

SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL
Superintendent of SchoolsCHRISTINE M. LANDWEHRLE
Assistant SuperintendentMARGARET A. BEAUCHAMP
Director of Student Services**Souhegan Cooperative School Board Meeting**Monday March 25, 2019 – 6:00 PMSouhegan High School
412 Boston Post Road
Amherst, NH 03031

Agenda Item	Time	Desired Action	Backup Materials
Pledge of Allegiance	6:00 PM		
Organizational Meeting Call to Order	6:00 PM	Superintendent Adam Steel to call the organizational meeting to order	
Board Organization	6:00 PM	Oaths of Office Election of Officers Committee Assignments	Organizational Meeting Guide
Regular Meeting Call to Order	6:15 PM		
Public Input	6:20 PM		
Superintendent's Report	6:25 PM	Possible Board Action Tuition Reimbursement Limit; FY 21 Budget	
Principal's Report	6:25PM	No Board Action Needed	Principal's Report
Consent Agenda Approval	6:40 PM	1. Approve Minutes of February 19, 2019 2. Accept Unanticipated Revenue #1 \$23,000. 3. Accept Unanticipated Revenue #2 \$2,000	2/19/19 Draft Minutes
			Unanticipated Revenue #1
			Unanticipated Revenue #2
Deeper Learning	6:45 PM	No Board Action Needed <i>Christine Landwehrle, Assistant Superintendent to update the Board on the Math Consulting Report</i>	
School Culture & Climate	N/A		
Learner/Student Growth	6:55PM	No Board Action Needed	2019 Grading & Reporting
		<i>Christine Landwehrle, Assistant Superintendent to update Board Grading & Reporting</i>	
Learner Agency	N/A		

Operational Effectiveness	<i>N/A</i>	
Non-Public Session	<i>7:00 PM</i>	91- A:3 II (a), (b) (c)
Meeting Adjourned	<i>7:45 PM</i>	

Future School Board Meeting Dates

Date	Day	Time	Meeting Type	Location
April 16, 2019	Tuesday	6:00 PM	Regular	Souhegan
May 28, 2019	Tuesday	6:00 PM	Regular	Souhegan
June 11, 2019	Tuesday	6:00 PM	Regular	Souhegan

Souhegan Board Organizational Meeting

March 25, 2019

Oath of Office for New Members

("Elect" write-ins if applicable)

(Discuss procedure going forward to Appoint members if applicable (Post positions, etc.))

Board Member Name	Cell #	Work #	Email Address

Election of Officers

Board Member Position	Board Member Name
Chair	
Vice Chair	
Secretary	

Committee Assignments

Committee	Board Member Assigned
Advisory Finance Committee Liaison	
Manifest Signatures (2)	
Athletic Liaison Committee (2)	
CIP – Capital Improvement Plan Committee	

SCSD Board Organizational Meeting

March 25, 2019 (continued)

Committee Assignments

Community Council Liaison	
PPC Liaison (2)	
PTSA Liaison (2)	
Brick School Committee	
NHSBA	
Policy Committee (2)	



Souhegan High School
412 Boston Post Road Amherst, NH
Inspiring Students to Create Futures with No Limits



What's Happening?

Website: <https://www.sau39.org/shs>

Newsletter:

Highlights/Recognitions:

[HYPE Conference](#)
[2019 Scholastic Art Award Competition](#)
[Spring Musical Mamma Mia](#)

Community Council

A primary objective of Council this year has been a review and revision of the CC By-Laws. To date, there have been several changes:

- Article IV-Membership
- Article V-Removals, Vacancies, and Attendance
- Article VI-Executive Council

Next Steps Include:

- Article VIII
- Article X
- Article XI
- Article XIV
- Article XVI
- Article XVII

The links below:

[Original By-Laws Document](#): Revised Areas Highlighted Yellow Next Steps Highlighted Green
[By-Law Changes](#): Includes original and revised language

Interpretation Committee

The Souhegan High School Constitution

Preamble

In the words of our Mission Statement, Souhegan High School aspires to be a community of learners born of respect, trust, and courage. Community in that Souhegan encourages its many diverse constituents to become involved in their governance. Respect in that each governing body respects the decisions of the others. Trust in that each governing body trusts the others to govern. Courage in that the members that comprise all governing bodies have the courage to speak their minds on issues that matter to them and to seek solutions to problems that they encounter. In an effort to clarify and define the roles, rights, and responsibilities of each of these diverse groups in the governance of Souhegan, we present this Constitution to the Souhegan Community

Article V

Section 3:

Interpretation Committee:

- 1 student member elected by the entire student body,
- 1 faculty/staff member elected by the entire faculty and staff,
- 1 member of the Administrative Team chosen by the Administrative Team,
- 1 member of Community Council chosen by Community Council, and
- 1 School Board member chosen by the School Board.

Week of March 15	Week of March 22	Week of March 29	Week of April 5
Confirmed: Admin	Confirm: Council member Faculty	Confirm: School Board Student Body	Initial Convening of Committee

Once members confirmed, the Interpretation Committee will convene for the following:

Natalie Berger, Dean of Faculty will guide the group in a protocol.

Objectives:

- Extensive review of document
- Clear appreciation/understanding of responsibilities
- Common appreciation/understanding of proposed change process

Potential Protocols

[Making Meaning](#)
[Text Based Seminar](#)

Thoughtful Classroom:
System for observing, evaluating and refining classroom practice.

Teacher Effectiveness Framework:

- 4 Cornerstones: Organization, Rules and Procedure
 - Positive Relationships
 - A Culture of Thinking and Learning
 - Engagement and Enjoyment
- 5 Episodes: Preparing Students for New Learning
 - Presenting New Learning
 - Deepening and Reinforcing Learning
 - Applying Learning
 - Reflecting on and Celebrating Learning
- Dimension 10: Professional Practice

Frontline:
Administrative software to manage our Thoughtful Classroom system.
Provided below are screenshots of what will be displayed at Board meeting.

