

SAU #39 Board

Thursday, September 16th, 2021

Meeting Minutes- Approved 10 13 2021

Attendees:

Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant Superintendent, Steven Chamberlain- Assistant Superintendent.

Amherst School Board: Chair- Tom Gauthier, Vice Chair- Elizabeth Kuzsma, Secretary- Victoria Parisi, Terri Behm, and Josh Conklin.

Mont Vernon Village School Board: Chair- Sarah Lawrence, Vice Chair- Pete Eckhoff, and Stephen O'Keefe.

Souhegan Cooperative School Board: Chair- John Glover, Vice Chair- Stephanie Grund, Secretary- Laura Taylor, Steve Coughlan, Christie Peters and George Torres (Remote)

Board Minutes: Danae A. Marotta

Public: Arron Kaplan, Mack Hill Road, and Amherst NH, Marilyn Gibson, Mack Hill Road

I. Call to Order

Chair of the SAU #39 Board, Mr. Stephen O'Keefe, called the meeting to order at 6:00PM.

He noted that Mr. George Torres is in attendance via phone.

He asked Mr. Torres if it was impossible for him to be here and if he was alone.

Mr. Torres replied yes, and he is alone.

II. Public Comment I of II

Mr. Arron Kaplan, Mack Hill Road, Amherst NH, commented that he was very pleased with last year's school year. He recommended that the students at the elementary school use face shields. He shared a story and noted his research in support for face shields noting it is a good middle ground. This will also help to alleviate a lot of the concerns about face masks.

www.covid19.nh.gov/dashboard <https://pubmed.ncbi.nlm.nih.gov>,

www.fda.gov/medical-devices/medical-device-recalls/stopusing,

www.sciencedaily.com/releases/2015/04/150422121724.htm,

<https://montreal.ctvnews.ca/i-just-now-feel-a-bit-betrayed-quebec-te>.

Ms. Marilyn Gibson, Mack Hill Road, Amherst NH, commented that she is pleased with Curriculum Mapping being on the agenda and noted the three letters she has placed in the *Milford Cabinet*, SAU #39 and Transparency, A problem in SAU #39, and Kicking the Can at SAU #39.

33 “SAU 39 and Transparency

34 *It would be a great travesty to our SAU (especially its teachers) to not applaud them for their*
 35 *outstanding commitment to educating out children throughout the last 18 months, otherwise*
 36 *known as Covid. Congratulations goes out to those within the SAU that navigated uncharted*
 37 *waters safely.*

38 *Having followed the board meetings in the town of Amherst, I believe I have a good reading of*
 39 *those goals. Hence, priority one goal is to educate our children, goal two requires the SAU’s*
 40 *integral parts be responsible to its citizens. Overall, these two goals can be challenging.*

41 *Education is a complex science; many variables and philosophies are in play. Obviously,*
 42 *residents place trust in elected officials, school boards, therefore, relying on them to make*
 43 *choices benefitting residents and educating their children.*

44 *However, there exists obstacles to residents who make inquiries and valid recommendations that*
 45 *are ignored. There are critical issues, the foremost being transparency within our district.*

46 *Transparency is a double-edged sword, likened to the devil you know is better than the devil you*
 47 *do not know. But damned if I do and dammed if I don’t. The SAU would like citizens to be able to*
 48 *find answers to their questions. Yes, answers to these inquiries are offered- masked in rhetoric. A*
 49 *maze/labyrinth can be frustrating.*

50 *There are two questions for the SAU that have been ignored. First, what is the “Equity Project”*
 51 *being created in the SHS? Second, why are the meeting minutes of the project not being*
 52 *published for the citizens to view?*

53 *Right to Know?*

54 *Lastly, our citizens, employers of the SAU, demand to have their suggestions heard to benefit the*
 55 *education of its children. If that cannot be done through the board meetings, what od its*
 56 *members propose? The proposition is transparency.*

57 *Marilyn Gibson, Amherst NH.*

58 A problem in SAU 39

59 *Now that the school year for most children, teachers, parents, and guardians has come to the*
 60 *finish line, there appears to be a problem that has existed for an exceptionally long time within*
 61 *the SAU 39.*

62 *As a parent and grandparent of children who went through the system and attended Amherst*
 63 *schools, my experience includes receiving report cards, attending parent teacher conferences,*
 64 *being partisan to an IEP, and assisting children with homework, projects and test prep. The*
 65 *angst that I experienced and still do is connecting the dots.*

66 *Dots are curriculum, class work, homework, standards and more. Best practices is a buzz word*
 67 *with great significance. We all want our teachers and district to use best practices. Dr. Arendale*
 68 *notes, “Best Education Practices, the wide range of individual activities. Policies and*

69 programmatic approaches to achieving positive changes in student attitudes or academic
 70 behaviors. This umbrella term encompasses the following designations that differ on the level of
 71 evidence supporting desired student or institutional outcomes: “promising”, “validated” and
 72 “exemplary”. (<https://www.arendale.org/best-education-practices>) The definition covers a lot;
 73 however, one best practice is that of curriculum mapping. Hence the problem in SAU 39 is not
 74 using a best practice, that of curriculum mapping.

