

SANBORN REGIONAL SCHOOL BOARD MEETING

MINUTES

2-2-22

To view the video of this meeting, please visit our website at www.sau17.net and click on School Board Videos under the School Board menu.

A meeting of the Sanborn Regional School Board was held on Wednesday, February 2, 2022, in the Library at Sanborn Regional High School.

SRSD SCHOOL BOARD MEMBERS:

Dawn Dutton, Chair
Jim Baker, Vice Chair
Moiria Bashaw
Peter Broderick
Jamie Fitzpatrick
Heather Ingham
Tammy Mahoney

STUDENT COUNCIL REPRESENTATIVE:

Jocelyne Lampron

ADMINISTRATORS:

Thomas Ambrose, Superintendent
Dr. Patricia Haynes, Dir. of Teaching & Learning
Matthew Angell, Business Administrator

1. Call to Order - School Board Chair Dawn Dutton called the meeting to order at 6:00 PM with the Pledge of Allegiance.
2. Action on Minutes- Review of Minutes of [1-19-22](#)

Chair Dutton asked for a Motion to accept the Minutes of January 19, 2022, moved by Ms. Mahoney, and seconded by Ms. Ingham.

Mr. Baker noted that # 8.1 Article 8 -Motion says he made and seconded the Motion.

Ms. Mahoney and Ms. Ingham amended their previous Motions and Chair Dutton asked for a Motion to accept the Minutes of 1-19-22 as amended, moved by Ms. Mahoney, and seconded by Ms. Ingham.

Vote: All in favor

Chair Dutton asked Board to move Agenda #5-Student Council Representative Report next as Jocelyne has a basketball game this evening. Request approved.

Mr. Lampron reported that there are three basketball games tonight (JV Boys, Varsity Boys and Girls Basketball) which is awesome. We had a job Expo arranged by Ms. Alley with people from various trades in attendance and it was very successful. Student Council is moving Winter Carnival (usually held in February) to before April vacation because of safety reasons and no other details are finalized yet.

Mr. Ambrose commented that Jocelyne has been nominated for the NH School Board Association scholarship and is in the process of collecting her recommendations. That is the first time we have done that for a student at Sanborn since I have been here and the thing that made me feel comfortable bringing that forward was Jocelyn's incredible work on the *Food Kitchen* this year which was above and beyond, so thank you Jocelyne!

3. Communications

- 3.1 Distribution of Manifest Documents- Chair Dutton said documents are circulating for signature.
- 3.2 Nominations-None
- 3.3 Resignations-None
- 3.4 Superintendent's Report – Mr. Ambrose said he has been doing a lot of research and homework with regard to the move of grades 3 & 6. He will share the following information in a video for the public as well as in this report tonight.

Enrollments:

I have done a second analysis of our current and projected enrollments.

This year we have 1428 students in the district. NESDEC had projected that we would have 1387 in 2021 and 1358 in 2022 and 2023. We have approximately 41 students more this year and we are predicting approximately 75 students over the enrollments predicted by NESDEC next year in grades K-12.

For the 2021 school year we have 404 students at Bakie, 257 students at Memorial, 201 at the middle school, and 566 at the high school.

Despite being slightly higher than the NESDEC projections, we are much lower than the enrollment in 2017 (just prior to the reorganization). In 2016-2017 we had 1675 students. Our enrollment has dropped by 250 students and is projected to stay between 1300 and 1400 until 2031. As I reviewed the data it is interesting to note that our enrollments were 1950 students in the 2008-2009 school year. We have lost 525 students since the High School opened.

We have had a steady decline in enrollments for 14 years, the increase due to COVID is minimal because it is spread over many grades.

Here are our projected enrollments for the schools based on the move of grades 3 and 6.

2022-2023

Bakie will house 306 students (assuming a kindergarten class of 90 students) with a max capacity of 458

Memorial will house 289 students and has a 253-student capacity without portables (approximately 350 with portables in full use). The portables are currently in full use, but they are an issue that will need to be addressed.

Middle School will house 269 and the High School will house 543 students for a total of 812 students. The MS/HS capacity is 1,056 students. NESDEC built in a buffer of 10 percent for each building with their estimates. These enrollments are consistent with those estimates.