Classification(s): Building(s):

Eval Type(s):

Component(s):

Form(s):

Evaluation Administration - Detail View

Save Current View Delete Current View Clear Filters Exclude Ad-Hoc Elements Views: Scully

Element	Component	Admin	Eval Type	Eval Start Date	Eval End Date	Schedule	Status	Date Completed
Teacher Self-As...	Teacher Self-As...	Scully, Robert	Continuing Cont...	08/15/2018	06/30/2019	N/A	Complete	12/18/2018 1:2...
Informal Observ...	Informal Observ...	Scully, Robert	Continuing Cont...	08/15/2018	06/30/2019	Date: 01/09/2019 Time: 09:45 AM... Where: Room 1... With: Scully, Ro... Download Cale...	In Progress	
Informal Observ...	Informal Observ...	Scully, Robert	Continuing Cont...	08/15/2018	06/30/2019	Not Scheduled	Not Scheduled	
Informal Observ...	Informal Observ...	Scully, Robert	Continuing Cont...	08/15/2018	06/30/2019	Date: 01/08/2019 Time: 10:00 AM... Where: Not spe... With: Scully, Ro... Download Cale...	Awaiting Ackno...	03/12/2019 10...

Screenshot:
Detail view includes:
Element/Component: This indicates which event is being addressed
Status: Indicates where in the process the element is:
Complete
In Process



Not Scheduled

Awaiting Acknowledgement-sent by administrator to teacher

Awaiting Finalization-administrator finalizes after teacher acknowledgement

Teacher Self Assessment

Teachers self assess on criteria in each cornerstone and dimension.

Date: 12/17/2018

Self-Assessing Dimension One: Organization, Rules, and Procedures

Essential Question: How do you organize your classroom to enhance learning and establish rules and procedures that clarify expectations?

How would you rate yourself at...

SAU 39 Teacher Self-Assess Dimension 1

Criteria	Novice	Developing	Proficient	Expert	N/A - Not Applicable
1.1: Organizing classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet your overall goals and objectives?	I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.	I do this in my classroom, but only notice positive effects on student learning sometimes.	I do this well and notice consistent positive effects on student learning.	I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.	This does not apply to my work in school.
1.2: Keeping the flow of activities in the classroom moving smoothly?	I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.	I do this in my classroom, but only notice positive effects on student learning sometimes.	I do this well and notice consistent positive effects on student learning.	I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.	This does not apply to my work in school.

Dimension One - Impact on Student Learning

REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- Show respect for each other and the classroom.
- Have access to necessary supplies and resources.
- Understand and follow classroom rules and procedures.
- Make good use of their time.
- Know what to do (self-directed).
- Take responsibility for their own learning
- Have a positive attitude.
- Use conflict-resolution techniques when there is a disagreement.

Dimension One - Reflection Notes

Evidence of my commitment to this dimension...

My classroom is always organized and I move the desks frequently based on the needs of a particular lesson or activity so that students can focus on the learning of class. While rules are not posted in the classroom, they are in the syllabus given to all students and posted on google classroom and are in line with school-wide expectations and norms.

Ideas for improving in this dimension...

Continue to enforce these and be transparent.

Excerpt from Informal Observation:

Organization, Rules, and Procedures

How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?

Teacher Indicators:

1.1 Organizes Classroom for Safety and Learning

Evident

1.2 Maintains Smooth Flow of Activities

Evident

1.3 Establishes Classroom Rules and Procedures

Not Evident

1.4 Provides Clear Task Directions

Evident

1.5 Manages Student Behavior

Feedback on Practice

Providing meaningful feedback to teachers on their practice is essential for professional growth. Based on your observation(s), use this simple feedback protocol (Provide Evidence, Praise, Pose, Propose) to provide quality feedback to the teacher.

Provide Evidence: List specific, descriptive data about what you observed.

Classroom organization excellent
Access to materials enhances learning-
Use of tech enhances learning-
Direct contact with majority of students during the activity-
Great follow up questions-

Pose: Ask questions that foster reflection on teacher's decisions and their impact.

In what ways do you consciously create a positive "feeling tone" in your classroom (e.g., knowing and using students' names, making eye contact, random calling)?

What did you do to differentiate instruction to meet different learning needs? Is there anything you would do differently?

Praise: Recognize positive teaching behaviors that enhance learning.

Great use of data to inform students of their areas of need-

Propose: Decide--collaboratively if possible--on how to improve practice.

Class is always very comfortable and engaged-
There are, however, some more reserved students-
Consider some techniques that would assure you of their understanding-

