

1 **Amherst School Board Public Hearing**

2 March 19th, 2015

3 **ATTENDANCE**

4
5 **Amherst School Board**

6 Lucienne Foulks, Amy Facey, James Manning, and Peg Bennett

7
8 **Administrative Team**

9 Peter Warburton, Gerry St. Amand, Betty Shankel, Meg Beauchamp, and Nicole
10 Heimarck

11
12 **Minute Taker**

13 Beth Penney

14 **ORGANIZATIONAL MEETING**

15 **CALL TO ORDER**

16 Superintendent Peter Warburton called the meeting to order at 6:42pm.

17 **ELECTION OF SCHOOL BOARD OFFICERS**

18 **Chairman**

19 **Ms. Bennett nominated Ms. Foulks as Chairman. Mr. Manning seconded the**
20 **motion and the vote was unanimous.**

21 **Vice-Chairman**

22 **Ms. Bennett nominated Ms. Facey as Vice-Chairman. Mr. Manning seconded the**
23 **motion and the vote was unanimous.**

24 **Secretary**

25 **Ms. Foulks nominated Mr. Bennett as Secretary. Ms. Facey seconded the motion**
26 **and the vote was unanimous.**

27 **COMMITTEE ASSIGNMENTS APPOINTMENT OF SCHOOL DISTRICT**
28 **OFFICIALS**

29 Ms. Foulks asked the Board to look at the committees and the meeting schedules. The
30 Board has another Board meeting at the beginning of April to discuss the default budget
31 and will assign the committees then, so Mr. Prescott can be there.

32 Ms. Bennett spoke about the Capital Improvement Plan for town; she is ok doing this
33 committee again or not doing it again. The work is very interesting.

34 Ms. Foulks stated that there maybe a Board member sitting on the Professional

35 Development Committee. This will be discussed at the SAU meeting next week.

36 Ms. Heimarck stated that the Professional Development Committee for the SAU,
37 involves all three districts and is required by state law. The work supports the curriculum
38 and professional development office, gives feedback about process for approval of
39 Professional Development, and supports administration when questions arise about
40 Professional Development and other jobs. The Boards have a seat to fill and it is difficult
41 to fill because the meetings are at the end of the school day from 3-4:30pm. There is no
42 Board member currently on the committee.

43 The Board and Ms. Heimarck discussed that the filling of this position should be
44 discussed at the SAU meeting. The position is from July 30th- August 1. They discussed
45 how it is challenging to make it to these meetings and if the meeting time changed it
46 would be difficult to have teachers come.

47 Ms. Foulks closed the Organizational Meeting at 6:52pm.

48 **REGULAR MEETING**

49 **CALL TO ORDER**

50 Ms. Foulks called the regular meeting to order at 6:52pm.

51 **Student presentations**

52 Mr. St. Amand introduced Kathy McIntyre, who is in charge of the Invention
53 Convention.

54 Ms. McIntyre stated that there were 120 inventors at the Invention Convention the week
55 before February break. There were 18 judges who looked at the categories of general
56 invention or invention for the school or classroom. The judges selected for each grade
57 level a 1st and 2nd place winner. Although, all students who participate are winners
58 because the students elect to do this as an after school program. The 1st place winners go
59 on to the state program. She discussed the other awards that are given. She discussed the
60 STEAM committee at Clark-Wilkins and how the convention this year gave a STEAM
61 Award.

62 Three students explained their inventions to the Board including a mouth rinse and a team
63 invention that heats up your pillow.

64 The Board asked the students about how they got their ideas and if they were thinking
65 about their ideas for next year. The Board and Administration congratulated the students
66 and thanked them for coming tonight.

67

68 **ANNOUNCEMENTS**

69 Principals' Reports

70 Ms. Foulks stated that Mr. Dodge is sick and will answer questions next meeting.

71 Mr. St. Amand stated he will discuss the I39 feedback next month. The 4th grade music
72 show is tonight. The SBAC assessment will start next week and the schools have been
73 doing preparation with teachers and it has been a significant effort. The schools are ready
74 to go ahead and will keep the Board posted.

75 Ms. Bennett asked about when David Pooke will be here.

76 Ms. Heimarck stated that he will be here all next week and will be working in grade level
77 bands for half-day work sessions.