As the grades move up through the years the high school and middle school will have the following enrollments (Bakie and Memorial are slated to stay the same unless there is a change in Kindergarten):

2023-2024	2024-2025	2026-2027
MS: 257	MS: 289	MS: 270
HS: 459-475*	HS: 450-475*	HS: 450-475*
Total: 716-741	Total: 739-764	Total: 720-745*

*Depending on the number of students from Fremont (average is approx. 30-35 per year)

In summary, the analysis shows that we will have approximately 725-750 students in a building built for 1054 students for at least the next five years.

Feedback from Miss Desrochers:

Ms. Desrochers met with me to share her perspective.

Having been the principal of the middle school last year she has unique insight into what did and did not work well.

She noted that although the middle school has only 200 students it is very difficult to do observations and improve instruction without an assistant principal because a person cannot manage the behaviors and observe teaching and learning at the same time. She believes that moving sixth grade will help tremendously. The addition of the assistant principal and guidance counselor will help the principal improve academics and instruction.

From a curriculum perspective, the shift enables teachers to plan along a 6-8 continuum so that the students have real life science experiences in lab settings. They'll also have in depth, rigorous instruction from teachers who are content specialists (this is especially true for science and social studies). We believe this instruction will better prepare students for their high school experience. The developmental bands for curriculum are traditionally set up in a 6-8 continuum, with numerous publishers and instructional programs following this set-up, which would streamline the costs as well as the professional development for teachers as well.

Ms. Desrochers would also recommend a half day move up day for students entering grade 6 in June (after graduation when high school students are completing credit recovery). This would allow students to spend a half day in their new surroundings meeting teachers, attending lunch while becoming acclimated to their new surroundings. Our goal should be to ease the transition and alleviate anxiety associated with this shift prior to summer vacation.

Mixing of Students

I also met with Mr. Stack and Mr. Malila after observing the PE classes and the Library. They are moving forward quickly by creating floor plans, meeting with staff, and working on schedules.

So far, there seem to be some significant efficiencies created by moving the 6th grade to the middle school. It is making the music program schedule much better. Mr. Stack and Mr. Malila have come up with a floor plan that appears to only use two high school classrooms for the move, less than the 5 classrooms we originally anticipated.

The high school and middle school have started working on firming up a schedule. That work will continue for a few months as the course selection process for the high school is not yet finalized. We all feel that moving the sixth grade while implementing the new high school master schedule makes a lot of sense. It is more efficient to integrate the sixth grade while the high school schedule is being changed than to set the schedule up, move the sixth grade later, and then redo the master schedule again in a year or two.

I heard some feedback from parents that middle school students were having classes with high school students. I take these concerns seriously, so I wanted to observe classes and ask questions. I have made unannounced visits classes and talked with the administrators about rumors of middle school students being "mixed" with high school students during lunch, class times, transitions, etc.

PE:

Middle school and high school students do not have physical education classes together. The middle school sometimes (rarely) has PE in one half of the large Gym while the High School has class on the other half of the gym. This means the students may "see" each other but they are not in class together.

Art:

Art classes are completely separate. On occasion, the art teacher may ask a high school student or middle school student to go to the other art teacher and ask for a supply item. This is a time when High School and Middle School students may "see" each other but they are not in class together.

Library:

The library is an area where middle school students may see high school students as they pass through the main library to the half of the library dedicated to middle school. I did note that I would recommend a window be added to the middle school half of the library. It is really dark in that half of the library.

Music:

I have investigated the claims that middle school music is mixed with high school music. Again, this is not true, but some high school students did help the middle school out for the winter concert by filling "empty" seats in the middle school band. This is a common practice in many districts. I recommended that the parents of the middle school band program be notified by email when high school students are helping out just to avoid any confusion. This same practice should be used in any instances where high school students are used to support middle school programs in a similar manner as role models.

I talked with Matt and Brian about the expectations for housing the middle school at the high school facility. I asked that middle school students pass to specials and lunch in a "staggered" manner. This means the schedules of the two buildings are similar but the start of class passing time for middle school will be right after the high school to start a Unified Arts course and just before the High School students return to the middle school wing.

We talked about using other staff to help with transitions while we continue to try to fill the intervention teacher/para positions.

Intervention Staff

Bakie- Currently we have hired one math intervention para and a part-time English Language Arts (ELA) intervention teacher. We are still trying to fill a math intervention teacher position. We have had to pull one ELA interventionist to cover a long-term sub position that could not be filled.