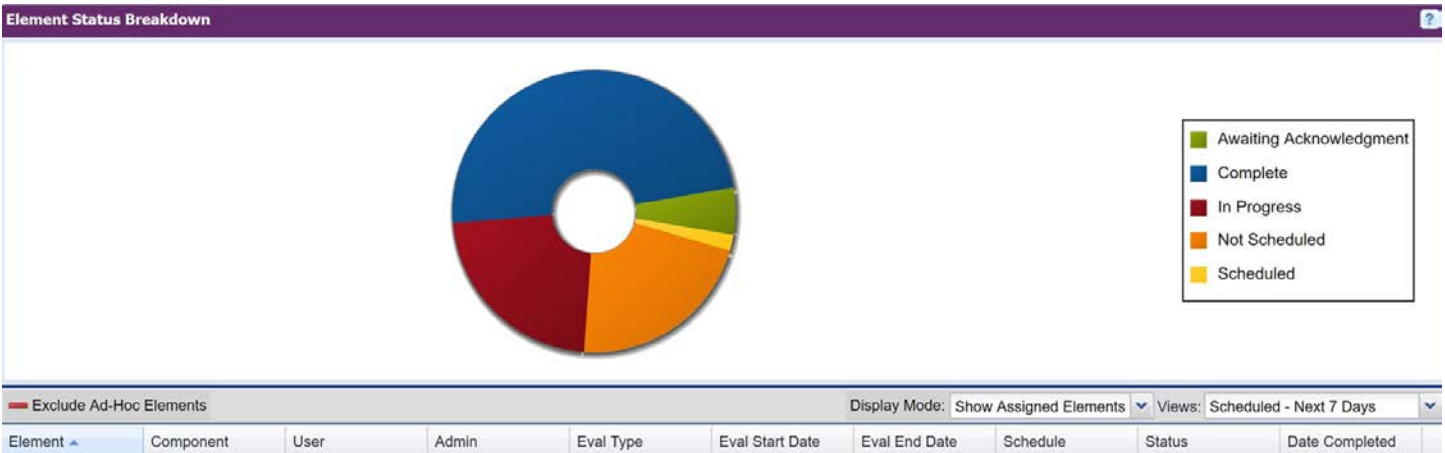
Formal Observation

Includes pre, formal and post

Formal Observation		0 of 3	In Progress			
Element Name	Schedule/Assigned Admin	Status				
Pre-Observation Conference Form	Date: 03/14/2019 Time: 01:00 PM - 01:00 P... Where: A103 With: Scully, Robert Download Calendar File	In Progress				
Formal Observation	Date: 03/14/2019 Time: 10:00 AM - 10:00 A... Where: Not specified With: Scully, Robert Download Calendar File	In Progress				
Post Observation Conference Form	Date: 03/14/2019 Time: 10:00 AM - 10:00 A... Where: Not specified With: Scully, Robert Download Calendar File	In Progress				

Status Breakdown

Provides status updates-



1 Souhegan Cooperative School Board Meeting

2 Tuesday, February 19th, 2019

3 Meeting Minutes-Not Approved

4 Administrative Team: Christine Landwehrle- Assistant Superintendent, Rob Scully- Principal
5 SHS, Kathy White- Dean of Faculty, Kelly Driscoll- Dean of Students, and Aimee Gibbons-
6 SHS English Teacher.

7 Souhegan Cooperative School Board: Jim Manning- Chair, Pim Grondstra- Vice Chair, Steve
8 Coughlan- Secretary and Amy Facey.

9 Minute Taker: Danae Marotta

10 Public: Shannon Hargreaves- SHS Student Videographer, Joe Bennett- SHS Student/CC Liaison,
11 Lisa Eastland- SHS PTA Liaison, 19 River Road, Amherst NH and Laura Taylor, Amherst NH.

12 I. Call to Order

13 **Chair Mr. Jim Manning, called the meeting to order at 6:08PM.**

14 II. Public Input

15 Ms. Lisa Eastland, SHS PTA Liaison, 19 River Road, Amherst NH, noted that 80's Night was a
16 great success, they will be awarding three seniors \$500 scholarships in May.

17 They are also hosting a Meet the Candidates night here in the SHS Auditorium on Tuesday,
18 March 5th starting at 6:30PM. They want to give the community an opportunity to meet the
19 candidates and ask questions. It will run similar to what the Town does.

20 Lastly, the SHS PTA is looking for volunteers to keep their good work going. She has sent out
21 letters and the families should be receiving them soon.

22 The Board thanked Ms. Eastland.

23 III. Superintendent's Report

24 Assistant Superintendent, Ms. Christine Landwehrle, mentioned that Superintendent, Mr. Adam
25 Steel, had a personal matter to attend to and she will be sharing a few updates with the Board.

26 Math Acceleration

27 Ms. Landwehrle explained that they changed the acceleration process slightly at the Middle
28 School a few years ago. They now have a summer program for students that have finished 7th
29 grade math, in the regular math pathway and can take a summer math course. As long as they
30 show that they have mastered all the competencies, they are able to move into the 8th grade
31 compacted course.

32 Once they come here to the high school, they can take two classes at the same time, and cannot
33 completely overlap. It is a little more of an independent study. Khan Academy now has
34 integrated math courses. Math Teacher, Ms. Ane Swift, was able to match up each of the SHS

35 classes and the Khan Academy courses. So not only are students able to use VLACS and the
36 VLACS course for math acceleration, but the Khan Academy in the videos. This provides that
37 structure for the independent study and the online course and allows for students that are stuck,
38 and their teacher is not readily available, they can now log in to Khan Academy and view those
39 tutoring videos. That was one of the missing links in math acceleration.

40 They had a really great Parent Night a few weeks ago and were able to explain that to parents.
41 They are trying to help students through that extra piece.

42 Ms. Facey gave her support, and asked about an 8th grade compacted course before they get to
43 the HS. This is so that they can start at Core II and not Core I.

44 Ms. Landwehrle replied that the challenge is getting enough students. What they have done in
45 the past is to do it more independently, and then where is the responsibility in regards to the
46 budget. They haven't offered it in the past, and it is a good question.

47 Ms. Facey asked for a path for students in the summer acceleration.

48 Ms. Landwehrle discussed that it is a half-year course that they have condensed over the
49 summer. She is wondering if the opportunity needs to be later.

50 Mr. Coughlan asked about summer course on a cost basis for the parents.

51 Ms. Landwehrle replied that is summer school for students that haven't passed a course and it is
52 individually designed for the student.

53 Ms. Facey mentioned that they have summer courses for students that need support and should
54 have courses for those that want to excel.

55 Ms. Landwehrle commented on the reasoning in paying for summer school. She then added that
56 she will look into it.

57 Mr. Manning asked how are they communicating to parents that there is an opportunity to
58 accelerate at AMS before they get to the high school.

59 Ms. Landwehrle replied that they send a letter home, usually in April or May, to every 7th grade
60 family in with a student in the traditional math pathway.

61 Mr. Manning asked what do they do for the 6th grade students.

62 Ms. Landwehrle replied that they send a letter home letting them know that their student will be
63 taking a placement test and informing them of the math placement process. They then send
64 another letter home informing them of placement for the following year and let them know if
65 their child is not in the accelerated pathway that there will be an option at the end of the year.

66 Alternative Manifest Signers for the Month of March

67 She explained that Superintendent Steel is looking for alternative signers for the Manifest.
68 Voting will take place, Tuesday, March 12th.

69 Mr. Grondstra volunteered to be a signer for the March Manifest.

70 The Board thanked Mr. Grondstra.

71 2019-2020 School Calendar

72 Ms. Landwehrle noted that Superintendent Steel had presented this calendar at the recent SAU
73 Meeting. They had made some changes in regards to November and discussion around
74 conferences and the In-service day. She added that she is looking for a motion to approve this
75 calendar.