75 When in the educational field you should be knowledgeable of Heidi Hayes Jacobs. “Heidi
 76 Hayes Jacobs, EdD, is an internationally recognized expert in curriculum development, vertical
 77 planning modern assessment design and 21st century strategic planning. Her model for
 78 curriculum mapping is used throughout the world” ([https://www.solutiontree.com/heidi-hayes-](https://www.solutiontree.com/heidi-hayes-jacobs.html)
 79 [jacobs.html](https://www.solutiontree.com/heidi-hayes-jacobs.html))

80 What are the concerns when not using curriculum mapping? In brief, parents and guardians
 81 need to know the curriculum being taught to our child/children. More essential than that, is
 82 knowing the standards that are aligned to every domain (albeit that is in the skeleton the SAU
 83 uses on its web site). It provides when done correctly, the essential questions for each unit, the
 84 exact resources used, the formative and summative assessments and the rubrics (4,3,2,1) for
 85 each unit. Therefore, it provides a sequence for teaching and learning. It provides a diversified
 86 educational tool.

87 Curriculum mapping provides a platform that teachers share within the domain horizontally and
 88 vertically; therefore, a tool for parents and guardians providing the essential information they
 89 need. Each school year, over the last several the administration has reconfigured leadership
 90 teams, curriculum coordinators, specialists (math and reading) to shore up education of our
 91 children. Now, the district has not one but two assistant superintendents, charged with providing
 92 what curriculum mapping would do and less costly.

93 Professional Development for Curriculum Mapping is provided for within the budgets of the
 94 SAU, ASD, MVSD and SCD; however, it will go for another goal, a project that has not been
 95 productive for the education of our children, as seen in our standings and test scores in NH. SAU
 96 39, use the taxpayer money wisely with curriculum mapping opportunities and invest wisely in
 97 our children’s education.

98 In conclusion, curriculum mapping is best practice that affords accountability and ownership for
 99 teaching and learning. SAU 39 must move forward implementing PD for curriculum mapping
 100 while providing an efficient teaching and learning tool, a best practice.

101 Submitted by: Marilyn Gibson, Amherst NH.

102 Kicking the Can at SAU 39

103 “When you ‘kick the can down the road’ you’re not just solving the immediate problem,” said
 104 Joseph Thorndike (an American editor and writer). “You are guaranteeing the arrival of a new
 105 problem. You kick the can down the road, you will get to the can again”.
 106 (<https://www.google.com/search?client=firefox-b-l-d&q=define+kicking+the+can>)

Well, we certainly heard the phrase and often used it. (That's if you had a good upbringing and respectable education). Not like the procrastination, delaying something. There is no problem indicated in procrastination; yet there is in "kick the can down the road", eventually it returns and with a new problem. For example, maintaining buildings, if not done yearly, will only bring maintenance headaches back in greater measure.

Curriculum in SAU 39 is kicking the can down the road. Credit is due for SAU 39 does post the framework of its curriculum, along with the state standards to which it is aligned. Parents, future residents, and others who are concerned about what is being taught in our schools, K-12, have only framework at the SAU site. For example, what resources are being used, what assessments- both formative and summative- are given, what alternative sources are used when students need a challenge or when students have learning disabilities? Where can parents find the answer to each question? Curriculum mapping brings clarity to everyone.

"Curriculum Mapping is the process of indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and by extension, its effectiveness (a curriculum, in the sense that the term is typically used by educators, encompasses everything that teachers teach to students in a school of course, including the instructional materials and techniques they use). It basically is how educators plan what subject content students will learn over the course of the year. In many places, it is done over a four-to-six-year plan, building off of content from one year to the next. It follows a logical, time progressive order to give the students a well-rounded and comprehensive educational experience". (<https://www.usd320.com>)

Ironically, there is an answer to each question and its in curriculum mapping. While helping parents, teachers, students and prospective residents, curriculum mapping has been avoided in SAU 39. It offers so much, parents would know the material and the resources, the assessments and rubrics, the sequence and its timeline, the modifications for struggling students, the state standards and alignment and so much more.

When invited to engage in discourse regrading curriculum mapping, the administration responded: "While I do not share your belief in Curriculum Mapping, I do fully support the notion that our schools should remain transparent, approachable, and available to our community".

Teachers benefit with curriculum mapping in place. There are funds for professional development withing the district and at conferences/workshops as well as part of a teacher's contract. Teachers gather to share their resources, teaching tactics, common assessments, best practices, alignment and can open doors to the first-year teacher.

Transparency is critical in every area, including education. Curriculum transparency is a responsibility owned by the school boards, administration, and teachers for they are the ones disseminating what our children learn. Curriculum mapping affords transparency that all deserve.