Memorial - Currently looking to hire one FT Intervention teacher in place of intervention paras

Middle School- currently hiring one FT Intervention teacher/ need to hire one more FT Intervention teacher

Brian and Matt made a great point: It is not fair to assume that students from the middle school would not “see” high school students. That promise was never made, nor is it reasonable. They will see each other; they are in the same building. We have held true to our promise to take steps to minimize interactions and carefully monitor all students in common areas. Mr. Stack has assigned duties to support this in light of unfilled staffing positions.

I met with some 8th grade students and while I was reading to them for World Read Aloud day. Like last spring when I met with all of the 7th and 8th grade students, I asked them how things are going with being at the high school. The vast majority of students said reported that they are very happy with the facility and the school. One student said that they preferred the old middle school. They said things are fine and they did not report any issues. I asked about the bathrooms, and they said the bathrooms are not a problem. This is congruent with the information the students shared at the end of last year when I met with grades 7, 8, 11, and 12. It is important to note that those meetings were structured to have the students to talk in small groups with one student reporting out for each group. The activity was designed to give students who don't always speak an opportunity to share freely.

Costs:

We have found a way to handle the move in a very cost neutral manner and the business side of the district has begun developing a schedule to facilitate the move.

Middle School Assistant Principal: This position will be funded by moving the special education coordinator position from Bakie to cover the cost (Jodi Gutterman has a plan to keep the person in the coordinator position in a different capacity using grant funds so they will still have a job). There may be some additional cost to filling this position but we always have ups and downs with resignations and new hires so we anticipate that any costs will be covered through natural attrition.

Guidance Counselor: Bakie is losing 100 students in this process. The school currently has 2 guidance counselors. We will move a guidance counselor from Bakie to the middle school. We will provide additional guidance at Bakie for next year using the grant funded position we hired at the last school board meeting.

Walls to be built at the Middle School: Dan Doyle will handle building any walls at the middle school. By using in-house construction this will be a very low-cost item. There may be some electrical costs for this part of the process.

Moving costs: Our custodians will handle the physical move so there will be no additional cost.

HVAC: Depending on the location of walls there may be some HVAC costs, we are still analyzing this. Matt Angell feels we will not be modifying the HVAC system; however, we will be looking at this issue further.

Bathrooms: We are not recommending adding a student bathroom to the second floor. The middle school has a new bathroom on the first floor and there will be a single (unisex) bathroom on the second floor. If the school board wants to add a bathroom to the second floor, there would be a one-time cost of about \$230,000 and we would prefer to have the move occur and then discuss the bathroom if there is a need. An additional bathroom takes up classroom space and we don't want to use any classrooms unnecessarily.

I think it is important for everyone to understand that this move is relatively easy compared to the district reorganization. We have no intentions of moving the goal post regarding the critical curriculum work, NEASC, the strategic plan, or other initiatives.

The principals have hit the ground running. They are already working on locations for staff, and they are working on the master schedule for the middle and high schools.

Looking Forward:

In the future we will need to discuss three items with regard to the move.

1. Paving the parking lot near the tennis courts. Additional parking would be a big help to improve student drop off and pick up flow (and parking is tight overall). We believe that we can wait to do this until we have moved 6th grade for a year and then assess the parking at the close of the 2022-2023 school year. The move will add approximately 10 adult cars to the campus, but the high school numbers are declining so we believe this will balance the load on the parking lots.

2. Additional Bathroom: We think we will be fine with regard to bathrooms. I would recommend we discuss after having sixth grade in the building for a year.

3. Area for outdoor recreation (recess, lunch): administration will be asking about some outdoor activities to structure the breaks middle school students take. This is in the early phase so we will have to do more work and share some ideas with the board in the future.

Mr. Malila will be running a 6th grade transition committee for parents who would like to be involved. If you would like to join this committee, please email Mr. Malila at Mmalila@sau17.net.

I hope this information provides answer to your questions, if you have any further questions, please reach out to me or the principal of the building you have a question about. We are happy to help.