78 Ms. Bennett asked if the Board could attend.

79 Ms. Heimarck stated that she will send the schedule and asked the Board to let her know
80 when they want to attend.

81 Ms. Bennett stated that she is excited about the Junior National Honors Society. She
82 heard Peter Pan Jr. was really good. It is great that 1445 kids are participating in extra-
83 curricular activities. She hopes the kids from CAST can come to a board meeting to
84 discuss school climate and learn more about the program.

85 Mr. Manning asked about classroom observations and how many teachers there are per
86 administrator.

87 Mr. St. Amand stated that each administrator had 20 or 21 professional staff.

88 Mr. Manning asked if that was a manageable amount.

89 Mr. St. Amand stated that this method is more manageable than one person having
90 everyone to observe. Clark-Wilkins has adopted the Middle School's model of dividing
91 the staff into 3 groups. It is manageable, but sometimes because of the happenings of the
92 day the informal observations get bumped to another day. He appreciates the tool and the
93 teachers are enthusiastic about the process. Teachers have valued the time to sit with
94 administrators to discuss the observation and teaching.

95 Ms. Foulks stated that there have been many questions regarding the AMS Eagle Block.
96 There were enough questions and comments that merited having Board members go to
97 AMS and observe Eagle Blocks for grades 5-8th at different times during the day. Since
98 Mr. Dodge was not here, she would like the Board share their observations.

99 Ms. Bennett observed 5th grade. There are lots of good things, remedial work was
100 happening, and did see some enrichment. She had hoped to see more enrichment. She
101 even saw specials doing Eagle Block. It was cool for Physical Education to have a rubric
102 and bring kids to a higher level in Physical Education. She said the block was well
103 organized and there was good teamwork. Kids were engaged and involved in every
104 classroom.

105 Ms. Foulks stated that she spoke with the 6th grade teachers and observed the 5th grade.
106 All of the students were working collaboratively and were productive. There is a
107 schedule for Eagle Block. She spoke with students and teachers about how the time in the
108 block is used and how it is used differently every day. Math teachers are providing
109 students who need more support with that support. She was not surprised by anything
110 she saw. She stated that it would be nice to see more enrichment, but it is a matter of
111 staffing.

112 Ms. Facey went to observe two days and saw 5th, 7th, and 8th grade. She agrees with Ms.
113 Foulks and Ms. Bennett about what she observed for 5th and 8th grade. There was a
114 schedule, for instance, a 5-day schedule, which rotates through the subjects. She was very
115 impressed with the 7th grade model. The teachers are conducting a mini course within a
116 six-week period. They have pooled the students and the students by group rotate through
117 the 5 or 6 courses throughout the year. This was very impressive because this provides
118 meaningful and thoughtful instruction. Students have an end product at the end of each
119 course. For example, for one course the end product is creating a Nation with a book to
120 explain it. Science has been doing STEM work of building bridges and researching
121 bridges around the world. There are also courses about movies and drama and literature
122 around the world. The kids were engaged. The 7th grade model was exceptional and she
123 would like this model to be a best practice for this time period.

124 Ms. Bennett stated that some kids for all of the grades have the option to participate in a
125 book group.

126 Ms. Facey asked that the 7th grade students be invited to a Board meeting to come and
127 show their end products and to have teachers explain their model for the Eagle Block.

128 Mr. Manning asked how the administration accesses the Eagle Block to determine best
129 practice and is there something in place to make all grades follow a similar model.

130 Mr. Warburton stated that he is thrilled the Board went and saw what is happening.
131 Eagle Block is not perfect, but there is excitement around this block. Kids are engaged
132 and it is a good use of the time. At the end of the year, Mr. Dodge and staff will discuss
133 the use of this block and come up with a model to use going forward. He would like to
134 have teachers and students come in to present to the Board. It is important that the staff
135 knows and hears they are doing great work.

136 Ms. Bennett discussed her experience of sitting with kids and having them show her how

137 they solved word problems. She stated that the students are really smart and articulate.

138 Ms. Foulks stated because of Mr. Dodge's absence the Board would discuss the
139 Academic Excellence Recognition (AER) at the next meeting. Mr. Dodge has proposed
140 looking at Junior National Honors Society as a model to replace the AER.

141 Mr. Warburton stated that the Parent Partnership would meet Monday to discuss this
142 program. He hopes parents will join Mr. Dodge and Mr. Warburton for the discussion on
143 Monday night.