145 *Therefore, there are only benefits for all involved when curriculum mapping is adopted by the*
 146 *district. The time for discourse and action is now. Why would curriculum mapping be the can*
 147 *kicked down the road? What reason can there be not to employ curriculum mapping in district*
 148 *39?*

149 *Submitted by Marilyn Gibson, Mack Hill Road, Amherst NH."*

150 The Board thanked Mr. Kaplan and Ms. Gibson for their comments.

151 III. Correspondence

152 On Sep 4, 2021, at 1:38 PM, Carolyn McKinney <carolyn.mckinney@gmail.com> wrote:

153 To members of the school board:

154 Please reverse your decision to mask young children in Amherst schools. Your policy is
 155 damaging to the emotional development of our town's children. Here is a study from May for
 156 your review:

157 Masking Emotions: Face Masks Impair How We Read Emotions

158 <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.669432/full>

159 "To conclude, here, we showed that mask use influences our ability to infer facial expressions at
 160 any age. Furthermore, we showed that the human capacity to read emotions from facial
 161 configurations when a face mask is present becomes particularly reduced in toddlers. We
 162 suggested that this is related to different age-related developmental stages of face processing
 163 associated with emotional reasoning. Such observation poses the question whether a privation of
 164 facial visual features, as the one we are experiencing due to the COVID-19 pandemic, might
 165 alter or delay the development of social skills associated with face perception in early
 166 childhood."

167 Regards,

168 Carolyn McKinney

169 Amherst

170 Mr. O'Keefe,

171 Please forward this to the full school board. Thank you.

172 I once again email you to urge you to unmask Amherst school children now. It is a travesty that
 173 this action was taken at all, but it is not too late to reverse what is a poor public policy decision.
 174 Here is a thorough review of science and data as it pertains to masks and school children:

175 Part 1: The Role of Children in COVID-19 Transmission in Schools

176 Part 2: Understanding Relative Risk

177 Please look past the anti-science recommendations of "the experts" and embrace measures that
178 do not involve abuse of children.

179 Thank you,

180 Carolyn McKinney

181 Amherst

182

183 On Aug 31, 2021, at 11:35 AM, yvonne jordan <yjordan70@gmail.com> wrote:

184 Official U.S. Government Stats on COVID Vaccines: 13,627 Deaths 2,826,646 Injuries 1,429
185 Fetal Deaths in Pregnant Women

186 According to the most recent stats released by the CDC this past Friday, August 27, 2021, their
187 Vaccine Adverse Event Reporting System (VAERS) now has recorded more than twice as many
188 deaths following COVID-19 shots during the past 8 and a half months, than deaths recorded
189 following ALL vaccines for the past 30 years.

190 This has to be the most censored information in the U.S. right now, even though these statistics
191 come directly from official government statistics.

192 They have now recorded 13,627 deaths, 2,826,646 injuries, and 1,429 fetal deaths from pregnant
193 women who took a COVID shot.

194 They also report 17,794 permanent disabilities, 74,369 emergency room visits, 55,821
195 hospitalizations, and 14,104 life threatening events.

196 And all of this has happened in just over 8 months.

197

198 On Aug 29, 2021, at 7:47 PM, Carolyn McKinney <carolyn.mckinney@gmail.com> wrote:

199 Mr. O'Keefe,

200 I would appreciate if you would please forward this message to the entire school board. This
201 article, published in New York Magazine, details how the CDC's own large-scale study of
202 schools in Georgia (with 90,000 participants) found that masking had "null effects," but the CDC
203 has chosen to leave that information out of their study summary. From the article:

204 "That a masking requirement of students failed to show independent benefit is a finding of
205 consequence and great interest," says Vinay Prasad, an associate professor in University of
206 California, San Francisco's Department of Epidemiology and Biostatistics. "It should have been
207 included in the summary."

208 "The summary gives the impression that only masking of staff was studied," says Tracy Hoeg,
209 an epidemiologist and the senior author of a separate CDC study on COVID-19 transmission in

210 schools, “when in reality there was this additional important detection about a student-masking
211 requirement not having a statistical impact.”

212 Also from the article:

213 After the CDC and the American Academy of Pediatrics issued their student-mask guidance last
214 month, I contacted both organizations asking for the evidence or underlying data upon which
215 they had based their recommendations. The AAP did not respond to multiple requests. The CDC
216 press office replied that since children under 12 cannot be vaccinated, the agency “recommends
217 schools do universal masking” and included links to unrelated materials on vaccines and a recent
218 outbreak among adults. Over the course of several weeks, I also corresponded with many experts
219 — epidemiologists, infectious-disease specialists, an immunologist, pediatricians, and a
220 physician publicly active in matters relating to COVID — asking for the best evidence they were
221 aware of that mask requirements on students were effective. Nobody was able to find a data set
222 as robust as the Georgia results — that is, a large cohort study directly looking at the effects of a
223 mask requirement.

224 Given the profound LACK of scientific evidence to support masking children, it is incumbent on
225 the school boards to reconvene and remove the mandatory masking requirements for Amherst
226 school children. Parents may choose to mask their children if they believe that is what comports
227 to their belief system but making this a compulsory requirement is not supported by science.

