

1 **SOUHEGAN COOPERATIVE SCHOOL BOARD**
2 **Thursday, June 5, 2014**

3
4 **PRESENT**

5
6 Souhegan Cooperative School Board: Mary Lou Mullens, Howard Brown, Peter
7 Maresco, Steve Coughlan, Chris Janson, Fran Harrow, and Pim Grondstra

8
9 Administrative Team: Peter Warburton, Betty Shankel, Nicole Heimarck, Christine
10 Landwerhle, Rob Scully, Kathy White, Peter Gagnon, Ane Swift

11
12 Minute Taker: Beth Penney

13
14 Community Council: Jonah Foulks
15

16 **CALL TO ORDER**

17 Ms. Mullens called the meeting to order at 6:04pm.

18 Ms. Mullens thanked the cafeteria staff for the food and work they did for the staff
19 breakfast this past Tuesday.

20 **ANNOUNCEMENTS**

21 Principal's Report

22 Mr. Scully thanked the support staff for their hard work in putting together the various
23 awards and ceremonies for the spring. He discussed the business and entrepreneur's
24 competition, called BizGen that the school is involved in. He discussed work being done
25 on Math teaching and the learning sequence. The school has used testing scores to offer a
26 pre-core course for students leaving 8th grade who are struggling. This course would be a
27 bridge course to Core Math 1 and is designed to set students up for Core Math 1 in their
28 sophomore year. The students struggling this year in Core Math 1 will take a class called
29 Core Math Competencies before going onto Core Math 2. There is about one section of
30 students in both courses. NEWA, NECAP, SMI (Scholastic Math Inventory), grades from
31 this year, and teacher feedback helped to determine which students will go into these
32 courses.

33 Mr. Maresco asked if advanced Math students will start in Core Math 2 and if they will
34 be able to take higher-level classes later.

35 Ms. Heimarck stated that Core Math 2 curriculum aligns more with the old Integrated
36 Math 3 curriculum because the Core standards are much higher than the old state
37 standards. There are many options after Core Math 3 including on going onto Calculus
38 A/B, Pre-Calc. and other courses.

39 Mr. Scully stated that students are signing up for courses for next year. He discussed the

40 robust program of studies and how teachers who are teaching new courses will get
41 priority for Professional Development days. 8-period day survey went out to the staff.
42 Mr. Scully discussed the current concerns including lost time and rotation of the days.
43 The committee will look at the concerns when adding the 20 min to the day for next year.
44 This schedule allows depth over breadth. The schedule committee has convened twice.
45 They will have a new schedule, with the 20 minutes and new 8-period rotation in the next
46 few weeks. The student survey will be finished soon and go out electronically to the
47 students.

48 Mr. Maresco asked if there was a decision for next year about the doubles or going back
49 to the single blocks.

50 Mr. Scully stated that the decision for the scheduling has not been completed yet.

51 Mr. Scully discussed the Student Services openings, the Teacher/ Leadership work, and
52 the summer agenda items.

53 Mr. Miller spoke about the NHIAA out of season rule and his recommendation. There
54 are no two schools dealing with this rule in the same way. Whatever SHS does, the
55 coaches have to have a plan that is approved by the AD, Principal, and Superintendent
56 and spend no district money. The intent for the rule was to have small group practice and
57 focus on skills and conditioning. The coaches must supervise students. He discussed
58 time of year impacting cost and the availability of the facilities. Winter is a difficult time,
59 so spring sports may have more cost because the school is scheduled with in season
60 sports. He discussed his concern of the kids over extending themselves. These practices
61 are not required and the parents need to help kids make choices.

62 Mr. Maresco asked what is the recommendation for the school. If this is allowed then the
63 kids have to go to the practices, because it is implied that the practice is mandatory.

64 Mr. Scully stated that some schools say the AD has final word, other schools require no
65 more than 5 students per practice, and many other schools are doing different things also.
66 The written plan from the coaches will help the school control what is happening. The
67 restrictive access of the off -season work stops some of what can happen.

68 Mr. Maresco stated that at an end of season winter dinner, the coach already told the kids
69 that they will have practice 3 days per week in the fall.