4. Committee Reports

4.1 Policy- Chair Ingham reported the group met this evening and she will have Minutes at the next meeting.

4.2 EISA -Ms. Mahoney said Excellence in Student Achievement met on 1-19-21 as follows:

In attendance: Chair Tammy Mahoney, School Board Subcommittee members Jamie Fitzpatrick and Dawn Dutton, Superintendent Tom Ambrose, Director of Teaching and Learning Patty Haynes, Director of Academic Intervention, Assessment, and Accountability Christine Desrochers, Director of Guidance Heidi Leavitt, HS Principal Brian Stack, HS Assistant Principal Steve Krzyzanowski, MS Principal Matt Malila, Memorial Principal Ryan McCloskey, Bakie Principal Troy Kennett.

Meeting called to order by Chair Mahoney at 4:30 pm. Minutes of the 12/15/21 meeting were reviewed and approved by a unanimous vote.

Ms. Desrochers presented information on the district wide NEASC (New England Association of Schools and Colleges) accreditation process. It's a lengthy process that will extend into 2024. NEASC will be evaluating the district on these standards: learning culture, student learning, professional practices, learning support, and learning resources and a rubric has been provided with the foundational elements that need to be met. In February surveys will be issued for all stakeholders to complete and a report will be produced before the end of the year. The first visit from NEASC will be next year, and the accreditation visit will take place in December 2024. Mr. Fitzpatrick expressed some concern over the resource consumption for this multi-year process, but the administration believes that this work will help to support the strategic plan work, as the district reflects on its goals and vision for the future and creates priority areas for school growth plans.

Mr. Ambrose reported that the grading task force has a call scheduled with Ken O'Connor, a well-known education consultant, to discuss grading practices. The next EISA meeting will have an in-depth discussion of grading practices, beginning at 3:30.

Mr. Malila provided an update of the HS Schedule committee's work to revise the requirements to earn a diploma with distinction. Based on research from other schools it's an uncommon diploma, and most schools that do offer it use GPA as the criteria. The committee will discuss various possibilities and develop a proposal.

Dr. Haynes reported that the 7-12 math curriculum search is progressing. Grades 7-8 have decided to stop piloting Illustrative Math and will now begin a new pilot of Mid School Math. The High School is piloting the 2nd of 3 programs. Materials should be available for review in March.

Dr. Haynes reported that the Strategic Plan 1st draft survey results are being evaluated for incorporation into a 2nd draft, to be issued soon. 2 focus group sessions will be held for community feedback, on January 26 and 27.

Meeting was adjourned by Chair Mahoney at 5:45 pm.

- 4.3 Finance- Mr. Fitzpatrick reported will meet on 2-16-22 with time TBD.
- 4.4 Facilities -Mr. Baker reported that the group met today, and he will give the report at the next meeting. He added that the meeting was held in the Library at the Bakie School and the group did a tour of the Bakie facility looking at areas that are of particular concern for refurbishing or repairs.
- 4.5 Public Relations- Ms. Mahoney said the group met earlier this evening and they discussed the Strategic Plan and the focus groups which I believe are on the agenda tonight. We discussed the warrant articles. Mr. Ambrose is going to be putting out some educational information and he is going to be writing a letter requesting support from the community for the Support Staff Contracts.
- 4.6 Personnel – Ms. Dutton said the group met on 1-19-22 and she will report at the next meeting. The next meeting is 2-16-22 at 3PM.
- 4.7 SST -Mr. Ambrose said there has been no meeting since the last report.
- 4.8 Budget- Ms. Bashaw said the group met on 1-20-22. They voted on recommending the proposed budget which passed 8-0. There was discussion and voting on the warrant articles to be moved forward. We also discussed having procedures for next year on the Budget Committee. The next meeting is the Deliberative Session on 2-9-22 at 7PM

- 4.9 Wellness- Ms. Ingham said the group met on 1-18-22 as follows:
In attendance was Mr. Dawson, Dr. Kennett, Ms. Leavitt, Ms. Khalil, Ms. Belcher and Ms. Ingham.

In the meeting we focused on staff mental health as out wellness and we want to look at bringing back some things that were done pre-pandemic; mindfulness, walking challenges and other things to support our staff who have been working tremendously hard these past two years. Our next meeting is 2-16-22.