228 Regards,

229 Carolyn McKinney

230 Amherst

231

232 On Aug 26, 2021, at 9:50 AM, yvonne jordan <yjordan70@gmail.com> wrote:

233 Good morning,

234 Expanding Superintendent Steele's power as proposed, is unacceptable. He should have no
235 power based on his past actions, in my humble opinion. He should actually be replaced for the
236 damage he has done and his inability to communicate when he doesn't like what someone has to
237 say. He needs to be regularly reminded that we pay him. If he doesn't like that, he should find
238 the door and use it.

239 Punishment of any child for not following arbitrary rules not made by the voters or the
240 legislature are unacceptable and should be met with swift legal action and removal of any and all
241 of the people's employees that are involved in such action. I think further research as to mask
242 and other protocol efficacy should be done by all involved, not cherry-picked studies before the
243 draconian measures are leveled at innocent children. I am thoroughly disgusted by this cult
244 behavior that is going on over a germ with a 99 percent survival rate. It's clearly time for the
245 parent s to come together and form their own schooling pods/alternatives and pull them from this
246 school system along with not funding that which we do not agree with our taxes.

247 Please forward to the rest of the board. See you all tonight.

248 Thank you,

249 Yvonne Askew

250 9 Bloody Brook Rd

251 Amherst

252

253 On Aug 19, 2021, at 3:39 PM, Tammi Bartlett <tammi628@yahoo.com> wrote:

254 Hello Amherst School Board,

255 (Please bear with me as this is lengthy but I appreciate you reading this)

256 *****. Deleted for privacy reasons. *****

257 I strongly encourage our school board to reflect on learning, on our students, on what we promise
 258 to give them “a public-school education” where each student is seen as an individual, not a
 259 number, not an entity, but as a face. Each student deserves to have their emotional and academic
 260 needs met by our amazing schools. I please urge this group to make decisions based on personal
 261 choice, because there will never be a one size fits all answer. Please consider the needs of
 262 students]*****. Would you be able to
 263 keep her zeal having her return back to school knowing she will be able to hear and learn ? Who
 264 knows... maybe one day that zeal will turn into a love of teaching like her mom, and she will be
 265 making a difference too.

266 Thank you kindly and respectfully,

267 Tammi Bartlett

268

269 On Aug 19, 2021, at 5:58 PM, Jeff Bartlett <jbart333@yahoo.com> wrote:

270 Hi Stephen,

271 As a parent of 3 school age children in Amherst, I would ask that the School Board refuse to
 272 impose mandatory masking on the students. I feel this is a decision that should be left up to the
 273 parents. It's a very personal decision and if the masks work so well, then those who decide to
 274 wear them should be sufficiently covered.

275

276 ***** (deleted for privacy
 277 reasons)*****. I am not sure situations such as this are being
 278 taken into consideration.

279 Thanks,

280 Jeff

281

282 On Aug 20, 2021, at 2:43 PM, Kate Bossi <katebossi@yahoo.com> wrote:

283 Dear Sir,

284 I do not believe more parents want mandatory masking at schools.

285 I believe this is a lie from a school board who is beholden to teachers Unions and the DHHS and
286 CDC that they lobby for power.

287 Most parents have identified this as abuse and are in fear of retaliation.

288 Please find attached concerns about these violent act of medical interventions on our children's
289 faces from NH Dept. Of Edu. Attorney Christopher Bond. (603) 931-2241

290 You will be held liable for abuses the last 1.5 years of masking.

291 Never forgetting

292 Kate Bossi

293 39 Court St

294 Exeter NH 03833

295 IV. Consent Agenda

296 Mr. O'Keefe noted that he will go in order and see if anyone has questions.

297 Ms. Parisi added that she has a question about #7. 22-23 School Calendar. She is questioning the
298 Conference Day on Tuesday, November 8th.

299 Mr. Steel replied that there is a Federal Election on that day and two of the schools hold
300 elections. They need that conference day anyway.

301 Mr. Gauthier asked about 23rd of December and January 2nd.

302 Mr. Steel replied that January 2nd is a federal holiday. Additionally, after consulting the various
303 teacher organizations they noted that the day before Christmas Eve will not be a high attendance
304 day.

305 Mr. Coughlan asked about attendance on June 8th vs Dec 23rd.

306 Mr. O'Keefe asked for other questions about the school calendar.

307 He added that he would like start the day after Labor Day.

308 Ms. Grund asked about the #8. Technology Update and Superintendent Steel's laptop not
309 working with the Lynx System.