70 Ms. Mullens stated that the board liaisons, principal, and AD should work together to put
71 the plan together. The plan needs to be put in the Athletic handbook and stated at the
72 parent and coaches meetings. The school needs to get rid of the implied or direct
73 pressure from the coaches.

74 Mr. Maresco stated that the intent of this rule was for individual skill development or to
75 get kids to be able to participate. The idea was to limit the practice to 5 students.

76 Mr. Coughlan asked if the argument is about if the school does not have out of season
77 practice the teams would lose more. Peer pressure and coach pressure will be a killer.
78 The school should ban this for a few years and see what happens.

79 Mr. Brown discussed his own experience and that peer pressure happens. Students will
80 find a way to practice no matter what if they want to get better.

81 Ms. Janson stated that she supports the Athletics, but not because they win, but because
82 of what Athletics does for the kids and the school. There will be pressure; it is the culture
83 of competition. She supports Mr. Coughlan's idea.

84 The Board discussed the students participating in non-school sports and students who
85 play multiple sports. They discussed time demands and time to do homework. The
86 discussed the physical demand on in season and off-season sports at the same time.

87 Mr. Grondstra stated that there are pros and cons to the policy and banning it or not
88 banning it. The bottom line is if the school does ban an organized practice, students will
89 still practice even without coach participation. The Board needs to be careful how we
90 move forward and not make a decision tonight.

91 Ms. Mullens asked the sub-committee meet and discuss what to do and how to
92 communicate it to coaches and parents. The come back to board with a recommendation
93 in August.

94 Mr. Warburton stated that there are lots of issues with the rule. There needs to be a
95 forum for students who are athletes to have a voice and coaches also. High school
96 athletics are very intense. The school wants kids to be safe, trained, fit, and cross-trained.

97 Mr. Miller stated that the coach's voice is important and needs to be brought into the
98 conversation.

99 Mr. Grondstra stated that it would be good to have coaches and have one from a variety
100 of seasons. They need to sit down and have honest discussion and determine the best way
101 to handle this new rule.

102 Mr. Scully stated that the work done this summer would be to clarify to coaches the
103 expectation. This will include strengthening language, increased accountability for
104 coaches, and a focus on communication and expectations.

105 Ms. Mullens stated that maybe parents of multisport athletes should meet with the group
106 also. NHIAA needs feedback about how the board is feeling and comments from parents.

107 Mr. Brown stated that it is worth getting coaches together because if the new rule is about
108 conditioning then it is in the best interest of all coaches to be on the same page.

109 Ms. Mullens stated that she would put the NHIAA discussion on the August agenda.

110 Mr. Scully discussed recognitions and congratulations for a variety of students as shown
111 in the principal's report.

112 Ms. Mullens discussed the thoroughness of the principal's reports and how they help take
113 agenda items off the agenda.

114 Community Council Report

115 Jonah Foulks discussed the elections for next year's grade level representatives. He read
116 the names of the representatives at each grade. The freshman grade representatives will
117 be elected in the fall of next year. The Community Council had the executive elections
118 and Jonah will be the board representative again next year. He discussed the new
119 members of the executive board and their positions. The election for the clerk of the
120 Council will happen at the next meeting. He discussed the camera proposal, which is still
121 being discussed and will be discussed at the last meeting on Monday. If there is no
122 decision the Council will table the proposal for next year. There is a new proposal about
123 GPA's and the honor role, which will be tabled into the fall because it has to be
124 discussed. He stated that the \$500 scholarship from Community Council went to Casey
125 Foulks.

126 Ms. Mullens stated that the GPA proposal came out of Mike Facques' class. It has to do
127 with the honor role and GPA. The idea is that the student's GPA would determine honors
128 rather than a grade.

129 Committee Reports

130 Mr. Maresco discussed a meeting with Mr. Miller and Mr. Scully. They discussed the
131 realignment of teams in Division 1. There maybe some scheduling and decisions made
132 later on. They discussed a contact from the Bedford district for girls to join SHS to play
133 ice hockey because they do not have enough girls to field a team. He discussed the
134 impacts to the team, including the returning roster of 17 girls. The school does not want
135 Bedford girls to push SHS girls out. Since there are enough SHS girls to field a team the
136 school will not pursue joining the two schools at this point. He discussed the budget and
137 the user fees, including equity and the family caps. The hockey fee is the highest and
138 does not apply to the cap. Mr. Miller will look into this and get back to Mr. Grondstra
139 and Mr. Maresco. The school is making updates to the coach's handbook and surveying
140 coaches, parents, and students.