5. Student Council Representative Report- See report under Agenda #2

6. 1st Public Comment

Annie Collyer (Newton)- I wanted to just comment on the Superintendent's Report on moving grades three and six. Initially, I had some real concerns one of those was based on the November reporting that there were about 300-350K of anticipated expenses and that wasn't part of your meeting to kind of let us know that that was that it was going to be cost neutral. I learned that from Ms. Bashaw at the at the budget committee meeting the following day. The biggest concern that I've had is not to move the goal posts of getting more rigor and getting the curriculum really established vertically and horizontally, so that our children don't continue to be failed. Too many of them are being failed by the time they graduate, and I don't think any of us here want to see that happen. I was very glad to hear the Superintendent affirm that there is nothing in this move that is going to shift those goal posts or those standards from being met. We have a great conversation going on and things are happening. I really want to see it all implemented. I know you all do as well. The Superintendent has also assured me that by moving three and six, it's actually going to help some of that implementation as he has studied it further. So, at this point I'm just really looking forward to that. I can also say that when I serve as a sub in the high school, I see kids passing classes and I see the administrators and other paras and teachers out all the time making sure that the passing in the hallways and so forth goes smoothly and I don't see interaction. I don't see that kind of thing going on between high school and middle school. Everybody kind of sticks in their own row. Occasionally there's a child who sees one of their siblings and they run over and give them a hug. I mean that's a different thing than the kind of thing to be concerned about, so I want to say that I think it's going smoothly. I anticipate it will continue to do so and looking forward to that increased rigor that you guys are all working towards. Thank you

7. New Business (7.2 moved to 7.1 per request by Superintendent and approved by Board)

- 7.1 Second Draft of Strategic Plan for Feedback from Board- Superintendent Ambrose reviewed the general process that has unfolded in working on the Strategic Plan. He invited Dr. Haynes to the Podium to give specific details on the work she has done in creating the plan as well as in obtaining feedback from Board members, administrators, staff, and the community (via focus groups, surveys, and meetings) in order to continue its evolution. A third draft will be delivered by 2-9-22

Mr. Ambrose said we are getting great feedback and I want to thank everyone for taking the time to chime in. What we are going to do tonight is give the Board an opportunity to share any thoughts they have publicly prior to the next draft.

Dr. Haynes commented there are components of the document that are static, meaning more set but there are links within the document that connect to working documents that are "living" meaning all the tasks and milestones that are associated with the objectives of what we are going to do are basically tracked on how we are getting it done; a very dynamic, working, living part.

Board Feedback on Strategic Plan- 2nd Draft

Mr. Baker-One of my biggest requests was that the *Portrait of a Graduate* and the *Definition of Student Success* appear front and center in the document. I also thought that under the accountability section, where it lists the responsibilities by the Curriculum Director Dr. Haynes and different people who are accountable to move this forward. Also, the committees that are relative to those subjects get added in as well. So EISA for example would be in the *Target 1* which is *provide comprehensive education that supports deep learning*. The finance would be involved in *developing a dedicated workforce by recruiting developing and retaining effective professionals*. Facilities would be in the parts where they're talking about appropriate infrastructure. That way everybody kind of follows along as things are developed. There's no surprises and we all can work together with our ideas as it goes.

I also thought that because of the communications potential of Alma and how that data is going to help refine and tweak the curriculum as time goes on, which should be added under strategy (this is Objective A under Target 1) under the implementation evidence because that'll be a great tool to have that information and apply it. Also, under Objective B, I thought where under Implementation Evidence, how we will know it's happening? I thought the Marshall Evaluations should be added in there because again that's a terrific tool for helping teachers and administrators keep things on track and kind of develop them as things good time goes on.

My other concern was the timelines of some of these tasks and their completion dates and I think we need more detail about that. I had a lot of discussion with Dr. Haynes and Ms. Desrochers about that and I've also had discussion with Tom about that so we can have some a real dynamic focus and real sequence to how this comes about, and it's tracked all the way and goals are met, so, it's not just something that's far out from now, that is we're reaching for but it's a progression. Some of this stuff I think needs to happen sooner, this targeting proficiency levels 2023 to 2027, well they're talking about I guess year one, having August 2022 have those proficiency levels for the next year, is that right?

Dr. Haynes-The proficiency levels I think is going to need to be larger conversation because we still need to identify what those are but as it's written right now what we were thinking is you're not going to be able to set the following year's goal without knowing what you have for the previous year's information, so yes as it's currently written, but I think that's going to end up being a larger conversation with the board.