144 Ms. Facey stated that the Junior National Honors Society is similar to the model at the
145 high school.

146 Ms. Foulks stated that in the principals report a few months ago Mr. Dodge included a
147 link to the Junior National Honors Society and the website had tons of information and
148 described what is involved in establishing a Junior National Honors Society.

149 Mr. Warburton stated that there were 121 students involved in the play. It was amazing
150 to see and there was lots of time and energy put into it. He met with all of the staff at
151 Clark Wilkins and at AMS to discuss Strategic Planning. The staff will be giving him
152 feedback on the Strategic Plan.

153 Ms. Facey stated that she took notes with the initial feedback.

154 Mr. Manning stated that both groups discussed the same themes about things that
155 resonate with them like mentoring, full day Kindergarten, and world language.

156 Committee Reports

157 Ms. Facey stated that David Pooke is coming next week to work on writing standards.
158 There has been lots of SBAC training and lots of work behind the scene to train teachers
159 and get the technology in place.

160 Ms. Heimarck stated that the first schools in the state took the test this week and there
161 were some kinks in test implementation in other districts. There are multiple assessments
162 within the portal and some districts administered the wrong assessments. There have
163 been hourly updates to the portal. Those districts giving the assessment this week have
164 been very transparent to what has gone wrong and the state DOE has been very timely in
165 helping districts to give a successful assessment. There were a variety of vendors when
166 they put the call out for vendors and each state looked at vendors with in the Governors'
167 office and legislature. NH chose NIR.

168 Mr. Manning thanked Ms. Heimarck for her hard work and discussed the piece on NHPR
169 about the PACE program at SHS.

170 Ms. Heimarck stated that the SHS administration and staff need to be recognized and
171 discussed the importance of their work. Teachers and school leaders are getting technical
172 support from an international assessment think tank from Dover, NH and from the Center
173 for Collaborative Education. SHS is a leader in performance-based education and the
174 other three districts use a competency based model for student learning. Schools needed
175 to have expertise in one or the other to be part of the pilot. Sandborne has the best
176 competency based model in the nation and they are a K-12 district. They had community
177 support to move from grading to mastery of meeting competencies in order to graduate.
178 This model is a great way to truly know where children are and where they need to go.

179 Ms. Facey stated that a sub-committee will be working on the other components of the
180 teacher leader effectiveness program and what the percentages should be. Scott Marion
181 will come to help the sub committee work on that.

182 Ms. Heimarck stated that other sub-committees are looking at Mentoring, Student
183 Surveys, and Student Growth and Achievement.

184 Mr. Warburton stated that he and the principals have been meeting every week to discuss
185 Teacher Leader Effectiveness.

186 **PUBLIC COMMENT**

187 No Public Present.

188 Ms. Foulks shared a correspondence from an Amherst resident who had questions and
189 concerns after the deliberative session. She did invite the person to come and he could not
190 attend. There were a few themes in his comments including: cost per pupil and that he is
191 troubled by that in the Amherst District and also on the DOE website the statistics on the
192 NECAP scores are low. The Board will have a cost per pupil presentation by Ms. Shankel
193 tonight. She shared questions the person sent: Why is the cost per pupil is higher than
194 other towns?; How does the district compare side by side by account in order to see large
195 cost drivers?; Why do the schools perform poorly on the NECAP exams?; Is there data
196 on students who are leaving public schools and going to private schools?; What si the
197 amount of unspent money given back to the town over the past few years?

198 **CONSENT AGENDA**

199 **Mr. Manning made a motion to accept the Consent Agenda containing the Minutes**
200 **for February 19, 2015, Treasurer's report for January 2015, Donations to Student**
201 **Activities, \$84.81 from Target-Take Charge of Education, \$147.87 from Target-**
202 **Take Charge of Education, and \$171.64 from Target- Take Charge of Education.**
203 **Ms. Facey seconded the motion and the vote was unanimous.**

204 **PRESENTATIONS/REPORTS**

205 Finance manual – Peg Bennett

206 Ms. Bennett discussed the main focus of the manual is to document all procedures from
207 the business office. They have made significant progress. They started with Ms. Shankel
208 and Ms. Baker to review budgeting. At the time, Ms. Baker was new and it was good to
209 hear the process from the people who do it. She discussed the process of writing the
210 procedures and the meetings each week. She discussed how they are currently working
211 on revenue, manifest, and finishing with HR. She discussed the 5 parts of the table of
212 contents. NH laws and procedure drive creating the budget. She showed the manual to the
213 Board.