141 Mr. Scully stated that Dave Saxe did a career growth presentation about getting feedback
142 from athletes. Mr. Miller and Mr. Scully will work this summer to update the handbook
143 and discuss guidelines for coaches including feedback.

144 Mr. Maresco discussed coach's behavior and what is said to kids and how there needs to
145 be a stronger message to coaches.

146 Mr. Scully and the Board discussed training for coaches. They discussed the
147 communication of the expectations of the coaches also. The board has had a few times
148 when they have heard at the board level about poor comments or behaviors of coaches.

149 **PUBLIC COMMENT**

150 Dwayne Purvis, stated that he choose to attend the board meetings all year and it has been
151 a great year. He discussed how he appreciates the board, the SAU administration and Rob
152 Scully's hard work, especially including the 21st century learning and individual learning
153 plans. This is a great foundation for going forward. As a parent, citizen and voter he
154 very glad and proud of the work being done. He discussed a few issues that have not
155 been resolved, including the Board's oversight over fieldtrips. The Board needs to find a
156 happy medium. The necessary evils with field trips are that teachers will miss class and
157 that not all students will get to go. He discussed the issue of paper towels. It cost money
158 to get sick and the students recognize that people get sick from the blowers. If the paper
159 towels will curb illnesses then this is a good thing. Finally, he discussed the cameras the
160 resource officer asked for and as a parent is in favor of the request. There has not been a
161 response to the cameras proposal. If the police department is asking for tools to do their
162 job better then the board should support them. He is interested in the answers to these
163 issues and thanked the Board for their hard work.

164 Ms. Mullens thanked Dwayne for his dedication to coming this year and for his
165 compliments to everyone in the room.

166 **CONSENT AGENDA**

167 Mr. Coughlan pulled the minutes.

168 Mr. Coughlan requested the following changes to the minutes: Line 116: Mr. Brown
169 asked about; Line 180: flare, not flair; Line 353: motion passed 6 in favor, 1 opposed;
170 Line 374: change finger printing to fingerprinting.

171 The board decided to table the Minutes from May in order for Mr. Maresco to re-write a
172 section where he was speaking.

173 Mr. Brown made a motion to accept the Consent Agenda including the Budget transfers
174 and Retirement request. Mr. Coughlan seconded the motion and the vote was unanimous.

175 **PRESENTATION**

176 **Secondary Math Resource Adoption**

177 Karen Oats (parent rep.), Amy McGuigan, and Ane Swift were in the audience of the
178 board meeting and part of the committee doing the work to adopt a Math Resources.

179 Ms. Heimarck and Ms. Landwerhle came to the SAU board meeting to provide the
180 background for the proposal for the secondary math resource adoption.

181 Ms. Landwerhle thanked all of the people involved in the program review, including the
182 pilot teachers and the book review team. She thanked the Math coaches for their huge
183 undertaking to support the teachers.

184 Ms. Heimark discussed the four phases of the program review and the SAU is currently
185 in the implementation phase of the cycle. The school had a hard time finding material that
186 aligned last year with the new math curriculum. She discussed the decision of adopting a
187 resource which will align with curriculum and standards, scaffold curriculum, include
188 best practices, include opportunities for all students, include ongoing professional
189 learning, and included consistency and continuity between pre-k-12. She discussed the
190 selection process including the determining criteria.

191 Ms. Landwerhle discussed collecting data. The school piloted four programs that fit the
192 determined criteria. The teachers aligned the pilots to the curriculum over the course of
193 the year. Ms. Landwerhle discussed how the resources worked in the classroom and how
194 the administration gathered feedback from the teachers by using surveys. She discussed
195 three resources and how there were pieces missing. The school did not go forward to a
196 book study with these resources. She discussed CPM and its strengths. The school also
197 looked at student surveys and did a straw poll of the teachers. There is a need for more
198 teacher guidance with the CPM program because students are not use to using a textbook
199 in math and this resource looks different than other math textbooks. 58% of teachers had
200 CPM as their first choice. The others resources had only 25% or less for the teachers first
201 choice. She discussed the book study team's work with the CPM resource. The only
202 concern for this resource was about implementation. This resource is also strongly
203 recommended by Andy Clarke who helped to write Math in Focus and has worked with
204 the Math teachers at the lower levels.