310 Mr. Steel replied that he is a user of that system but has to use a PC.

- 311 Ms. Behm inquired about the door security system at Clark and AMS.
- 312 Mr. Steel replied that all of the schools have electronic door lock system. Clark has the upgraded
313 system but not Wilkins or AMS. They will eventually be on the same system. If the facility
314 project passes for AMS and C/W they will be on the same system.
- 315 Ms. Parisi asked about the internal Wiki.
- 316 Mr. Steel explained that they have their own which is for internal IT items.
- 317 Mr. Glover inquired about plans for revamping the website starting with Souhegan. Is there a
318 place for that this year and can the status be included.
- 319 Mr. Steel replied yes, they are going to use the Souhegan website as a pilot for the school
320 messenger-based website system that ties into the school messenger system that they use right
321 now for messaging to parents. The advantage is that it ties all of our school messages together
322 under one platform and it looks like it works pretty well. You never know with technology and
323 they are going to start with the Souhegan website and make sure it works well before expanding
324 into others. He will ask IT Director, Mr. Brian Miller, to include that in his update.
- 325 Mr. O'Keefe asked for Mont Vernon to be included.
- 326 Ms. Parisi asked if there was a timeline for these things.
- 327 Mr. Steel replied that they are moving forward, and it should be sometime this year. There is a
328 tentative timeline.
- 329 Ms. Behm asked about #9. Data Governance and Security Plan.
- 330 Ms. Landwehrle replied that the update was adding the inventory of the approved software
331 programs. There is a link on their website, and she has static downloads that she does routinely.
- 332 Ms. Behm thanked Ms. Landwehrle for all of her work.
- 333 Ms. Kuzsma asked about the inventory. There is a lot that are used by students and why is it not
334 listed, on page 57.
- 335 Ms. Landwehrle replied that the description for the software is listed above.
- 336 Mr. Glover commented that the revision history should be preserved with the changes made.
- 337 Ms. Taylor thanked Ms. Landwehrle for the inventory. She inquired about the Personal
338 Identifiable Information for students. she is trying to figure out where this list came from and
339 what is it based on, on page 20 of the document, 38 of the slides.
- 340 Mr. Steel added Appendix E.
- 341 Ms. Landwehrle explained that there is some overlap. That pertains to a confidentially
342 agreement, and the Directory Information is from the FERPA Policy. Additionally, this is a
343 general overview of what PII is the RSA does outline specifically for students

344 Ms. Taylor added that RSA is 189:65 and it is different than what is listed.
345 Mr. O’Keefe asked for clarification.
346 He asked Ms. Taylor what is in the RSA that is not in our policy.
347 Ms. Taylor replied that she wants to make sure that things that we list here as confidential are
348 being treated like PII since they are according to State law.
349 Ms. Landwehrle added that she would be happy to update it with the RSA reference.
350 Ms. Kuzsma remarked that the last line in the PII covers that.
351 Ms. Taylor inquired if the computer facilities are protected from power outages and temperature
352 control.
353 Mr. Steel replied, almost all of the IT closets have a dedicated air conditioning system that runs
354 even in the wintertime.
355 Ms. Taylor asked about the specifics of Appendix I, Enterprise Software, it is not listed on Data
356 Governance.
357 Ms. Landwehrle added that she did not personally work on this.
358 Mr. Steel responded that he would find out.
359 Ms. Taylor asked about the Barracuda spam filters listed.
360 Mr. Steel replied that Barracuda spam filter was used when they had Outlook and Exchange as
361 their platform. He believes they have taken that out of service, but he will get back to her.
362 Mr. O’Keefe asked about 10. SAU Board Minutes – June 14, 2021, 11. SAU Board Minutes –
363 August 19, 2021, 12. Facilities Update – June/July and 13. Facilities Update – August.
364 There were no questions on the minutes.
365 Ms. Kuzsma applauded SAU #39 Facilities Director, Mr. Roger Preston, on the 5- year plan it
366 was something that the community was asking for.
367 Ms. Parisi asked about the AMS outdoor classroom space and how are they funding that.
368 Assistant Superintendent, Mr. Steven Chamberlin, replied that they received spindles from
369 Eversource. They are getting finished and the fence is in process.
370 Mr. Steel noted that he will get back to her.
371 Ms. Parisi asked about the air quality testing.
372 Ms. Grund thanked Mr. Preston for all of the work. He is very knowledgeable about air quality,
373 and they have answers when they need them. It is a go forward savings.
374 Mr. Steel commented that in the past there were classrooms with great varying temperature
375 ranges.

Ms. Parisi motioned to approve the Consent Agenda Items 1. Treasurer's Report – June 2. Treasurer's Report – July 3. SAU Transfer #1 4. SAU Transfer #2 5. Annual Treasurer Recap 6. 21-22 Organization Chart 7. 22-23 School Calendar 8. Technology Update 9. Data Governance and Security, 10. SAU Board Minutes – June 14, 2021, 11. SAU Board Minutes – August 19, 2021, 12. Facilities Update – June/July and 13. Facilities Update – August. Mr. Gauthier seconded the motion. The vote was unanimous, motion passed.

Mr. O'Keefe asked for a roll call vote: Peters-Yes, Taylor- Yes, Grund-Yes, Lawrence- Yes, Eckhoff- Yes, Glover- Yes, O'Keefe- Yes, Gauthier- Yes, Coughlan- Yes, Kuzsma- yes, Parisi-Yes, Conklin- Yes, Behm- Yes and Torres- Yes.