214 Ms. Facey stated that this is helpful for the Board to have and for new Board members.

215 Ms. Bennett stated that when it is completed Board members would have copies of it.

216 Ms. Bennett discussed the revenue section of the manual. She discussed the section about
217 how the budget is spent. The manual is 70 pages long. They rewrote the document about
218 PD because it needed to be consolidated and it will be easier for teachers to use and
219 understand.

220 Ms. Foulks stated that parts of it should be pulled out and made available to voters and
221 should be on the SAU website. When people have questions they can look at it.

222 Ms. Bennett stated that was always the intention to have this be a public document.

223 Ms. Shankel thanked Ms. Bennett for helping to make this happen. When she came to the
224 SAU there had been a great turn over of staff and any procedures in place had been lost.
225 The SAU had to develop internal controls and ensure everything was being done in
226 compliance. They have just been doing that with some documentation. This process has
227 made them look at glitches in internal control. There were very few areas that needed to
228 increase internal controls. They have gotten so many procedures in place and the audits
229 are clean. This was not true 10 years ago. When Ms. Shankel retires this document will
230 be there for the next person. Ms. Shankel stated Ms. Baker has done the hard work. She
231 thanked Ms. Baker for her hard work and helping to make this manual readable and a
232 better format.

233 Mr. Warburton stated that he is thankful of the work being done by Ms. Baker, Ms.
234 Shankel, and Ms. Bennett. All superintendents would love to have a document like this.
235 The SAU is distinguished in so many ways and has great leaders who do great work.

236 Ms. Bennett stated that this was an Amherst School District initiative, but the manual is
237 written for all three districts. She discussed how this document would be easier if the
238 SAU was one district.

239 Mr. Manning discussed the efficiencies that would be made if the SAU was one district.

240 Cost per pupil – Betty Shankel

241 Ms. Foulks stated that she asked Ms. Shankel to give this presentation so that there is a
242 clear understanding of what is the cost per pupil and how it is calculated.

243 Ms. Shankel stated that there are lots of questions about the cost per pupil. She included
244 the DOE definition of cost per pupil. Ms. Shankel discussed the Annual Financial Report
245 – DOE-25, which is for the department of education. DOE definition of Cost per Pupil:

246 “Cost per Pupil is based on current expenditures as reported on each school district's
247 Annual Financial Report (DOE-25). Cost per pupil represents current expenditures less
248 tuition and transportation costs. Any food service revenue is deducted from current
249 expenditures before dividing by ADM in attendance. Capital and debt service are not
250 current expenditures and are not included.”

251 Ms. Shankel stated that the ADM, is the average daily membership. The DOE footnote
252 cautions to only compare districts that have the same grade range and only total formulas
253 should be compared. SAU 39 has a difficult time comparing because there is no one like
254 us to compare to. 5th and 6th graders are counted as middle school students where other
255 districts they are counted as elementary students.

256 Ms. Bennett asked to clarify “using only total figures”.

257 Ms. Shankel discussed that Bedford has a preK-12 district. Amherst does not compare to
258 them because they do not have the same grade range. Even a K-8 system is hard to
259 compare because the elementary school might be K-6 and the middle school might be 7th
260 and 8th grade. The services to the different grade levels depends on if the students are
261 elementary or middle school students. Ms. Shankel stated that none of the districts are the
262 same grade ranges, but they are the districts Amherst is being compared to. Amherst is
263 prek-8, Hollis is prek-6, the State is prek-12, Brookline/Hollis is 7th -12th , Bedford is
264 prek-12, and Brookline is prek-6th. Amherst has a high cost per pupil compared to those
265 other districts. Cost per pupil for transportation, tuition, and debt service are not included
266 in the calculation because some schools do not have transportation, tuition is not included
267 because it can alter information, and debt service occurs to improve education.
268 Transportation, tuition, and debt service are included in tax bill. Amherst is the lowest
269 comparably to the other districts for transportation, tuition, and debt service. Amherst
270 educates students within the district. Debt service is low because the district has been
271 fixing the schools to a good level and Mr. Miner is outstanding at looking after the
272 schools.

273 Ms. Foulks stated that if Amherst did not have an efficient transportation contract, sent
274 more kids out of district, and did not take care of the buildings then the school would
275 have a lower cost per pupil.