Mr. Baker-The numeric grades portion, that's the school board goal for this year and I'd like to see significant progress made on that. If it can't be completed something that's at least a plan to complete it.

Mr. Ambrose-It is important to recognize that the board set a goal for the numeric grading and the original plan was to research it this year, figure it out and implement it next year with it being fully implemented by the end of the year. We are way ahead of that with letter grades being implemented at 7-12 already. Grades 4, 5 & 6 are implementing grades right now. I think we are going to meet that goal by the end of this year.

Mr. Baker-The last thing is the Curriculum Maps. I think that needs to be a priority. I am looking at a date by March of 2023. The Curriculum Maps are different than the Master Schedule but if we don't have an integrated curriculum vertically and horizontally then we have too many holes in our academics. Having learned what I have learned in the past 2 years about that from talking to parents, teachers, and a substitute that I am very close to, that's a big job that needs to be done yesterday.

Dr. Haynes -That date of March 2023 is set for the end of everything, but we need to be clear so when you go by content area, it is more spelled out.

Ms. Mahoney-I like how it is laid out and I like how it is organized. I like the accountability cells that specify who is accountable and I like Mr. Baker's suggestion of the committees. For Target 1, I was not happy we were establishing target proficiency levels to increase proficiency so that the district reaches or exceeds the state average each year. I don't think that's an appropriate goal, it is a mediocre goal. When he started, Mr. Ambrose talked about aiming at 80%-85% of our population at grade level and that would be preferable to me. I think that's a better goal.

I had some comments on the proficiency chart. I asked to have some of the other assessments added like Fountas and Pinnell. I like in Objective A the concrete dates and targets as I didn't feel that enough of the objectives had that. I would like more timeframes and what we are going to do with that information.

Relative to the facilities, the goals refer to the Capital Improvement Plan. I see now that the verbiage has been changed. It now says, *follow timeline outlined in Capital Improvement Plan. Plan will be approved at a later date.* I am happy that was changed as I wasn't comfortable approving a Strategic Plan that referred to a Capital Improvement Plan that we haven't discussed yet. This is just a little clearer.

Mr. Ambrose- Just to be clear, the Capital Improvement Plan needs to be approved by the end of the year as well and we realized we couldn't do them simultaneously. We are looking at the formatting and will have future presentations on that.

Mr. Fitzpatrick-I provided nine pages of feedback, but I want to say something about that. Putting together a straw man is very difficult and the work involved in structuring it is very difficult. Finding therefore, things that triggers you to think about and to add in or question or critique is very easy compared to that work involved. So, I appreciate the work involved in putting it together. I'll just go through some of the general themes that that we talked about where the concerns were, where I thought things needed to be improved.

On general accountability, I thought we needed to have a tighter line as to what the accountability level is. This person's accountable for this. Right now, you have a whole block of people accountable, and you don't know which person in that block is accountable for which strategic item.

Also, as Mr. Baker suggested, I also believe that this should be a five-year plan which is I have a current year and four more years and then the next year, I have a new current year and four more years. I always have a five-year plan the current year goes by I analyze it then I have the fifth year added on. The current year should be the topic of subcommittee meetings. So, for example on the strategic objective 1 where we're talking about proficiency and grades etc. those should be the topics that we review in the Excellence in Student Achievement and when we're talking about the facilities etc. those should be the items from the strategic plan that we're reviewing. I stressed that this is not Ms. Desrochers's and Dr Haynes' plan, this is the school board's plan, and the school board has to own this and adopt it. It isn't just the plan of those that wrote it, and it can't be a static plan it has to be a life plan.

Also, on the timelines, I thought that we needed to tighten up timelines with milestones. I'll use an old political phrase of trust but verify. When people are responsible for doing things, you still have to make sure that there's some report out, some monitoring and report out because absent a definitive report out period of time it doesn't get the people's priorities, it doesn't get on their calendar and if it's not on their calendar for a report out it doesn't make it into the things that I got to get done and so we need tighter milestones with those timelines.

