

Minutes 4/27

Simonne-Are there any changes that need to be made to last week's minutes? The poll does not seem to be working so I will do the raise hand feature instead

Rick-Why does that not show today?

Simonne-It is probably because we are in a webinar

27 in favor

6 absentions

None opposed

Molly-None

Delaney-None

Callie-Having a slideshow forum being sent out on Thursday

Ethan-None

Maddie-None

Tony-None

Georgia-None

Amy-None

Sarah T-None

Maddy C-None

Wendy-None

Joann-Would have been our April break, coming back normally is elections for next year, first would be grade level then executive, the one election we will have is for moderator which is coming up mid-May

Simonne-Nominations are May 12th, will vote the week after

Joann-Tony and I are asking if the executive can stay on this summer and the beginning of next year to get things running

Simonne-Speaking at a NEASC Conference online tomorrow, will be discussing the schedule proposal till 4:15, after that will be the transcript, starting with an amendment this week, it says to remove the skinny block change, so that the proposal just deals with eliminating the white day

Sarah T-I think a lot of people have heard this from their constituents, they seem like two different ideas, makes sense to address them individually, suggest we start with moving white days first

Simonne-If the public has comments you can write them in the Q and A, will address towards the end, moving into clarifying questions

Riley-Would this mean we would not talk about the skinny block at all, or would it be a new proposal

Sarah T-It would be a new proposal, as both of these issues are not dependent on one another

Maddy C-When were you planning to address the second part, do we have to write a whole new proposal, wondering about structure

Sarah-Think we can just take the meat about whatever was written about the skinny block, would imagine we do it after this as soon as possible

Tim-What was the rationale for tackling the white day issue first, did we run this by Bill and the committee

Tony L-This was from student emails, they focused most on the skinny block the most

Tim-When you say you have heard a lot of student emails is that in support, or are there more opinions about that

Tony L-Like Sarah said we get many different opinions about this, want to vote each issue separately
Simonne-Will now move into discussion

Tony D-Understand the rationale behind separating it, don't think I agree with this, just because there was a scheduling committee, this was the outcome as the best schedule, I am not saying that I support this proposal, but I think if the committee considers these to be working together we should stick to voting on the changes of the things they are proposing, thinks we should take the proposal on its own merits

Sammy-I understand with what you are saying, would have to argue that these two issues are very separate from one another, feels that this should be two separate proposals to not get mixed up in the voting

Georgia-Have to agree with Tony, should be voting on this proposal the way it came, don't think we have enough support from our community, such a big change to happen without getting all the feedback that we normally would, that committee did not have any students on it though, does not think this is the right one or the right time

Tony L-At this point, I also view that combining both of them is seen as a killer amendment, so I do kind of agree with this, but I do have to agree with my constituents

Joann-I agree with Tony D, this included both on purpose, amending it and saying we will change it is not in our jurisdiction

Michael-At first I was in favor of this, as a lot of people are in favor of part of it, but now that I have heard that the committee wanted it this way it makes sense to vote on it the same way it was intended

Riley-I agree with Tony D and Georgia, does not think it is necessary and should be passed

Maddy C-I agree with Sammy on this, even though it was intended this way, most students are in favor of breaking this up, more of a personalized voting process, if we split it we might be able to pass more parts

Tim-If this has not been discussed explicitly than we should do that, have always checked with the author of the proposal to determine if the amendment is acceptable or not, do not want to go on the assumption without hearing from the authors and then go forward and vote based on that

Braden- I originally was in agreement, think I am going to agree with Tony D and Mike, we should have faith in the committee, separating them changes the proposal to what they might not like it to look like

Daniel-I think the two changes were put together for just being scheduling changes, our job is to listen to the students, by splitting them it does not make people vote against or for the proposal if they are only in favor or against one part, they put this forward because they want to know what the councils thoughts are, does not see why we have to do both or neither

Kelly-Tim made my point, want to hear from Bill, keep hearing that students were not part of the committee, my understanding is that students could have been a part of that, but just decided not to serve on that

Maddy M-I agree with Georgia, if you dislike part of it then you dislike the whole thing, if this gets voted down we can trust the committee to bring it back to us

Sammy-I agree with Maddy C and Daniel, just because this was brought forth as one does not mean it should not be amended, seen a lot of support for removing white days but very little support for changing the skinny blocks, not very representative of student voice, students will be the most affected by this

Simonne-I see you are on the call now Hagen

Ethan-I was going to say what Hagen said at executive, now that he is here I will not, our schedule design was for the possible adjustment to a later start as well, this is not in the best interest of the proposal itself

John R-I think it is helpful to separate these two issues, can't speak for the committee, but I think that the reason we are dealing with this as a combined proposal, the discussion for eliminating white days is largely academic, makes teaching easier, moving the skinny block has to provide more flexibility for student planning, being able to leave school earlier is meant for later start

Ollie-Think it is important we know the reason why these two things go together, not fully educated on this proposal, nobody really that I have talked to was in favor of the skinny block change, the best solution would be to leave it as one

Amy- I agree with Tim, would like to hear from Bill, at what point is it appropriate to ask why people are against moving the skinny block

Michael-I agree with what Tim said earlier

Daniel-Students want it separated because me and other grade reps are still in contact, have heard a lot of support for removal of white days, people like 6th period where it is because they use it to eat lunch longer, moving it to 8th period, has been mentioned for sports, does not make sense with missing the same class every day, don't think I can vote to pass this, if we want to be more open we should split it

Tony L-Do firmly believe we should bring this next year, thinks we should talk about this with the student body present

Sarah T-If we do not separate this, then we would probably vote this down, would like to know if the scheduling committee would separate it themselves

Bill- What is the driver behind wanting 6th period to stay where it is, the committee as it processed the needs of the school looked at making academic experiences better, moving the 6th to the end of the day was viewed as an academic move, it means that if you miss 8 days in a 14 week season you will have a better chance at being caught up quickly and not missing as much, this is also able to be used as flex time, and also started talking about the late start and how that might be adapted, for me these are not different, this is scheduling to improve continuity and academic experience, I absolutely value the social component, but that should not be the decider, can go back to the committee and check with some people on that, also students were invited to this process, council members were invited to come

*Simmons read out public comments, my internet cut out here so I missed it!