276 Ms. Shankel stated that new schools attract people. Bedford has more debt and newer
277 schools.

278 Ms. Shankel discussed the cost per pupil, growth rates, and enrollment declines. Districts
279 losing students are having trouble keeping cost per pupil low and in Amherst there has
280 been a decline of almost 17% enrollment since 2008. Bedford has had an increase in

281 enrollment and so the cost per pupil comes down. Hollis is an anomaly and worth
282 looking into why in Hollis the cost per pupil has not gone up even though the enrollment
283 has declined.

284 Ms. Shankel discussed the student teacher ratio. Hollis has the fewest students per
285 teacher and Bedford has the highest ratio. Amherst is just below Bedford. Out of all of
286 NH students, only 15 districts have more students per teacher than Amherst. Ms. Shankel
287 stated that she believes the cost per pupil is not high because of overstaffing. Ms. Shankel
288 discussed the average teacher salary. Amherst has higher a teacher salary. This is an area
289 that can be looked at and the Board can look at salary rates of teachers and staffing.

290 Ms. Shankel discussed the return of Surplus over last four years. The percent of the
291 budget returned was as follows: FY12: 0.7%, FY13: 1.5%, FY14: 1.6%, and FY14: 4.1%.
292 In FY14, there was unexpected revenue from the tuition from Mont Vernon and a refund
293 from LGC.

294 Ms. Facey stated that the surplus in FY14 is due to a return from LGC and unanticipated
295 revenue from tuition. The administration and the Board were not padding the budget.

296 Ms. Shankel stated that school districts have to underspend and are not permitted to over
297 spend. The district tries to stay under 3% surplus. In FY14, the budgeting was not done
298 any differently. She discussed the nervousness when they get close to the budget, so that
299 they do not over spend. The district has to be careful to not overspend and if there is a
300 problem, they cannot be wondering in June where that money will come from.

301 Ms. Shankel discussed that the DOE website is accurate, but does not include all that
302 goes into the tax rate. She does not believe the schools are over staffed, but there are
303 areas to look at in the budget. She does not have information on every district's DOE-25,
304 so they cannot compare line items. She has been asking the DOE to send other districts
305 DOE-25 so she can compare line items. Although, the district is not comparable to the
306 other districts because of the make-up of the districts.

307 Mr. Warburton asked to make a footnote on the last slide to explain what Ms. Facey
308 stated about FY14.

309 Mr. Manning thanked Ms. Shankel for her hard work. The average teacher salary
310 compared to other districts is 9-11,000 more than the state average. People could say the
311 district is over paying the teachers. He asked what percent of the budget is teacher
312 salaries.

313 Ms. Shankel discussed that salaries and benefits is 79% of the actual expenditures. This
314 includes all employees.

315 Mr. Manning stated that if labor is 79% of expenditures and the district average pay is 9-
316 11,000 over comparable districts this could be the major driver for the high cost per
317 pupil.

318 Ms. Shankel stated that yes this could be a major driver for the higher cost per pupil, but

319 the schools have an experienced staff. All districts have a similar percentage for the cost
320 of labor in the budget.

321 Mr. Manning stated that people do not understand how teachers get paid. There is a scale
322 and teachers get an increase each year because of the step. He asked how many teachers
323 are at the top of the step. He also asked how many time has the town voted for the
324 collective bargaining agreements.

325 Ms. Shankel stated that in the Amherst district 60% of staff are at the top step. All
326 agreements have been passed. No collective bargaining agreement has been turned down
327 in last 11 years.

328 Ms. Facey stated that 80% of the spending has been passed by the voters by voting for the
329 collective bargaining agreement.

330 Mr. Manning stated that 79% of expenditures are labor and benefits. Amherst pays
331 teachers well and 60% of teachers are at the top step. The town has voted to pay the
332 teachers for the last 11 years. At the deliberative, people asked if the district was over
333 paying teachers and as a town they have voted to pay teachers well.

334 Ms. Shankel stated that some of the comparative districts have had collective bargaining
335 agreements that have failed and failed and failed.

336 Mr. Manning stated that 60% of the labor is at the tops step and what percent of FTE are
337 with in 5 years of retirement.