76 Mr. Grondstra asked about November 1st.

77 Ms. Landwehrle replied, that is for Parent Teacher Conferences. The teachers have expressed
78 that the day after Halloween tends to be a harder day to get the students to concentrate.

79 She further explained that they probably need to start school before Labor Day for the 2020-2021
80 School Year. She is just letting the Board know in advance.

81 **Mr. Steve Coughlan motioned to accept the 2019-2020 School Calendar as presented. Mr.**
82 **Pim Grondstra seconded the motion. The vote was unanimous, motion passed.**

83 The Board thanked Assistant Superintendent Landwehrle.

84 IV. Principal's Report

85 Principal of SHS, Mr. Rob Scully, highlighted, Poetry Out Loud, Wintercession Parent Night,
86 NCAA Informational Night and Fang Fest Week.

87 In the theme of Student Agency, students from Ethics Forum HYPE presented at the APA
88 conference Jan 9th in New York. Their presentation, titled, "Introducing 'HYPE': Hosting Young
89 Philosophy Enthusiasts," with Mr. Chris Brooks, from the University of New Hampshire
90 Durham, and Ms. Kelli Braley and students, outlined the student experience and involvement in
91 developing the HYPE conference.

92 The evolution of digital media has created emerging markets in digital publication and varying
93 forms of communication. SaberDigital Magazine incorporates 21st century digital storytelling
94 tools to create internet content for *The Claw*, their online digital magazine.

95 They have made great investment in developing authentic student learning experiences-
96 opportunities that engage outside expertise and extended learning opportunities. Many of these
97 new opportunities occur in their SaberDigital course.

98 To kick off the new year, *The Claw* has a terrific opportunity to work with professional
99 journalists from around the state. The Granite State News Collaborative has invited their students
100 to help tackle some rather salient issues affecting adolescents and adults. The issues of mental
101 health and opioid addiction are trending in the state/national news cycle, but many of the
102 published stories focus on the tragedy that comes with these issues and not necessarily potential
103 solutions.

104 The Granite State News Collaborative is looking to change that narrative by bringing more in-
105 depth coverage to New Hampshire's mental health resources and opioid addiction by reporting

106 on who is providing help and the best methods for tackling these growing problems. The
107 Collaborative is composed of 11 state news outlets. *The Claw* is the first high school news outlet
108 to join the collaborative and is tasked with providing a teenager's perspective on these issues.
109 There is strong potential for *The Claw's* reporting to be spread across the State and featured
110 across the multiple news outlets.

111 Additionally, the collaborative has teamed up with Solutions Journalism Network and Purple
112 States; two nationally recognized journalism programs, to train their *Claw* staff in investigative
113 reporting, podcasting and video journalism.

114 This is a terrific opportunity for students to gain real-world journalistic experience and to use
115 their voice to bring positive social change to our community.

116 Mr. Manning asked the Board for questions or comments.

117 Mr. Coughlan remarked that they have a Policy for the Board to approve trips outside of New
118 England. He then added that there was a recent trip to California and New York that the Board
119 did not approve.

120 Mr. Manning agreed with Mr. Coughlan.

121 Principal Scully replied that he will get back to the Board.

122 Mr. Manning thanked Principal Scully.

123 Ms. Landwehrle noted that she is thinking that Policy is about Field Trips and not about students
124 presenting at a conference.

125 Mr. Coughlan added that this is somewhat new territory in that students were presenting. He
126 noted that there are still risks to the trip.

127 Mr. Grondstra suggested that the Policy Committee review that policy and further clarify the
128 definition.

129 The Board agreed.

130 Ms. Facey asked Principal Scully about the Interpretation Committee work.

131 Principal Scully replied that he has an update scheduled for next month. They are still looking
132 for a faculty member and there was work on the Bylaws and the proposal process.

133 Ms. Facey noted that she is thinking that they still need a Board Member.

134 Mr. Manning agreed, adding he is thinking that they were waiting for a Board Member after
135 March voting.

136 Ms. Facey asked about metrics on Teacher Leader Evaluation/Effectiveness and observations
137 and PD. She then asked if they can put it as a Future Agenda Item and how is it going in general.

138 Mr. Scully replied, yes, things are going well and they adjusted the informal numbers from 4 to
139 3. The most profound thing is their professional growth plan aligned to their professional
140 development then aligned to their goals.

141 Mr. Manning asked about the amount of observations per year, per teacher.

142 Ms. Landwehrle replied, a minimum of 3 informal observations, with formal observations in
143 years 1-5, then once every three years for their tenured teachers.

144 Mr. Manning asked about the metrics.

145 Ms. Landwehrle replied that they have a new system and can bring it to the Board at the next
146 meeting.

147 Mr. Manning gave his support for the new format of the Principal's Report. He added that they
148 still want to know what is going on at the School, challenges, what is working, what is not
149 working and what are they doing to rectify it. He then asked Principal Scully for the three top
150 challenges that they are facing.

151 Principal Scully, replied continuation of Curriculum and Assessment, and Security/Facilities as a
152 project that they want to bring to fruition. He noted that pre-Trello they had an Agenda setting
153 meeting and that was helpful. He then suggested that they consider that for next year.

154 Mr. Manning commented about what their role is as a Board.

155 Mr. Grondstra echoed Mr. Manning and added with all projects, he would like to have a timeline.
156 He then suggested using a simple traffic light system.

157 Ms. Facey noted that she would agree with Mr. Grondstra as well. She then added that she is in
158 the school, with Community Council, every Monday.

159 Mr. Coughlan remarked that change is hard and the number one reason why they are on the
160 Board is for the students.

161 Mr. Manning asked the Board if there was any further questions and comments.

162 He then noted, in regards to Competency Based Education and Implementation, that he has
163 gotten some emails from parents, and that he has heard that the implementation was done at
164 AMS one way and then implemented here at Souhegan another way.