I talked about proficiency. I concur with tammy's comment about we need something that's not mediocre as a goal. The challenge I understand is if you say just simple math, I'm going to be at 80 in math I'm 30. so, I'm going to get a 10-point bump for the next five years and now I'll be at 80. I can understand the reluctance saying I don't know how to make sure I'm going to give you a 10-point bump and then you're going to say to me I didn't get 10 points, it's my fault, it's our fault it's our plan. You pick that, you pick the schedule then you say, these are the actions that we are going to take to make that happen. We believe that these will be the actions that will get us there and then we analyze that if it didn't get us there, why not? What worked what didn't work? What's the new schedule? Are we going to be able to catch that up? What are we going to be doing differently? Who else has other assignments? Where do we reassign resources? But we can't stop and say that the target is less than mediocrity. The target has to be we have to change the trajectory. We have to develop the culture of excellence that we are. This district is going to be the best performing district or in the best performing districts in the state and how do we get there and that's what the strategic plan is to do. So, we had a lot of discussions on that topic.

Also, the discussions on the curriculum. I looked into this UDB format and Dr. Haynes gave me a very in-depth analysis of this and how this process works and it's a very robust and a strong process, but I also mentioned, I made a comment that you know, to some extent this is a guppy trying to swallow a whale. We have to do what we can do and the first thing that we have to do is lay out this is the course of study in this grade then we can put and make the building blocks much firmer and stronger, but we first have to understand what is it that we want to be covered in this grade regardless who's teaching it. There's your horizontal and then how we're building this so that when I walk out of this grade, I know x amount of information and next grade, I can then build on that with y amount of information. So, we do need the general curriculum map. I think that the ideas that are outlined in the UDB format are excellent, and they'll strengthen it, but the initial focus needs to be the curriculum map, what is it that we are expecting in each grade from each of our kids. So, I'm not going to go through all the other items. I did have discussions about grading great deal of discussions about grading. We will get into that in the in the meeting on the 16th. Ms. Dutton, I have some feedback for you I'd like to discuss on that privately but there are things that we need to really have heart to hearts; the board, the administration, how do we get there what are the issues. What do we need to do culturally? How do we drive this? So, I won't go through, and I had questions and points and in my own particularities on every bloody strategic item, objective, evidence, and I won't read through all that if anybody wants that information, I will be glad to share it with you, but I don't want to be here all night. I already troubled Dr. Haynes and Ms. Desrochers with it and I say that jestingly. We had in my belief an extremely good discussion. There has been good rapport back and forth. This is what we need to do as a district to come together and to make this work, we need a map that we are going to follow and is going to guide us, and I think that this is the appropriate way to get it.

Ms. Ingham- I really enjoyed and liked how our strategic targets matched and aligned our school board goals, our district goals. I felt the alignment was well done. I was very pleased that you know with target 4 really increasing our community partnerships increasing our community involvement. It's something that I think we've all struggled with, that we need more community involvement as we make these changes, as we grow as a district. I think my only biggest feedback that I had was Strategic Target 1 which is *provide a comprehensive education that supports deep learning and social emotional growth* and I've seen in no time they took out all the targets and all the objectives that had to do with social emotional growth. We can't have that as one of our strategic targets if we don't have any tasks or objectives to meet that goal. I think the pandemic has really shown how much our youth are struggling with social emotional health and if they're not emotionally regulated, they're not going to access their curriculum and we're not going to be able to increase our literacy and math scores if they can't access the schoolwork.

Mr. Broderick- A couple of things and some of it comes from my experience teaching here but