338 Ms. Shankel stated that would be hard to estimate when people will retire.

339 Mr. Manning stated that in the next 5 years if teachers retire, the cost per pupil would go
340 down.

341 Ms. Shankel stated that the retirement would be capped at 4 teachers per year.

342 The Board thanked Ms. Shankel for her hard work.

343 Ms. Foulks discussed the two other questions on the correspondence. One of the
344 questions is about the percentage of students leaving public schools to go to private
345 schools. She asked if there is data to track that.

346 Ms. Heimark stated that they couldn't get firm data. The kids living in the community
347 and go to private for their entire schooling is unknown. They have monitored the 8th
348 grade data of who moves from AMS to private or to SHS. Mr. Dodge believes that the
349 number of students going to private school has gone down over time. They will explore
350 collecting that data again. There was a phase in a number of students being
351 homeschooled and there was a spike two years ago. They do have that data and the
352 number of people homeschooling is coming down. The SAU has 3 to 4 calls per year
353 from families who are home educating and want to reenter the district. She discussed the
354 loosening of the state laws for home education.

355 Mr. Warburton stated that people should be careful that folklore is assuming their
356 perception is students are leaving the district because the public school is not good
357 enough. He discussed student athletes and private schools giving those students a full
358 scholarship. He hopes people visit the schools before making the assumption that the
359 school is not good enough.

360 Ms. Foulks stated that no two decisions are alike as to why families send students to
361 private schools.

362 Ms. Foulks stated that the other question was about NECAP scores and was brought up at
363 the deliberative also. People want to know what they are getting for the high cost of
364 educating students in Amherst. Ms. Foulks explained that NECAP is going away and the
365 new assessment SBAC is coming.

366 Mr. Warburton stated that there have been assessment transitions in the state before and
367 the state has had different types of assessment.

368 Ms. Facey asked if the question was about grade 11 or all grade levels. Grade 11 is a
369 stand-alone and there is no growth data available.

370 Mr. St. Amand stated that the Science NECAP would be around at least one year. If
371 people look at one-year worth of results then they should be concerned. The district has
372 been working to align curriculum with SBAC, the Math program, and College and Career
373 Readiness. People should look at the aggregate data over many years. He discussed how
374 last year the school was aligning with SBAC and not with NECAP. He discussed work
375 happening in 4th grade to help show growth.

376 Mr. Manning stated that NECAP as an assessment was instituted because of No Child
377 Left Behind in 2001 and it changed education. An assessment is important, but it depends
378 on what is assessed. He asked if what children were being taught was aligned for timing
379 and content with the NECAP assessment.

380 Ms. Heimarck stated that there was a closer alignment in Math but it was not perfect.
381 There has been a cultural evolution to move education towards a standards based
382 education. This district has not embraced a standards based education. The other
383 districts are. This is a cultural piece, not right or wrong. Schools are moving towards
384 standards based education and have had great progress. NECAP's English, Language
385 Arts test was not a well-designed test. It was hard to predict which standards would be
386 assessed. People should look at multiple measures to assess a school district. SBAC is a
387 much better assessment to measure a school district's success. SAU 39 is not as focused
388 on assessment, while other districts are. Other districts have a different culture based
389 around assessment. This is not an excuse and it is worth digging into about how to move
390 that conversation forward. There is a disconnect in the school community and the greater
391 community.

392 Mr. Manning discussed SAT and SAT prep, which is really to look at readiness for the 1st
393 year of college. The other school districts do more test prep than this district.

394 Ms. Heimarck stated that there are districts out there that do a lot of test prep, usually
395 these districts that have a population that struggles. This district finds that this is not in
396 the best interest for the students. SBAC is going to be a harder test to teach to because it
397 accesses using performance assessments. These will be an important indicator for NH
398 and for Amherst also.

399 Mr. Manning asked how does all of this relate back to student performance.

400 Ms. Heimarck stated that there are areas for improvement in Amherst, there needs to be a
401 culture shift. The district needs to learn how see the assessment for what it is and how to
402 use the assessment. The district needs to see the assessment as a tool to improve
403 instruction.

404 Mr. Manning asked if our children are not as well educated based on the NECAP data.

405 Ms. Heimarck stated no, not based on the NECAP data, it is about the assessment culture
406 and the alignment to the assessment.

407 Mr. Manning stated that some districts are giving kids test prep and going to SBAC that
408 will change.

409 Ms. Heimarck stated that SBAC is skills driven and NECAP is content driven. There are
410 performance tasks in SBAC, which include a lesson teachers have to deliver to level the
411 knowledge so student skills can be an assessment and not their knowledge. The
412 assessment is really skills driven and moves assessment away from their content
413 knowledge.