165 Ms. Landwehrle replied that she can clarify this during her presentation on the Mastery
166 Transcript Consortium. She further explained that it is a different process because here at
167 Souhegan, they have transcripts to send to colleges.

168 The Board thanked Principal Scully.

169 V. Consent Agenda

170 Mr. Manning replied that they have four items on the Consent Agenda. 1. Approve Minutes of
171 January 28, 2019, 2. Approve Treasurer's Report, 3. Accept Unanticipated Revenue \$3,000 and
172 4. SHS Field Trip Approval for Feb-March 2020.

173 SHS English Teacher, Ms. Aimee Gibbons, noted that they now have a new electric form on file.
174 Ms. Landwehrle added that this is just a revision and a little easier to read.

175 The Board thanked Ms. Gibbons.

176 Mr. Grondstra asked for the title of the trip of at the top.

177 Dean of Students, Ms. Kelly Driscoll, responded that it was on the updated form.

178 **Mr. Steve Coughlan motioned to approve the Consent Agenda items 1. Approve Minutes of**
179 **January 28, 2019, 2. Approve Treasurer’s Report, 3. Accept Unanticipated Revenue \$3,000**
180 **and 4. SHS Field Trip Approval for Feb-March 2020. Mr. Pim Grondstra seconded the**
181 **motion. The vote was unanimous, motion approved.**

182 VI. Deeper Learning

183 Assistant Superintendent Landwehrle began her presentation on the Mastery Transcript
184 Consortium by explaining “Today because of rapid economic and societal changes, schools have
185 to prepare learners for jobs that have not yet been created, technologies that have not yet been
186 invented and problems we don’t yet know will arise...Education today is much more about ways
187 of thinking which involve creative and critical approaches to problem-solving and decision
188 making it is also about ways of working Including communication and collaboration...”

189 She then explained that Mastery Transcript Consortium is looking at developing at transcript that
190 schools that are fully mastery based use.

191 Ms. Landwehrle then reviewed MTC’s Core Principles.

- 192 • Consistent Transcript Format- Transcript has to be readable by college admission officers
193 (once trained) in less than two minutes. Therefore, the transcript format has to be
194 reasonably consistent across MTC schools.
- 195 • Schools define their own Mastery Credits- The performance areas, credit standards
196 (rubrics, etc.) and credits are specific only to the individual crediting school, and will
197 never be standardized across schools.
- 198 • Students will be credited for mastery of content and skills- Letter grading (or numerical
199 equivalent) will not be used.

200 She then reviewed the approach:

- 201 • Credits within and across multiple subjects- interdisciplinary credits
- 202 • Credit for demonstrated level of mastery through portfolio demonstration (online only)
- 203 • Clear credit with school-created definitions of mastery (either credit or no credit, no
204 letters or numbers)
- 205 • Non-cognitive/social and emotional learning in addition to knowledge and skills, your
206 work study practices.

207 This prototype of the transcript landing page allows students to highlight select projects and
208 work samples to place in their mastery transcript.

209 Ms. Landwehrle discussed that, looking ahead, they are working towards developing a standards-
 210 based transcript for use starting in the 19-20 school year for grade 9, (class of 2023), continue to
 211 be involved with MTC's work and work with other NH MTC partners to more fully develop a
 212 regional partnership.

213 She explained that they did not want to create a disadvantage for their students by giving two
 214 different types of transcripts.

215 Mr. Coughlan gave his support for digital portfolios. He commented that the curriculum for ELA
 216 noting that the competencies are very fine grained.

217 Ms. Landwehrle replied, what they did was build a learning target level.

218 Mr. Manning asked what percentage of teachers are using Empower consistently.

219 Ms. Landwehrle replied, all the 9th and 10th grade core team teachers.

220 Mr. Manning asked about teacher feedback with using Empower.

221 Principal Scully replied that it has been a lot more positive with the students understanding.

222 Mr. Manning commented on High Tech High in California.

223 Principal Scully discussed that they first began with tools and approaches and although, they are
 224 using new tools, it is still natural to them.

225 Dean of Faculty, Ms. Kathy White, commented that she is a founding SHS faculty member. She
 226 believes in the work they are doing, with the competencies and standards, and it is bringing it all
 227 together to a level of where they want to be.

228 Mr. Grondstra gave his support for being in the forefront of education, however, until it becomes
 229 the norm or a majority of schools using it can be concerning. He appreciates them taking a
 230 slower approach.

231 Mr. Manning remarked that there was an email he sent to the entire Board earlier this week and
 232 would like it to be included in the Minutes.

233 Over the last year, he personally contacted 20 college admissions offices/directors. He then read
 234 the order of the schools. He asked if the Mastery Based Transcripts are putting the students at a
 235 competitive disadvantage. They responded by explaining that they get all types of transcripts.

236 *Sent to the Board on Thursday, February 14, 2019 6:49 PM*

237 *"Dear Board,*

238 *I wanted to let everyone know, I've done some independent investigation regarding competency*
 239 *based grading to find out for myself what disadvantage our students may be at as we move to this*
 240 *system. Over the course of the last year, I've spoken to about 19 colleges and universities. Today*
 241 *I reached my goal of 20 in speaking to <REMOVED DUE TO PRIVACY>. Our discussion was*
 242 *insightful and made me more confident we've made the right decision. I asked <REMOVED*
 243 *DUE TO PRIVACY> to follow up with an email I could share with you. I'd ask board members*

244 *to call her with any follow up questions. Ultimately, her response was almost identical to the*
 245 *other 19 institutions of higher education. They include:*

246 *University of New Hampshire at Durham*

247 *MIT*

248 *Dartmouth*

249 *Yale*

250 *Harvard*

251 *Stanford*

252 *Brown*

253 *Bates*

254 *University of Texas at Austin*

255 *University of Massachusetts at Amherst*

256 *Wellesley*

257 *Notre Dame*

258 *Saint Michael's College*

259 *Northeastern*

260 *University of Chicago*

261 *University of Michigan*

262 *The Ohio State University*

263 *Clarkson*

264 *Saint Lawrence University*

265

266 *Change is difficult. But in connecting with these 20 amazing institutions of higher education, I*
 267 *believe this is a change we'll worth it, provided we have outstanding execution from all teachers*
 268 *and they are "all in" from day #1 with impeccable oversight from building leadership.*

