

1 **Amherst School Board**
2 **Wednesday, February 20, 2013**

3
4 **ATTENDANCE**

5
6 Amherst School Board

7 Peg Bennett, Lucienne Foulks (left at 7:03pm), Amy Facey, James Manning (via Skype)
8 and Paul Prescott (arrived at 6:17pm)

9
10 Administrative Team

11 Peter Warburton, Gerry St. Amand, Porter Dodge, Renea Sparks, Nicole Heimark and
12 Betty Shankel

13
14 Minute Taker

15 Beth Penney
16

17 **CALL TO ORDER**

18 Ms. Bennett called the meeting to order at 6:02pm.

19 **ANNOUNCEMENTS**

20 Principals' reports

21 Ms. Foulks asked Mr. St. Amand for more detail about the professional development.

22 Mr. St. Amand stated that this professional development was about the calendar math
23 program. 14 students helped a teacher take kids through a calendar math activity. They
24 will tape the class next time to help other teachers in the future learn about this kind of
25 teaching. This was very helpful for all who attended.

26 Ms. Foulks stated that this was an exciting week at Wilkins with wonderful activities,
27 including the Invention Convention and Author's Fair.

28 Mr. St. Amand stated that the finalists from the Invention Convention would come to the
29 board meeting next month.

30 Ms. Facey stated that Ms. McIntyre did great job running the event.

31 Ms. Bennett stated that she judged the Wells Speaking contest and there was a great
32 display of talent from grades 5,6, and 7. She thanked Deb Curran and all the teachers
33 who help kids get ready for that event. She asked Mr. Dodge to discuss the evaluation
34 and supervision committee.

35 Mr. Dodge stated that this committee is a cross section of staff, administration,

36 community members, and boards members. The committee met today for the whole day
37 and spent the time defining great teaching.

38 Mr. Dodge also discussed the Advisory committee, which is made up of 11 teachers who
39 will spend time making the program have all the components that fit AMS. From now
40 till the end of the year they will look at examples from other schools. The committee will
41 speak with Lisa Kent and Jon Ingram to make sure the advisory program meets the needs
42 of AMS but also works with SHS's model. Everyone is excited about have an advisory
43 program and the committee will start meeting after vacation. Some staff will attend
44 workshops about advisory this spring.

45 **PUBLIC TIME**

46 No public asked to speak to the board.

47 **CONSENT AGENDA**

48 **Ms. Foulks made a motion to accept the consent agenda containing the minutes**
49 **from January 17, 2013 and the budget transfer. Ms. Facey seconded the motion and**
50 **the vote was unanimous.**

51 **PRESENTATIONS/REPORTS**

52 C/W Geography Bee winners

53 Mr. St. Amand introduced the Geography and Spelling Bee winners and runner-ups that
54 could attend the meeting. Ethan won the Geography Bee and Andrew was the runner-up.
55 Simon Trombley was the runner up in the Spelling Bee. All of the students worked very
56 hard.

57 The board discussed the competitions with all three students and congratulated them.

58 Mr. St. Amand discussed his conversation with some students about the Spelling Bee at
59 lunch one day and the students quizzed Mr. St. Amand on his spelling ability.

60 Spelling Bee winners

61 Patty Wons introduced the winner Anwan Sue (8th grader and runner up last year) and
62 runner up Abby Kirk who went 14 rounds. Anwan will go to the regionals in Concord.
63 Abby is a 6th grade who was the runner up out of 700 students and she is a finalist in the
64 Wells Speaking contest also. 12 finalists compete at the finals for the Spelling Bee, all of
65 which have won in their classrooms and on their teams.

66 The Board and the students discussed what helps them study, including their moms and
67 friends quiz them on words, they read a lot, use a list to study with, they have a good
68 memory, tapping a leg to the letters in the word, and sounding the word out.

69 The Board congratulated the students.

70 Ms. Bennett discussed the Authors Fair where she asked kids about the books they read.
71 She wanted to know what students did with words they did not know. The students told
72 her that they sound out the word and think about what happening in the story. They can
73 usually figure out what the word means. This shows the great work teachers are doing
74 and it is nice to hear students discuss the different techniques they use to figure out words
75 they do not know.

76 Math in Focus Bar Model

77 Barbra Bellipanni, Jaime Richardson, Jen Eccleston and MaryBeth Gilpin (Math
78 Interventionist) from Clark/Wilkins discussed the Bar Model with the board.

79 Ms. Eccleston introduced bar modeling as a strategy. This is a pictorial representation of
80 a story model in math.

81 Ms. Richardson discussed using the Bar Model in 2nd grade for addition and subtraction.
82 She explained how she connects this strategy to 1st and 2nd grade math. This strategy is
83 helping students to visualize problems and to better know what is being asked. They are
84 no longer looking for key words, because that does not always work. Bar models teach
85 student how to attack every problem without formulas and short cuts.

86 She explained the part/ part and comparison models by giving example problems. Instead
87 of drawing a picture students use a bar to illustrate the math problem. Students have to
88 have the bar, the answer, and an answer statement, which is the answer in a complete
89 statement. This makes students look back at the question to make sure the answer
90 matches the question.