205 Ms. Heimark stated that the decision is from the Math Review Committee and they are
206 asking for the board to accept the CPM resource. She discussed the rational including the
207 seamless curriculum from pre-k-12. The program includes concrete, pictorial, and
208 abstract process to learn mathematics, aligns to the standards, aligns to the Collaborative
209 Worker ALE, has rigor, has a conceptual and procedural balance, and includes
210 professional development. With the adoption of this program there are 7 days of
211 professional development with no cost. CPM would be on sight and provide a teacher
212 who has worked closely with CPM to work with the school's teachers.

213 Ms. Landwerhle passed out the principles of course design and an example of the Core
214 Math 1 textbook. She discussed how the book helps students work through problems.
215 This is a non-profit company that started with grant funding. Their mission is to make
216 Math accessible to all students. The textbooks are very research based. The textbook has
217 an extensive online support and a parent handbook. There is extra practice for students to
218 get help with skills. The school would get 6 years of an e-book for free. The Book Study
219 Group did look at the online resources and are excited about them. All of the online
220 resources will be very beneficial to the students, teachers, and parents. The Core Math 3
221 book is still in draft form and the students will have the online access, but may they not
222 have a paper bound book till midway through the year.

223 Ane Swift stated that this has been a great process and thanked Ms. Landwerhle and Ms.
224 Heimarck for all of their work.

225 Amy McGuigan stated that on behalf of the whole department, they are very excited to
226 have a textbook. Teachers can now discuss instruction and will have richer discussions.
227 She is not concerned about the Core Math 3 not being finished because they will use
228 some of the Core Math 2 book.

229 Ms. Landwerhle and Mr. Brown discussed the e-book license and that the e-book is only
230 \$8 more and the school would have a license for 6 years.

231 Ms. Heimarck stated that the school needs to have both kinds of books because the school
232 does not yet have technology for each student.

233 Ms. Landwerhle discussed the language of the book and how to support students with the
234 language.

235 Mr. Maresco stated how happy he is to see the rigor of the books and how much is in the
236 curriculum for the course, Core Math 1. He asked about how the pilots of the resources
237 may have impacted the teaching this year.

238 Ms. Landwerhle stated that the teachers were very careful to use the resources and match
239 them to the curriculum. The pilots were short and teachers were willing to abandon the
240 resource if it was negatively impacting the students. The work this summer is to form a
241 three-year transition plan and schedule professional development for teachers. The
242 professional development will include 7th and 8th grade teachers. The school will also
243 introduce parents and students to the resource through a parent night, where CPM will
244 come to the school. The work this summer will also include planning for instruction for
245 next school year.

246 **ACTION ITEMS**

247 **NH's Accountability System**

248 Ms. Heimarck stated that she is recommending SHS enter the PACE Pilot –
249 Accountability 3.0 model. NH is looking to be a leader in the country for accountability.
250 The state is migrating from a one time state assessment at the secondary level for school
251 accountability. NH has a waiver from the No Child Left Behind Act. The performance
252 based assessments, which are currently in place and the one time assessment (like SBAC
253 or SAT, ACT or IB) would be used for accountability. She is asking the Board to make a
254 motion and pass to support SHS to enter the pilot year with PACE with the NH
255 Department of Education. Next year would be a planning year and the school would
256 receive technical support from state. SHS would be the pilot and model school for
257 moving forward in the state and the country. There are two states that are trying this
258 Kentucky and New Hampshire. The advantage for the secondary level is the
259 accountability moves from being one data point to multiple data points across multiple
260 years.

261 Mr. Coughlan asked about budget impacts and if every student would take the SAT.

262 Ms. Heimarck stated that next year the students would take the SBAC because the SAT is
263 not yet aligned to the Core. In 2016, she is not sure what would happen because the state
264 is working to fund the SAT. She discussed the cost of the SBAC and the SAT and how
265 the cost of the SAT may decrease. The state legislature is very supportive in replacing
266 the 11th grade SBAC with the SAT or ACT.

