdExcellence Group and sponsored by NEASC, this student centered conference brings together 25 of the nation's most innovative and successful secondary schools to share their high school redesign programs and strategies. The Showcase provides administrators, school leadership teams, practitioners and students an opportunity to deeply engage with transformational school leaders and students to discuss critical, relevant issues regarding the secondary school redesign process.

### **Student Achievement**

Lily Hipp- Selected as a finalist in the NH Student Film Festival for her animation Something Fishy.

Isabel Blume- Awarded the Spanish Honor Society scholarship. This national award is a prestigious honor. The scholarship is awarded to only 60 students from over 2,400 SHH chapters across the United States.

**Secondary Schools Writing Center Association SSWCA-Annual Conference:** The Souhegan High School student designed/run writing center consists of students trained to serve as peer writing coaches. These students design programming, coordinate with peers/teachers and offer various support in writing and assessment strategies. This is a teacher guided student run group.

Jeanne Sturges, writing center coordinator, and five SHS students attended the SSWCA annual conference the weekend of Nov 9. Two students, Sloan Facques and Lucy Stover were presenters. Bringing Students In: Ways to Advertise Your Writing Center and Improving Outreach Through an Overlooked Resource.

**The American Philosophical Association:** Students from Ethics Forum HYPE presented at the APA conference Jan 9 in New York. Their presentation, titled, "*Introducing 'HYPE': Hosting Young Philosophy Enthusiasts,*" Chris Brooks, University of New Hampshire Durham, Kelli Braley and students, outlined the student experience and involvement in developing the HYPE conference.

The students participating: Kate Eastland, Sloan Facques, Bill Drake, Ian Lewis,, Abby Keeney, Annalise Poisson, Daria Dzen.

In a time when education is experiencing exciting, transformative change, please be assured that the students, faculty, staff and administration of Souhegan High School are responding with an energy and enthusiasm unparalleled in the state.

We are very proud to be your high school- the best is yet to come.

Thank you for supporting our efforts.

# STUDENT SERVICES REPORT

Margaret A. Beauchamp  
 Director of Student Services

It is an honor to address the Amherst and Mont Vernon communities as the Director of Student Services for SAU #39. It is a privilege to be a part of the on-going and exciting work that all our Districts have undertaken. As we move forward with our strategic planning initiative, it is critically important that we align our visions and streamline our resources towards common goals. To that end, all staff and administration across our SAU have worked collaboratively and cooperatively to create a continuum of supports and services designed to meet the needs of all students. This work allows all students within our SAU to have common, high quality experiences at the appropriate developmental level. I am very proud of the work the staff has completed thus far to accomplish this goal and I look forward to the continuation of this work. As always, our focus is to meet the needs of all learners in the most fiscally responsible manner possible.

**Souhegan Cooperative School District  
 Actual Expenditures for Special Education Programs and Services  
 FY 2016-2017 and FY 2017-2018 per RSA 32:11a**

	FY 2016-2017	FY 2017-2018
<b>REVENUES</b>		
Catastrophic Aid	\$452,141	\$305,230
IDEA Grant	\$308,985	\$183,124
Medicaid	\$112,200	\$73,292
<b>Total Revenues</b>	<b>\$873,326</b>	<b>\$561,646</b>
<b>EXPENDITURES</b>		
Salaries	\$1,714,611	\$1,639,036
Employee Benefits	\$739,744	\$765,754
Purchased Services	\$1,015,224	\$981,910
Supplies	\$4,228	\$5,736
Equipment	\$5,336	\$3,013
<b>Total Expenditures</b>	<b>\$3,479,143</b>	<b>\$3,395,448</b>
<b>Net Cost of Special Education</b>	<b>\$2,605,816</b>	<b>\$2,833,802</b>
Source DOE 25		

**Souhegan Cooperative School District  
Report of the Treasurer to the School Board  
Fiscal Year 07/01/2017-06/30/2018**

	<b>Operating Accounts*</b>	<b>Capital Account</b>	<b>Revolving Account</b>
Cash on hand- as of 07/01/2017	\$878,750.06	\$11,023.41	\$8,901.27
Total Receipts- 07/01/2017-06/30/2018	\$17,459,125.95	\$17,800.22	\$12,513.45
Total Payments-07/01/2017-06/30/2018	<u>(\$17,124,603.22)</u>	<u>(\$20,783.00)</u>	<u>\$0.00</u>
Cash Balance- as of 06/30/2018	\$1,213,272.79	\$8,040.63	\$21,414.72

\* Represents the combined activity of three bank accounts

Catherine Jo Butler, Treasurer



## **PLODZIK & SANDERSON**

*Professional Association/Accountants & Auditors*

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### ***INDEPENDENT AUDITOR'S REPORT***

To the Members of the School Board  
Souhegan Cooperative School District  
Amherst, New Hampshire

We have audited the accompanying financial statements of the governmental activities, each major fund, and aggregate remaining fund information of the Souhegan Cooperative School District as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School District's basic financial statements as listed in the table of contents.

#### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### ***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

#### ***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and aggregate remaining fund information of the Souhegan School District, as of June 30, 2018, and the respective changes in financial position and, the respective budgetary comparison for the general fund and the grants fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Change in Accounting Principle***

As discussed in Note 2-C to the financial statements, in fiscal year 2018 the School District adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Our opinions are not modified with respect to this matter.

***Souhegan Cooperative School District  
Independent Auditor's Report***

***Other Matters***

**Required Supplementary Information** – Accounting principles generally accepted in the United States of America require that the following be presented to supplement the basic financial statements:

- Management's Discussion and Analysis
- Schedule of the School District's Proportionate Share of Net Pension Liability
- Schedule of School District Contributions – Pensions
- Schedule of the School District's Proportionate Share of the Net Other Postemployment Benefits Liability
- Schedule of the School District Contributions – Other Postemployment Benefits
- Schedule of Changes in the School District's Total Other Postemployment Benefits Liability and Related Ratios
- Notes to the Required Supplementary Information

Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

**Other Information** – Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Souhegan Cooperative School District's basic financial statements. The combining and individual fund schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining and individual fund schedules are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual fund schedules are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

January 24, 2019

*Plodzik & Sanderson  
Professional Association*

# NOTES