V. Individual Board Updates

Chair of the Amherst School Board, Mr. Tom Gauthier, commented that that their primary focus is on the upcoming budget process starting in October. He applauded Mr. Steel and his staff for finding a new after school care provider with the YMCA of Greater Nashua. It will be in the school buildings, at the same rate as New Horizons and it will start in early October.

The Board thanked Mr. Gauthier.

Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, noted that they are up in enrollment 213 from 202. They also are looking at their budget and thanked SAU #39 Business Administrator, Ms. Amy Facey, for getting that in place. They have a new school mascot, a falcon, and are excited about that. They are also starting a 7-member committee to evaluate the financial impact of the Amherst facilities projects and to see if there are other alternatives. They are looking forward to community involvement.

The Board thanked Ms. Lawrence.

Chair of the Souhegan Cooperative School Board, Mr. John Glover, remarked that their meeting was late in the month. They adopted their safety plan for covid mitigation with masks only required in status orange. They can revisit at a later date. They sent the Policy Committee the policy on Personal Protective Measures to update. They owe it to the community to keep the policy updated as possible. They discussed how to spend ESSER funds, no decisions have been made and it will be part of the continuing discussion.

They appointed 4 out of 5 community members for Community Council. They also had a student apply but did not appoint the seat at that time. They have two additional applications and will appoint them at their meeting at the end of this month. They also have a Community Council Liaison that sits with the board at their meetings.

They approved a new OSS plan that was brought to them from Assistant Superintendent Chamberlin. Rather than sending the student home, it provides a supervised day in a location such as a Library or other location. Finally, they wanted to have more direct communication with teachers, between the board and the teachers. They are bringing some teachers into the regular meetings, and they are looking forward to that.

The Board thanked Mr. Glover.

414 VI. FY' 2022 Meeting Structure

415 Mr. O'Keefe noted that this was designed for last month. Their elections were during the
 416 summertime, and they have a very compressed and compacted year. At the last 4 Chairs meeting,
 417 they discussed bringing agenda ideas as a collective group. They cannot add everyone's idea in
 418 one meeting. He encouraged the board to reach out to their respective board chair for ideas that
 419 are important to them individually and as a board.

420 Their agendas are set by the statute by the Superintendent with consultation from the board
 421 chairs.

422 VII. Superintendent Report

423

424 • County (ARPA) Funds

425 Superintendent Steel commented that the Board of County Commissioners has been allocated
 426 50% of their total disbursement (46M) with an additional 50% to be allocated next year. The
 427 County Commissioners are currently determining a process for entities to apply for these funds.
 428 Ms. Amy Facey has been in touch with Rep. Ms. Megan Murray (Secretary of the Executive
 429 Committee) and has also reached out to Commissioner Rowe to ensure we are aware of when the
 430 application process begins. The dates have not yet been released.

431 • Outdoor Education

432 He noted that a community member has spoken about outdoor education and outdoor
 433 classrooms. He has met with this person, and they are going to be in an investigatory phase. He
 434 will update the board as they look into those things.

435 • NAPE Assessment

436 They were randomly selected at C/W grade 4 and AMS Grade 8 to participate in the NAPE
 437 assessment in early 2022. They are required to do it and there will be more information
 438 forthcoming for those students.

439 • Covid Update

440 Right now, our dashboard which is kept up to date, there are 0 cases at the MVVS, 7 at C/W, 2 at
 441 AMS and 1 at Souhegan. The only school where it is beginning to be a factor is Clark Wilkins
 442 which triggers us to be in the green for the percentage of school cases. A number of those cases
 443 are in grade 4 and they have worked with DHHS and our school nurses to determine if there is a
 444 cluster, a problem, etc. There is nothing to report to date, but they are monitoring it closely.

445 Vaccination availability remains the same. There are more news reports, depending on what you
 446 look at, that perhaps the end of September will be approval for children aged 5-11 to have
 447 access to the Pfizer vaccination. If that happens it will help them quite a bit in their schools.

448 Regarding active cases per 100,000 population in both of our towns, he has a feeling the State's
 449 website lags a little bit behind. The test positivity rate has fluctuated quite a bit, it is at 4.9% for
 450 this region. That is the regional metric.

451 Vaccination rate by town is ticking up very slowly and they don't seem to be updated often.

452 Mr. Glover asked about a concept to promote vaccination when it is available.

453 Mr. Steel commented that he is concerned about encouragement from the school system and that
 454 is the family's decision. With staff, it was different because they are adults. They will do what
 455 they to support families but encouraging is a different story.

456 Ms. Kuzsma asked about changing the metric from 5 to 7%.

457 Mr. Steel explained that they tracked more with the metric at 7% than at 5%. There was a
 458 question about hospital bed availability being a metric. The metric shows to fail value as a
 459 leading or lagging indicator due to numbers remaining almost consistent over the last 18 months.