269 *Regards,*

270 *Jim*

271 Mr. Manning then noted the response that he received:

272 *"James,*

273

274 *Thank you for contacting us. Freshmen admission decisions are based on a variety of factors are*
 275 *that are considered holistically before a decision is made. Detailed information about our review*
 276 *process can be found [here](#).*

277

278 *The goal of the University of Illinois admissions review process is to select, from the large and*
 279 *growing pool of applicants, those individuals who have challenged themselves academically and*
 280 *shown commitment to activities and service expected of University of Illinois alumni. In lieu of a*
 281 *traditional grading scale, our reviewers are trained to consider the curriculum of the school and*
 282 *therefore, an academic record in the context of the school profile. It is important to note that*
 283 *although high school performance and standardized test scores are important indicators of*
 284 *academic achievement, they only tell part of the story. To be clear, students who apply to Illinois*

285 *with a non-traditional transcript will not be at a disadvantage in review.*

286

287 *I hope this information is helpful. If you have further questions, please don't hesitate to have*
 288 *your board members contact me directly and I would be happy to assist.*

289

290 *Regards,*

291 *<REMOVED DUE TO PRIVACY>*

292

293 ***Office of Undergraduate Admissions***

294 ***University of Illinois at Urbana-Champaign***

295 *901 W. Illinois Street | Suite 103 | Urbana, IL 61801*

296 *Phone: 217-333-0302 | Email: admissions@illinois.edu | Fax: 217-244-4614*

297 *admissions.illinois.edu*

298 Ms. Landwehrle added that do plan on having a GPA on the sample transcript. They have not
 299 computed class rank in about 10 years, and don't plan in doing that, but will be happy to share
 300 that information with the schools.

301 Mr. Manning asked the Board for any questions.

302 The Board thanked Assistant Superintendent Landwehrle.

303 VII. School Culture and Climate

304 Community Council Liaison, Mr. Joe Bennett, gave the Board an overview of what they are
 305 doing. They just passed their first proposal of the year regarding legislation for any high school
 306 classes taken during middle school, credit has to be given. The middle school credit that is given
 307 should not affect their GPA of high school. They will award the credit but no change to the GPA.

308 Ms. Facey reminded the Board that in response to the legislation that was passed, they passed a
 309 Policy in November. She then read Policy IMBD- High School Credit for 7th and 8th grade.

310 Mr. Coughlan asked how is it going to be implemented.

311 Mr. Bennett replied that they will be starting with next year's 9th grade.

312 Ms. Landwehrle noted that she has been speaking to Ms. Karen Chininis, Director of Guidance,
 313 about it being in printed form somewhere for students and parents.

314 No motion to approve is needed.

315 The Board thanked Mr. Bennett.

316 VIII. Public Comment

317 Ms. Lisa Eastland, 19 River Road, recommended having a pre-calculus summer class. In
 318 addition, the incoming 8th graders are used to seeing rubrics and it is not in place here. She

319 appreciates that the 9th and 10th grade Core teams using Empower but there is a link that is
320 missing that needs to be evaluated.

321 Ms. Laura Taylor, Amherst NH, commented that she is nervous about changing the reporting in
322 the transcripts and that it is very complicated. She finds it concerning as a parent and believes
323 those with more traditional transcripts will be at a greater advantage. She is wondering of the
324 twenty schools Mr. Manning contacted, how many of them are top engineering schools. She
325 further discussed that she has reached out to schools and one had mentioned that they have not
326 heard of Competency Based Education and Mastery Learning.

327 She then noted her concern with metrics and accountability.

328 Mr. Manning commented that he will certainly reach out to more engineering schools.

329 He then asked Ms. Taylor if she would mind letting the Board know what school she called that
330 was not aware of Competency Based Education and Mastery Learning.

331 Ms. Taylor replied, no, not at this time.

332 Ms. Landwehrle clarified that they weren't moving forward with the more portfolio based
333 transcript, but more of a hybrid.

334 The Board thanked Ms. Eastland and Ms. Taylor for their comments.

335 IX. Non-Public Session

336 **Ms. Amy Facey motioned to enter into Non-Public Session RSA 91-A:3 II (c) at 8:00 PM.**

337 **Mr. Pim Grondstra seconded the motion. The vote was unanimous, motion passed.**

338 **Mr. Manning called a Roll Call: Manning- Yes, Grondstra-Yes, Coughlan-Yes, Facey-Yes**

339 X. Meeting Adjourned

340

MEMO



School Administrative Unit 39
1 School Street
P.O. Box 849
Amherst, NH 03031
Phone: 603-673-2690
Fax: 603-672-1786

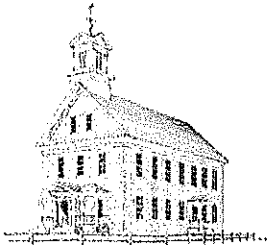
Date: 03/25/2019
To: Adam Steel, Superintendent of Schools
From: Sarah Jardim-Lee, Accountant
Re: Unanticipated Revenue

Unanticipated revenue in the amount of \$23,000 has been received by the Souhegan Cooperative School District this month.

Requested Board Actions

1. Motion: To accept unanticipated revenue in the amount of \$23,000.00 from the Assessment Learning Project in support of PACE. These funds shall be accepted into the Special Revenue Fund.

MEMO



School Administrative Unit 39
1 School Street
P.O. Box 849
Amherst, NH 03031
Phone: 603-673-2690
Fax: 603-672-1786

Date: 03/25/2019
To: Adam Steel, Superintendent of Schools
From: Sarah Jardim-Lee, Accountant
Re: Unanticipated Revenue

Unanticipated revenue in the amount of \$2,000.00 has been received by the Souhegan Cooperative School District this month.

Requested Board Actions

1. Motion: To accept a donation in the amount of \$2,000.00 from Merrimack College to support the Ethics Forum, Hype. These funds shall be accepted into the Student Activity Fund.