414 Ms. Facey stated that the early roll out of the new SAT will be Common Core aligned
415 and will do our kids a favor.

416 Mr. St. Amand stated that the preparation is for the learning that the kids need to be
417 prepared to demonstrate.

418 Ms. Heimarck stated that the SAU is committed to educating families about SBAC. They
419 have sent home newsletters and there is a page on the website that has sample assessment
420 questions and performance tasks. Preparation for SBAC has been around the format of
421 the assessment and the use of technology. 3rd graders have to scroll through text and use
422 technology to highlight things. They want the assessment to be an assessment of what
423 the kids know not how well they navigate the assessment and use the technology. We
424 need to recognize when SBAC scores return the rates of proficiency will be lower in this
425 district and across the nation. SBAC has increased the rigor and the standard of
426 expectation.

427 Ms. Facey stated that schools are moving in this direction so the US can compete with
428 other nations around the world. She discussed how the SAT and colleges have been
429 discussing a new baseline, because standards are different. She discussed the need to
430 push forward.

431 Mr. Warburton discussed the outstanding work done by administrators to prepare for the
432 SBAC. He feels the Board needs to take charge of the narrative for the Cost per pupil
433 and test scores. The Board could hold a panel discussion before meetings to discuss these
434 topics so people can come in and discuss these topics over and over again. The more the
435 Board connects with the community the better understanding people will have to vote on
436 a budget.

437 Ms. Facey stated that she is not saying there is not work to be done. There is work to be
438 done on cost per pupil, changing the culture around assessment, and improving test
439 scores.

440 Ms. Foulks discussed her experience with the sample test questions from SBAC and how
441 the language is different. She saw evidence of the increased rigor. The language and
442 vocabulary is what kids now use to discuss their learning and it is great. It is very
443 important to educate the community.

444 Ms. Facey stated that the increased rigor is why the schools and administrators have
445 worked hard to increase student learning and capability in Math, English and Language
446 Arts.

447 Mr. Manning thanked Ms. Heimarck, Ms. Shankel and Mr. St. Amand for their
448 preparedness to answer the Board's and public's questions.

449 Mr. Warburton stated that there has been a huge amount of hours put into the preparation
450 of the schools for SBAC and he feels confident that our schools are ready, which is not
451 the case for a lot of districts in the state. He discussed the people involved and thanked
452 them.

453 **DISCUSSION ITEMS**

454 Ms. Foulks stated that there would be another meeting before the April meeting to
455 discuss the default budget.

456 **INFORMATIONAL**

457 School security assessments (attachment C/W & AMS)

458 Ms. Foulks stated that the Board would discuss this in April and will Mr. Miner, the
459 Principals, and Officer Knox will discuss the assessments and the recommendations.

460 Mr. Warburton discussed the discussion in Mont Vernon. This is the first assessment and
461 it was free. There is a multi-district committee that has been meeting to discuss safety.

462 **ACTION ITEMS**

463 2015-16/2016-17 School Year District Calendars

464 **Ms. Bennett made a motion to accept the 2015-16/2016-17 School Year District**
465 **Calendars. Ms. Facey seconded the motion and the vote was unanimous.**

466 Policy JKAA - Use of Physical Restraint, Seclusion, and Intentional Physical Contact
467

468 Ms. Beauchamp discussed that the content of the policy had not changed and that the
469 wording of “child” was changed to “student” in most places.

470 **Ms. Facey made a motion to accept Policy JKAA. Mr. Manning seconded the**
471 **motion and the vote was unanimous.**

472 Ms. Shankel stated after the vote each year, every district is responsible to send a form
473 MS-22 to the state. She needs a motion to authorize the superintendent, school district
474 clerk and the Board members to sign the MS-22.

475 Ms. Bennett stated that this form tells the state that the district is operating in a default
476 budget.

477 **Mr. Manning made a motion to authorize the superintendent, school district clerk**
478 **and the Board members to sign the MS-22. Ms. Facey seconded the motion and the**
479 **vote was unanimous.**

480 **Mr. Manning made a motion to go into NON-PUBLIC SESSION RSA 91-A:3 II. (a)**
481 **(b) (c) at 9:16pm. Ms. Facey seconded the motion and the role call was all yes.**