460 Mr. Gauthier noted that he would not support any sort of vaccination drive for any age through
 461 high school.

462 • Bus Transportation

463 Mr. Steel commented that the bus transportation has been difficult at best. They will be updating
 464 bus routes. With the new start times, about half of the elementary routes have been having a hard
 465 time getting to the schools on time. They have looked at the situation and there are two factors
 466 first, there are a lot of cars to navigate, second, some of the routes take longer because of the
 467 sprawl in town. The issue is not the capacity of the busses but the amount of time it takes. They
 468 are trying to avoid the need for additional buses and want to maintain the fleet that they have.
 469 They will have a Nixle coming out soon and are doing the absolute very best that they can with
 470 the school busses.

471 Regarding aftercare, they need people to drive a bus and be available to work an afterschool
 472 program. It is one of the difficulties to find bus drivers.

473 Lastly, Superintendent Steel requested the board to thank their building administrators. It has
 474 been a few incredibly challenging years.

475 The Board thanked Mr. Steel.

476 Mr. Eckhoff asked about an early check of the new school time.

477 Mr. Steel added that he is not sure about the overall sentiment, and they will do a survey in
 478 November/December.

479 VIII. Curriculum Mapping

480 Assistant Superintendent, Mr. Steven Chamberlin, noted that he is going to talk about guiding
 481 principles that may or may not align with curriculum mapping. There is a notion between
 482 coverage of content and ensured learning and coverage tends to be an adult term. They want to

483 turn that and focus on students and ensured learning. That is the goal. They do that by
484 implementing high quality instruction some might call it magnificent assessment and things like
485 that. One of the concepts is talking about ensured learning.

486 Another concept is that students are first, and they try to meet students where they are. Another
487 overarching principle is that less is more. It is better to ensure learning of a smaller amount of
488 content than just covering. The overall goal is strong alignment between the approved or the
489 visible curriculum, the taught curriculum, and the learned curriculum.

490 Their curriculum work begins with a nationally approved standards and what is taught is a
491 community/board collaborative decision but how it is taught is a team/teacher decision. What is a
492 group, but how is in the purview of the teacher.

493 The last guiding principal is that time is the currency of school improvement. Time is incredibly
494 important. The process of developing a map is an individual process and what they want it
495 collaborative process. It would be a necessary piece. Typically, you are doing a map of your
496 class and this district and school is dedicated to collaboration and working together. Your
497 allegiance becomes to the map and not the students and that can be an issue.

498 If the purpose of a map is accountability and what they are teaching, he is not sure map is the
499 best way to do that. He gave an example with one of the Domain Leaders. Sometimes you can
500 teach what is fun but is not connected to the standard. Within minutes the teacher linked the
501 lesson to the standard. If accountability is the goal, then being in classrooms with the lesson
502 being taught is the way to go.

503 Years ago, curriculum mapping was famous for butcher block paper. He is not at all against
504 curriculum mapping but is it the right place and time. They have an obligation to use the time
505 wisely and they are trying to not to disrupt classroom time. The summer is devoted to curriculum
506 work.

507 He hopes that it provides structure to curriculum work, and he is happy to answer questions.

508 Ms. Grund thanked Mr. Chamberlin. She inquired about the third piece of the three levels of
509 UBD curriculum. She believes that is where the curriculum questions are coming from.

510 Ms. Landwehrle replied that last level is the lesson planning for teachers. It is meant to be that
511 teacher autonomy piece. She works with a lot of homeschool families and knows that it is also
512 challenging. At the high school level, they provide a syllabus, and she is curious what the public
513 is looking for.

514 Ms. Grund commented that she is trying to figure out what is appropriate.

515 Mr. O'Keefe noted that they have had a lot of transparency maybe there is a middle point to see
516 that depth that they were accustomed to.

517 Ms. Kuzsma echoed what Ms. Grund. With remote families, Google Classroom was a lifeline for
518 the parents.

519 Ms. Parisi commented that listing more materials and resources would be helpful. They can also
520 provide enrichment when it is needed.

521 Mr. Glover questioned how they can address academic gaps in curriculum mapping.

522 Mr. Chamberlin replied that it is with collaborative approach strategies.

523 Ms. Taylor asked about the “Keep, Stop, Start” exercise.

524 Mr. Chamberlin replied a good example is with the Civil War.

525 Ms. Taylor asked where the Portrait of a Graduate fits in.

526 Mr. Chamberlin explained that it is going to connect with the students and the teachers are
527 excited to bring it all together.