SOUHEGAN HIGH SCHOOL
Student Activity Fund
Credit Voucher

6715

Date: March 7, 2019

Club/Activity: Ethics Forum HYPE

Contact Person: Sloan Fahey

Amount deposited to account: \$2,000.00

Fund Source: Ethics Forum
HYPE

Notes: Merrimack College - HYPE

THE FACE OF THIS CHECK IS PRINTED BLUE - THE BACK CONTAINS A SIMULATED WATERMARK

MERRIMACK COLLEGE
315 Turnpike Street
North Andover, Massachusetts 01845

TD Bank
DISBURSING ACCOUNT
***** 02/14/2019
CHECK NO.: 178329

53-7054
2113

178329

NOT VALID
AFTER 90 DAYS

PAY EXACTLY **2,000** dols **00** cts \$*****2,000.00*

Souhegan High School
SHS Activities Fund
412 Boston Post Rd
Amherst, NH 03031

[Signature]
PRESIDENT

⑈ 178329 ⑈ ⑆ 211370545⑆ 8252624917⑈

Kate~ please add to school board agenda
thnx
pam

Assessment, Grading and Reporting Update

SOUHEGAN
COOPERATIVE
SCHOOL BOARD

MARCH 2019

This Year

Grade 9 and 10 team teachers

- Developed mastery-based team handbooks
- Using mastery-based grading practices
- Using Empower for all scoring and providing students with Empower reports
- Students are still getting traditional report cards

Off-Team and Grade 11 and 12 Teachers

- Working on articulating standards, competencies and scoring rubrics

Next Year

Grade 9 – all teachers

- Mastery-based grading practices
- Empower for scoring
- Official progress reports from Empower
- Using Empower with students
- Parents will access Empower

Grade 10 – all teachers

- Mastery-based grading practices
- Empower for scoring
- Traditional report cards but Empower reports can be shared with students
- Optional use of Empower with students

Next Year

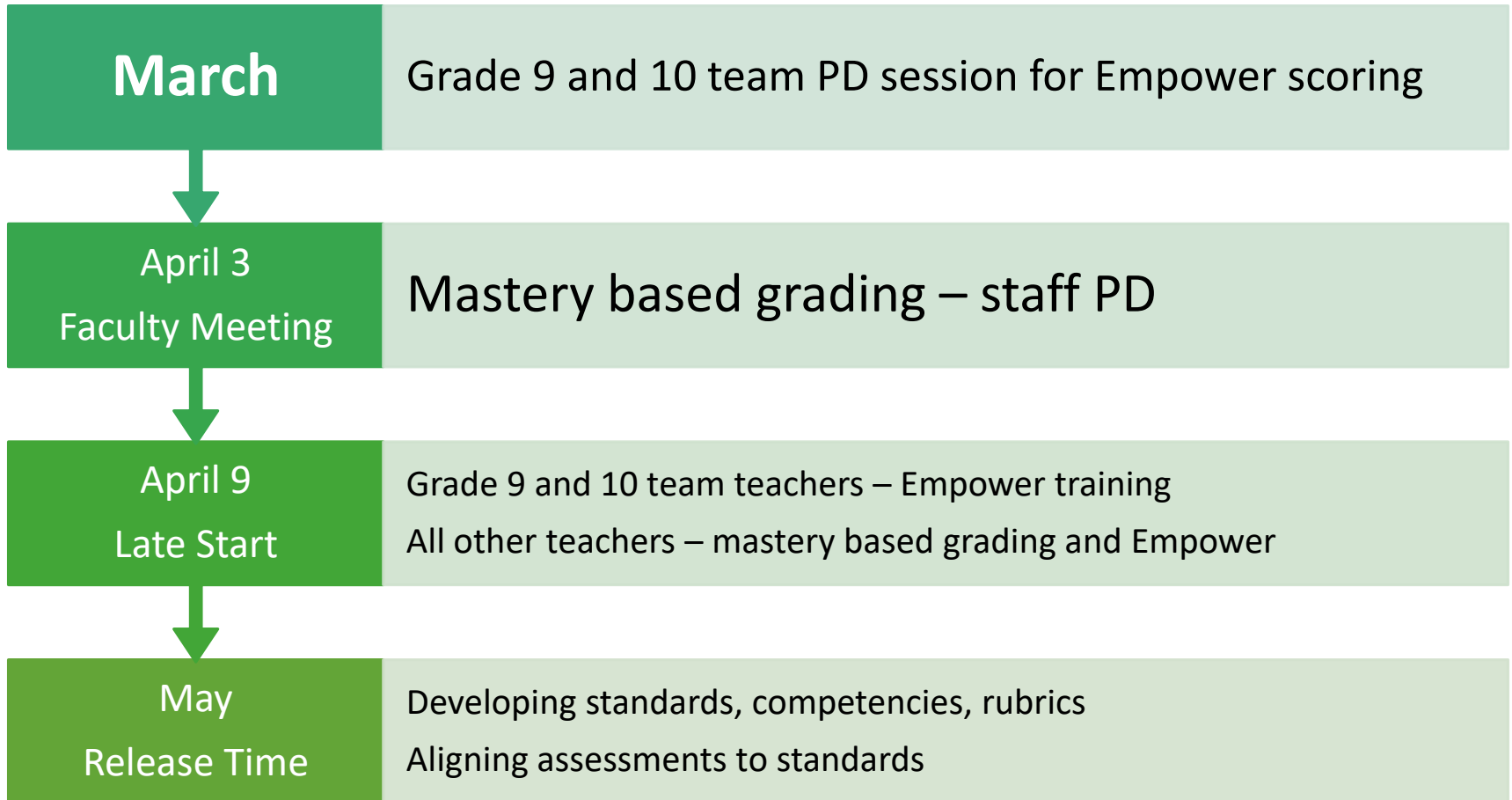
Grade 11 – all teachers

- Mastery-Based grading practices
- Using Empower for all scoring and providing students with Empower reports
- Students are still getting traditional report cards