Georgia-I think 6th is good where it is just because it is a great way to get back in after the school day, also believe there was not enough outreach from the panel about this schedule committee, I would have jumped on it if I would have known that it was meeting

Simmons- Going to move on to the next proposal about the transcript, will take a break here for about 2 minutes

Motion to table-seconded

Majority in favor-32

4 opposed

1 abstention

Simonne-Turning over the floor to Karen and Christine who will introduce the next proposal
Christine-So this is the current transcript that we have right now, not super easy to read, this is currently being sent out to colleges

Karen- Don't know if most students have ever seen this, it is a document of your academic history, lists classes from 9-12, grades, credits, and descriptive info

Christine-This is the proposed transcript we are bringing forward, spent about two years on this, wanted to update it visually as well as improve the content to match changes in our new grading and reporting system, looking at how we go to a transcript that just goes from letter grades to connecting it with the report card and progress report, always have reported out on the graduation competency, the goal was to better reflect out the changes and to make sure it is user friendly, Karen is there anything that I have missed

Karen-This is for the current 8th grade students,

Christine- Want to make sure we have this in place by June

Karen-Moving to a new software called Power School, the formatting may differ due to the new system, this is what we would like to see but may look a bit different

Christine-Power School takes all the data and we build it, this is our mock-up, committed to the content being part of the transcript, will take you through this new transcript, have the years on here very clearly, you can see course scores which are to the hundredths place, have a letter grade equivalent which matches the course score and is translated, colleges shared how this is important to them to see a letter grade equivalent, they will make assumptions about it, have how many credits and the type of course that it was, this is just a mock-up numbers wise, the GPA might not be exact for this student specifically, have a GPA scale, when it was shared with colleges one of the biggest pieces of feedback was to show how the letter grade relates to the GPA, if you come up above, you might remember that CC passed a weighted grade proposal, a student can take an AP or Dual Enrollment which would go into the GPA as being weighted, below is the graduation competencies, these are the four NH work study practices that we call graduation competencies, did not want to confuse colleges by putting numbers, used words instead, this is averaged across all of their courses, the scale is in the proposal, have many additional requirements which are shown on here, like your senior project eq

Karen-I think just to consider is that we talked about changing some of the lingo, might change some small things, the essence of this is how we are reporting out

Christine-Differences include there only being a final course score on this transcript, both a course score and letter grade, this helps when colleges might recalculate the GPA, work study practices have been separated out with the effort score, felt strongly that these make Souhegan, students have to be self-directed, have to be able to communicate and get up and speak and write well, those are critical things we wanted to highlight on the transcript, again it also has unweighted and weighted GPA, as Karen mentioned the JLP is on here for now, we are thinking about moving it,

Simonne-Now we will have clarifying questions, Christine and Karen may give an answer

Dave-For social studies we have 7 core concepts, just curious why those competencies are not included on the transcript

Karen-This is the 5th or 6th draft in the past couple of years, when we presented to colleges we had a second page with all of that on it, there is no process in admissions to evaluate a student based on that info, they do not have the time, in another 4 or 5 years that may change, that was the feedback we got from the schools

Christine-We were surprised to hear this and felt strongly about it, a little disappointed, a progress report and report card is the communication to students, this is just the outside communication

Dave-Would it be right to say those are on progress reports

Christine-Yes, we would love to come back soon with it though

Karen-When we develop these documents we have to keep in mind who this is for, not for the student but for those organizations outside of the school, in time we will have the ability to evaluate that

Simonne-Cutting off the speakers list

Riley- Is this only for 2024 and after, does it also show VLACS courses

Karen-Yes, this is only 2024 and beyond, currently we state the class as a VLACS class and we will continue to do that

Maddy C-Why are course grades different than GPA, just need some clarification on that

Christine-The course scores are on a 1-4, the GPA goes up to 4.3, thought it would work better as we can show that course score and translate it the right way, so many different GPA scales make it hard

Karen-It sometimes can look really different

Alexis-Already been answered

Tara-Thinks this is great, wants to make sure that a half credit is a semester long course

Karen-That is why the credit is put on the transcript

Tara-Like how you have the graduation requirements, do you have to list the titles or could you just say pass or fail

Karen-Felt like this gives the student another dimension, feels like it speaks to the student and their interests

Amy-When schools reweight a student's GPA which I know a number of them do, would you think they would be pulling the direct course score

Karen-They are probably looking at the letter grade and assigning another weight to it, might just have a different GPA weighting system, when we calculate GPA we include all grades, some colleges do not include all courses like electives and semester classes, very particular to that school

John D-Noticing that PE and Health are not there

Christine-This is just a mock-up

Tony L-How is NH scholars going to be put onto the transcript

Karen-Listed it as a course for seniors currently, just have to determine how we will list that, will definitely be included

Simonne-Will give an opportunity for the public to write clarifying questions

Christine-Can also find information about progress reports online under the SAU 39 website, class of 2023's transcript is there

Motion to close-seconded