91 Ms. Bellipanni explained that in 3rd grade they start with addition and subtraction
92 problems but the numbers are four digits or larger and then they move into multiplication
93 and division. She helps the students to understand that multiplication is repeated addition
94 and the bars are part/wholes but sections are equal parts in the problem. She explained
95 that in multiplication students look at the number of groups, quantity of the group and the
96 entire length, which is unknown. She discussed an example of a multiplication problem
97 and showed different ways to show a bar model for $8 * 3$ and how different word
98 problems fit those models. She explained that for division students know the entire
99 length and quantities, but have to find the number of groups. She discussed a division
100 example. In 3rd grade, there are many multistep problems. They could start with addition
101 and then have multiplication, so having students have an answer in a statement helps
102 them to realize if they missed a step. Bar models simplifies the problem for students.
103 She showed an example of a multistep problem. With the new math program half of the
104 assessment problems are story problems so bar modeling is essential to help students
105 solve the problem stories. She played an example game with the board that she plays
106 with the students. The game has students look at problems and what different bar models

107 show. This helps make students more fluent with bar models. She goes further in class
108 and has students make stories to match a bar model they are given.

109 Michelle Emmond, Crista Burrell, and Seth Facey (a student) presented the Bar Model
110 Strategy for AMS.

111 Ms. Emmond discussed the bar model process, including reading the problem, making a
112 answer statement, making the bar model, finding the answer and checking for
113 reasonableness of the answer and the bars; does it make sense. She gave examples of the
114 answer statements. She discussed examples for division, fractions, and pre-algebra. She
115 stated that the 2015 to Smarter Balance Assessment sample question is well connected to
116 bar modeling. She showed a bar model to solve the problem. Bar modeling helps
117 students see problems more clearly and allow students to achieve harder problems and
118 have good results. This strategy helps to show the transition in 7th grade to pre-algebra.

119 Ms. Burrell showed this transition and discussed how the units change to symbols and
120 then how to write out the equation. In 7th and 8th grade bar modeling helps to have
121 conversations about variables and complicated skills in algebra. The benefits of bar
122 modeling are that the bars illustrate the problem, make meaning for problems, and give a
123 structure for problem solving. The bar models are a continuous and consistent path for
124 students and a useful bridge to algebra.

125 Ms. Eccleston stated that bar modeling is allowing students to access more difficult
126 problems and she gave examples. She discussed the professional development about bar
127 models where they solved algebra problems and worked backwards. It helped teachers to
128 have a day to think about math starting with Bar Models. She discussed the 6 levels of
129 knowing and how in the past the schools have stopped at the abstract level. Now students
130 go beyond to communication and understanding. Teachers always remind students that
131 this is a strategy, and that they may not use it forever, but when they get stuck they can
132 fall back on it.

133 Ms. Emmond gave the board some problems. Seth was the board's support. He helped to
134 get the board started and showed how to handle the bar model from a student perspective.

135 Seth explained how he worked through the problem including making the problem
136 statement, the bar model, and how to set up the bar model.

137 Ms. Bennett stated that bar modeling builds confidence for the kids. They do not always
138 have to use the bar model, but can if they need to and they can solve harder problems.

139 Mr. Warburton stated that this presentation was a great explanation and demonstration
140 about how bar modeling works in grades 2-8.

141 Ms. Gilpin stated that the process gives students the ability to explain their thinking. Bar
142 modeling is helping students to better understand the math concepts and gives them

143 confidence.

144 Mr. Prescott stated that Seth did a great job explaining how to do the bar model. Mr.
145 Prescott could get the number, but the bar model helped him to understand why he got
146 that number.

147 Mr. Warburton asked if teachers find that students get the answer while in the process of
148 making the bar model. He also stated that they need to make videos of students
149 explaining the bar models to help parents better understand.

150 Ms. Gilpin stated that this process has been great to model when teachers make mistakes.
151 Bar modeling is helping teachers to have the opportunity to better understand
152 conceptually how to figure out problems. Kids have great understanding and are able to
153 explain the problem like Seth did.

154 Mr. Warbruton complimented Seth on his pace and clarity of explanation.

155 Ms. Facey stated that the students are impressive because Seth had to teach his mom how
156 to do the bar models.

157 Ms. Bennett thanked Ms. Emmond for inviting parents into her classroom for a bar
158 modeling lesson. This was a great resource for parents.

159 Mr. Dodge stated that they are going to offer a bar lesson to all parents soon.

160 **DISCUSSION ITEM**

161 **2013-14 School Year “Draft” calendar**

162 Mr. Warburton stated that the board would see the draft at the SAU board meeting also.
163 He put the calendar on the agenda to give parents an idea of what it would look like. The
164 calendar is similar to this year. January 2nd and 3rd will be Professional Development
165 (PD) days, so there is no disruption to parents and students. All of the unions like the
166 idea. All other things are similar and typical.

167 Mr. Prescott stated that there is more than one late start or PD and then a holiday in
168 January and April.

169 Mr. Warburton and Ms. Bennett discussed how one of the two late start days are only for
170 SHS for the Senior projects.

171 The board discussed how they like the idea of the two PD days together and how they
172 will have no impact on the students and parents.

173 **Ms. Facey made a motion to go into NON-PUBLIC SESSION – RSA 91-A:3 II. (c)**
174 **at 7:25pm. Mr. Prescott seconded the motion and the role call was all yes.**