Grade 12 – all teachers

- Mastery-based grading practices
- Optional use of Empower for scoring grade 12 students if standards and competencies are articulated

Training and Support



Training and Support

May

Incoming Grade 9 Parent Information Session



June

Empower playlists - Grade 9 and 10 team teachers
Department days for curriculum, standards, competencies, assessments, and rubrics



August

Empower software training – grade 11 and off team teachers

Empower Learning

GRADING AND
REPORTING
SOFTWARE

Teacher Gradebook: Score Evidence View

The interface shows the following components:

- Navigation:** empower logo, Instruction, Scoring, Reporting tabs.
- Filters:** 2063-02 Math, Fractions (Gradebooks).
- Date and Comment:** 3/12/2019.
- Scoring Options:** 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0, Abs, M, S, UO, UA, trash, comment, refresh, grid.
- Table:**

Students	Add and Subtrac	3.1 Exit Ticket	3.2 and 3.3 Exit I	Chapter 3 Test
[Student 1]	3.0	2.0	1.0	3.0
[Student 2]	3.0	3.0	2.0	2.0
[Student 3]	3.0	2.0	2.0	3.0
[Student 4]	3.0	2.0	3.0	3.0

Teacher Gradebook: Score Standards View

empower | Instruction | **Scoring** | Reporting

Gradebooks: 2063-02 Math, Fractions

Date and Comment: 3/12/2019

Scoring Options: 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0, IWS

Students	CC.M.5.NF.A.1	6CCSS.MATH.PRACTICE.MP6	CC.M.6.NS.A.1	CC.M.6.NS.B.2	CC.M.6.NS.B.3
[Redacted]	3.0	3.0	1.0		1.0
[Redacted]	3.0	2.0	2.0		3.0
[Redacted]	3.0	3.0	3.0		3.0
[Redacted]	3.0	3.0	3.0		3.0
[Redacted]	3.0	3.0	3.0		3.0

STRAND	STANDARD									
1. Reading: Literature	RL: Analyze Multiple Representations/Interpretations 	RL: Analyze Story Elements 	RL: Author's Word Choice 	RL: Cross-Text Analysis 	RL: Draw Inferences and Cite Evidence 	RL: Point of View 	RL: Text Structure / Meaning 	RL: Theme / Summary 		
2. Reading: Informational Text	RI: Analyze Development and Interaction 	RI: Analyze Multiple Accounts or Representations 	RI: Analyze Text Structure 	RI: Author's Word Choice 	RI: Central Idea / Summary 	RI: Cross-Text Analysis 	RI: Delineate / Evaluate Arguments 	RI: Draw Inferences/Cite Evidence 	RI: Point of View / Purpose 	
3. Writing	Development 	Focus 	Organization 	Use of Sources 	Use of Technology 	Writing Process 				
4. Language	Conventions of Standard English 	Language and Vocabulary 								
5. Speaking & Listening	Comprehension and Collaboration 	Presentation of Information and Ideas 								

Teacher Target Browser: Class View

Marzano True Score Estimator for '6CCSS.MATH.PRACTICE.MP6'



Trend score based on 4 Evidences

Current Score
3.0

Linear
2.90 ✓

Power Law
2.77

Average
2.75

Precision Table

Evidence Chart

Evidences ▼



Standard Analytics		
Average Score	2.75	■
Linear	2.90 ✓	—
Power law Score	2.77	—
Proficient Evidences	3	●
Attempts	4	● ●

Marzano True Score Estimator: Teacher View



Progress Report For [Redacted]
Student Performance Lvl: **06**
Reporting Period: **18 - 19: AMS Trimester 2** ▾
Amherst Middle School

Course Score
In Progress

English Language Arts
Taught by Jayma Robinson



Course Score
In Progress

Family Consumer Science
Taught by Holly Vordenberg



Course Score
In Progress

French
Taught by Paloma Ahgren



Target Browser

Scoring Legend

- 4.0** Extending Beyond Standard
- 3.0** Meeting Standard
- 2.0** Approaching Standard
- 1.0** Beginning Standard

Parent View: Student Progress Report

Filters: Classes: 2063-01 Math Activity Filter: View all Overall Score: View all Standard: All Standard



Entered By: Grant Dustin

CC.M.5.NF.A.1

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.) (CC.M.5.NF.A.1)

OVERALL SCORE	SCORED ON DATE
3.0	12/20/2018



Add and Subtract Fractions

ASSIGNED DATE	DUE DATE
12/20/2018	06/30/2019



CC.M.5.NF.A.1

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.) (CC.M.5.NF.A.1)

Achieved Score	Goal Score	SCORED ON DATE
3.0	4.0	12/20/2018

Entered By: Grant Dustin

Student View: Class Log

Select All
K
01
02
03
04
05
06
07
08
09
10
11
12

Some Strand rows have been hidden, because all Standards in a row do not meet filter/search criteria.

STRAND	STANDARD									
1. Reading: Literature	RL: Analyze Multiple Representations/Interpretations 3.0	RL: Analyze Story Elements 3.0	RL: Author's Word Choice 3.0	RL: Cross-Text Analysis 3.0	RL: Draw Inferences and Cite Evidence 4.0	RL: Point of View 3.0	RL: Text Structure / Meaning 3.0	RL: Theme / Summary 3.0		
2. Reading: Informational Text	RI: Analyze Development and Interaction 3.0	RI: Analyze Multiple Accounts or Representations 3.0	RI: Analyze Text Structure 3.0	RI: Author's Word Choice 3.0	RI: Central Idea / Summary 3.0	RI: Cross-Text Analysis 3.0	RI: Delineate / Evaluate Arguments 3.0	RI: Draw Inferences/Cite Evidence 4.0	RI: Point of View / Purpose 2.0	
3. Writing	Development 3.0	Focus 3.0	Organization 3.0	Use of Sources 3.0	Use of Technology 0/4	Writing Process 3.0				
4. Language	Conventions of Standard English 2.0	Language and Vocabulary 3.0								
5. Speaking & Listening	Comprehension and Collaboration 3.0	Presentation of Information and Ideas 3.0								

Student / Parent View: Student Target Browser