528 Ms. Taylor inquired will it be linked in the system.

529 Mr. Chamberlin replied that it is a piece of the work study practices.

530 Ms. Taylor asked if there has been more consistency with

531 Ms. Parisi questioned if there were any Empower or curriculum nights.

532 Ms. Landwehrle replied that there are some plans for a Math Night, she is happy to do an
533 Empower Night. They are always open to ideas and suggestions

534 **Mr. Glover noted that he appreciates the effort. He motioned to offer the continued work**
535 **and support. Mr. Coughlan seconded the motion. The vote was unanimous, motion passed.**

536 **Mr. O’Keefe asked for a roll call vote: Peters-Yes, Taylor- Yes, Grund-Yes, Lawrence- Yes,**
537 **Eckhoff- Yes, Glover- Yes, O’Keefe- Yes, Gauthier- Yes, Coughlan- Yes, Kuzsma- yes,**
538 **Parisi-Yes, Conklin- Yes, Behm- Yes and Torres- Yes.**

539 IX. Policy BBBA- Discussion

540 Ms. Kuzsma noted that this policy is more around board members being able to substitute for the
541 SAU. There is no RSA about substitutes at all. They wanted to come to the board and find out
542 how to word this and their general feelings. There are pros and cons of each of the options. They
543 are short on substitutes, and it would be handy to add them to the pool.

544 Ms. Peters commented that if you are benefitting financially, it is not a great precedent.

545 Ms. Taylor remarked added that the policy does not say substitute teaching, its any non-salary
546 position. It is a conflict with BCB as a board member. It is dangerous territory to be in and
547 against the nature with how a board should work.

548 Ms. Grund agreed that there needs to be separation.

549 Ms. Lawrence noted that she is not in favor of subbing in any district.

550 Mr. Eckhoff commented that he would be in favor of subbing at a district that was not your
551 elected building.

552 Mr. Glover commented that the verbiage is not clear. Right now, the policy looks ambiguous.

553 Mr. Gauthier mentioned that he is not in favor of subbing in any of the buildings. He suggested
554 that they highlight the other positions

555 Mr. Steel referenced *Chapter 671- School District Elections- Nominations Section 671:18 "No*
556 *person employed on a salaried basis by a school administrative unit or by any school district*
557 *within a school administrative unit shall be a school board member in any district of the school*
558 *administrative unit. Salaried positions shall include, but are not limited to, the following:*
559 *teacher, custodian, administrator, secretary, school bus driver (if paid by the district), school*
560 *lunch worker and teacher's aide."*

561 Mr. Coughlan added that the language substitute teachers are stipend. The current policy
562 prohibits it, ask to Mr. Eckhoff's comments he it would be better and not attempt to be a
563 substitute.

564 Ms. Parisi remarked that she is torn on this decision. A black and white line is really, really hard.

565 Mr. Conklin commented that he landed in the thread the needle spot.

566 Ms. Behm commented that she wants it to be a safe spot for the staff, and not to have the staff
567 sensor themselves. It is hard to say because of course, it is always in the back of your head. She
568 would not be in support.

569 Mr. Torres echoed Ms. Behm. He is not sure he is for the policy as well.

570 Mr. O'Keefe added that the spirit of the RSA is to avoid conflict of interest. He is against them
571 serving in any paid role in the district.

572 Ms. Kuzsma noted that Mr. O'Keefe was the tie breaker.

573 Mr. Glover suggested that they get a legal opinion and add an interpreting paragraph.

574 Mr. Steel commented that they definitely need more people to substitute, and qualified people
575 are hard to find. It is going to be difficult to be seen as truly independent and it is unfortunate and
576 unfair. They could find a way to make it work but his concern would be the implication and view
577 of the other people.

578 Ms. Kuzsma added that the Policy Committee can draft language and come back to the board
579 next month.

580 Mr. Eckhoff inquired if will preclude him if he got his bus license.

581 Ms. Kuzsma added that they did have a board member that was also bus driver.

582 The Board thanked Ms. Kuzsma and Mr. Coughlan.

583 X. SAU Budget Committee Appointment

584 Mr. O’Keefe asked for members of the public to step forward and apply as a member of the
585 general public for the SAU Budget Committee. As a reminder, each member of the board has a
586 representative. Ms. Parisi is their board representative.

587 XI. Public Input II of II

588 Ms. Marilyn Gibson, Mack Hill Road, Amherst NH, commented encouraged the board to look
589 up Dr. Heidi Hayes Jacobs. It is not strict, and it is very flexible. Assessments are not all tests
590 and quizzes, formative and summative. There are many of you in here that do not know the
591 difference, it has not been given the attention that it needs. She believes that a committee should
592 be formed from PK-12 to investigate how curriculum mapping can actually help. It will align the
593 competencies and it is the perfect solution for vertical and horizontal meetings and all the
594 parents.

595 Mr. O’Keefe reviewed the process for the policies in September.

596 The Board thanked Ms. Gibson for her comments.

597 XII. Meeting Adjourned

598 **Ms. Kuzsma motioned to adjourn the meeting at 8:05PM. Mr. Coughlan seconded the**
599 **motion. The vote was unanimous, motion passed.**

600 **Mr. O’Keefe asked for a roll call vote: Peters-Yes, Taylor- Yes, Grund-Yes, Lawrence- Yes,**
601 **Eckhoff- Yes, Glover- Yes, O’Keefe- Yes, Gauthier- Yes, Coughlan- Yes, Kuzsma- yes,**
602 **Parisi-Yes, Conklin- Yes, Behm- Yes and Torres- Yes.**

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