267 Mr. Coughlan stated that he is not supportive of this pilot because he is concerned about
268 the workload on the staff.

269 Mr. Scully stated that lucky SHS has been working with the performance assessment for
270 the last 6 years. This is an opportunity to take advantage of the technical support to move
271 forward with the school's work with performance assessments.

272 Ms. Heimarck stated that this pilot would advance work the school is already engaged in.
273 The technical support is from the Center of Collaboration and the state DOE. This is a
274 commitment for the planning year. The school has the opportunity to change in the
275 future.

276 Mr. Maresco asked about what the SBAC assess for.

277 Ms. Heimarck stated that there are three systems to comply for accountability:

278 1: SBAC Math and English, grades 3-8, 11

279 2: College and Career Readiness System, from Londonderry school district. There is not
280 high engagement by students in the higher levels for the testing. SBAC would be grades
281 3-6 or 3-8 and then the College and Career Readiness, would give a Readiness Test,
282 PSAT, and SAT

283 3: PACE Performance Assessment Competency Education – uses one time assessment
284 and Performance Assessments

285 PACE allows for more than one data point and includes a local and authentic assessment
286 for Math and English. Performance Assessments would also happen in Science, Social
287 Studies and the Arts.

288 Mr. Maresco and Ms. Heimarck discussed the tests. NWEA will still be given for grades
289 2-11 because it is a stable data point. NWEA may go away as the SBAC and SAT, ACT,
290 IB data pool builds. The intent is to streamline the testing.

291 Mr. Coughlan stated that he has no faith in SBAC and little faith in the new SAT. Both
292 assessments potentially could be awful. He asked if NWEA could become the validating
293 measure.

294 Ms. Heimarck stated that NWEA is not going to become a SBAC assessment. NWEA is
295 a formative assessment and SBAC is a summative assessment. NWEA is a 45min.

296 assessment and SBAC is an 8hr. assessment. NWEA fulfills a different purpose in the
297 assessment world.

298 Ms. Heimarck stated that another option is for schools districts to go to the National DOE
299 and make their own pitch, but the state will not be able to support them. The state is
300 pushing accountability responsibilities to the local level.

301 **Mr. Coughlan made a motion to adopted the PACE Model. Mr. Brown seconded the**
302 **motion and the vote was unanimous.**

303 Ms. Mullens asked about the selection of the pilot teachers for the Math pilot. She asked
304 about the professional development happening for four days. June 20th will be the first
305 PD day.

306 Ms. Landwerhle stated that all high school teachers and 8th grade teachers were involved
307 in the pilot or the book study.

308 Ms. Heimarck stated that the other 3 days will be in August and they will use an
309 assortment of PD funds to pay for the training.

310 Ms. Mullens asked if the PACE model will be tough to fit in with the curriculum.

311 Ms. Heimarck stated that the school is already doing two performance assessments per
312 year. The planning year will be the determination of how often the performance
313 assessment will be done.

314 Mr. Scully stated that the performance assessment would happen along with the
315 instruction. There will be an impact, but teachers will not be stopping class to give a test.
316 This is an outgrowth of instruction.

317 Ms. Heimarck discussed that initial conversations at the state level about performance
318 assessments happening 2-3 times per year.

319 **Mr. Coughlan made a motion to adopt the CPM resource. Mr. Grondstra seconded**
320 **the motion and the vote was unanimous.**

321 Field trips

322 Mr. Gagnon stated that this is a baseball trip to work with the Pittsburg Pirates. The
323 Baseball coach asked to present the trip to the Board again. It is in the \$1500.00 range
324 and has 3 days out of school for the Wellness teacher. He does not recommend approving
325 this trip for next year.

326 Mr. Gagnon stated that he surveyed 26 students who participated on trips that missed
327 classes. A majority of the students stated there was value in these trips, homework could
328 be done on the trips, and work from teachers could be obtained before leaving. The
329 transition back to classes was mixed depending on the class. A majority of the students
330 agreed that the trips gave an educational opportunity to the year.

331 Mr. Maresco expressed his concern about students missing school for a baseball trip.

332 Mr. Brown asked about the cost difference between the New York trip and the Florida
333 trip.

334 Mr. Gagne stated that the exact cost figure is not given. The second trip is only two days
335 out of class and not three.

336 **Mr. Maresco made a motion to reject the trip to Florida. Mr. Coughlan seconded**
337 **the motion and the vote was: 3 in favor, 1 against, 1 abstention.**

338 Mr. Gagne stated that the second trip is an opportunity to travel to New York to use
339 facilities for Baseball and see the sights of New York City. Mr. Gagne asked the Board to
340 consider supporting this trip because of the learning opportunities in New York City.

341 The Board discussed the trip happening on a weekend or using the last weekend of
342 February vacation. They discussed this trip giving the Baseball team privileges over the
343 other teams. The Board discussed students being responsible adults, and if they want to
344 go on these trips they need to have ducks in a row for missed class time. The second trip
345 has more educational experiences. The Board discussed students coming back from trips
346 and discussing the learning that happened in classes or with classmates.

347 Ms. Mullens asked Mr. Gagne to see if the trip could happen on a weekend or vacation
348 and report back to the Board in August.

349 Late Retirement Request

350 Ms. Mullens stated that the Board received a letter of resignation from Lisa Kent for June
351 2014 with no monetary request involved.

352 **Mr. Brown made a motion to accept the Letter of Resignation for Lisa Kent. Mr.**
353 **Maresco seconded the motion and the vote was unanimous.**

354 **DISCUSSION**

355 Information regarding parking lot cameras from Community Council

356 Mr. Scully stated that Community Council is still working on this.

357 Fall Forum

358 Ms. Mullens stated that the forum is in San Francisco. Mr. Coughlan wants to go and
359 Ms. Mullens has interest in going. The registration starts soon and the Forum is Nov 8-
360 9th.

361 Ms. Mullens will send the agenda items for next year over the summer to the board and

362 discussed agenda items for next meeting.

363 Ms. Mullens suggested forming a small committee for the scholarship applications and
364 the board agreed.

365 Mr. Brown suggested adding a timeline for action items that do not get completed each
366 month, because many get pushed back after a whole year.

367 Ms. Mullens had discussed this with Mr. Warburton.

368 The board discussed following up on agenda items. The Board has gotten away from
369 covering some stuff at the SAU level because of the Strategic planning. Some things
370 were longer than they were expected to be in the meeting, so some other agenda items get
371 pushed back.

372 Administrative Survey

373 Mr. Scully discussed the process of creating the survey using administrators and teachers.
374 He presented the dilemma of building a feedback form that is useful at the CFG in May
375 and the discussion was continued into the June CFG. The CFG also presented at a faculty
376 meeting. The school is still in the process of creating the form and will give the survey
377 electronically half way through the year and at the end of the year. He discussed the
378 resources that were used. He shared with the board the document teachers will fill out this
379 year and it will be revised for next year. He went through the survey and highlighted
380 areas of focus. The survey is reflective of the spirit the leadership team is trying to bring
381 forward. He discussed the leadership team standards and how they are incorporated in
382 the survey.

383 Ms. Mullens stated that the survey is very thorough, reflects the values of SHS, and holds
384 administration accountable.

385 Mr. Warburton stated that he is proud of this document because the process to create it
386 involved the entire school.

387 Mr. Maresco discussed putting a name on the document.

388 Mr. Scully stated that they could make it optional for the name, but when a person put
389 their name on a document like this it is a sign of an open and healthy culture.

390 Mr. Brown stated that is 100% return is required then a name needs to be on the
391 document.

392 Mr. Warburton stated that they changed the due date to June 13th.

393 Ms. Mullens asked about the Teacher Facing Numbers.

394 Mr. Scully stated that the beginning of the year and next year would be different. This
395 year there is 79 students per teacher, 19 students per class, and 40 teachers are above the

396 average. These numbers will go up for next year and he can give an update in August.

397 **Mr. Coughlan made a motion adjourn at 8:48pm. Mr. Brown seconded the motion**
398 **and the vote was unanimous.**

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