I think there has to be definable goals for the students to advance now. I know that's heresy; got to make the student feel good so he would advance them, but how do they feel when they're 18 and out in the real world and they can't calculate simple things. One of the striking things that struck me was order of operations. Now you know they've taught it, but obviously Joey or Jimmy or Jeanne or whatever didn't get it. So, how'd they get advanced past the fifth grade without knowing order of operation? Now, I'm only using that for examples. When we talked about a number of things, it's not up to me or the school board to say, well that's what we have you experts for, so I think it's too much social. It'll hurt. Well, it's going to hurt a heck of a lot more when he or she gets hired and "well when I was in school, I just needed 20 percent accuracy". Well, that means I lose 20 of my customers because you're not making this this part right. I can't afford that you're gone I think we have to prepare the students more for life and be maybe less laser focused on college. I had a plumber come in the other day. A pressure relief valve went in one of my condos and guess how much I paid him for an hour's work? \$125 dollars. He got a good deal; he was a friend of mine. The point is you become, and I mean this is a compliment to the people, three years is apprenticeship. So, you get say you get out at 22, 23 years old, if you pass the test and you're a licensed plumber and you go out on your own you're making 100 bucks an hour. I have a grandson getting out this year as a computer programming engineer. He won't start at 100 bucks an hour. I think let's focus on college which is the hard thing for teachers because we're all college educated so it's a hard thing but it's getting to the point now, and by the way, I have a friend of mine who is an electrician. He's like \$120 -\$150 an hour which I find interesting because I think plumbing is much more fun and much more difficult and I could have done it, but it happened to be a condo and five years from now something happens if I've got electricity coming for wiring because 10 years from now, who wired that, where the fire started. I did, great no insurance so it's an insurance policy so please I know it's going to be hard but maybe the attainable goals and I'm sorry Johnny, Jeanne, Jimmy whatever you didn't make it and you know you're going to when I say you're going to cover your ass, I don't mean it this way but you're going to make sure that that student got all the help it needed he or she needed. I really worry about that because it was glaring every year that that I had to actually go back.

One of the biggest problems I had as a teacher here (I taught biology) is what don't I teach. I think we talked about that. I've got 38 weeks in a textbook this big, and I say okay, now I'm not going to teach flowers because we don't have a botany course at this school, but I don't have time to teach flowers and you know reproductive water flowers and all that stuff. We have to look at the curriculum figure out how to teach. Do we have to prioritize? I don't know but it always drove me nuts that I had to say I can't teach this because by the time you finish with the genetics and the cell structure and all that, so I think we used to have a department head who taught one less class made a couple bucks extra but went down to the elementary schools because if I can get a student coming in that I know for a fact absolutely has all those cell parts down nailed then, I don't have to teach the cell again because I go back to they didn't learn it maybe they should have been retained, heresy I know and that also means and there should be meetings with the middle school and the high school especially where I know that science teacher covered these and the students know it so that I don't have to teach it again and maybe I will be able to teach parts of the plant and plants reproduction. It was always very frustrating to me what I didn't have time to teach.

Ms. Bashaw- I thought this was well thought out and organized. I liked the color coding, and the hyperlinks. I have made the comment that I feel more in my realm going through Matt's thousand-page budget book than I do going through this. I'm an expert in numbers and not really all of this so, hearing feedback from other people. I was in one of the focus groups and I really heard from a lot of parents in particular who really thought these are some good attainable goals and really well thought out and to me it really seems very well thought out. I do have a comment when I get back to where I like numbers just making sure that everything that is in here is funded, that we're not having these goals. I noticed like one thing in particular, it was the artist in residence

program it was an objective. How do we know that we've attained it? One was a residence and artist program and if I recall in the past at Bakie. I feel as though the boosters program had to fund that so I just want to make sure, and I know there's a capital improvement plan which is a whole other ball of wax there, but I just picked out the residence and artist program because I believe that was not funded before and just making sure that these things that we put in here that we have the money to do that.

Ms. Dutton- I have a couple of things that were both in Strategic Target 1. In objectives b-d we talk about math literacy, performing arts, co-curricular activities which is fabulous but not anywhere in there do we touch on science or social studies history. I know math and literacy are worked into all of our subjects but I would like to see them at least mentioned because those are important, those are part of our core curriculum. So, I think they need to be in there as well. In objective e, portrait of a graduate, nowhere in here do we talk about preparing our students for life after graduation, the real world, other than through class work and work study practices. The intention of everyone involved in creating the portrait of a graduate and I was part of that, was to make sure that each and every student is prepared not only for academic success but also with life skills needed to be successful in the future. So, I would love to see that touched on more, so it doesn't get lost and overlooked. I think we need to focus on including those skills and advisories that's something that has been talked about. We've talked about making sure kids know how to balance their bank account, to apply for loans, apply for jobs, interview skills and have it as a badging system in an advisory, something to that effect. Many of our graduates wish they had we prepared them better with things like how to cook, woodwork, metal shop, general automotive skills like checking tire pressure, changing a tire, because not a lot of parents teach those skills anymore. We have those things here available for our students so having some access to that for our students I think that's important as well. If the students are saying that have graduated, I wish we had gotten that, I think it's important that we listen to that. So, I feel like we a lot of times get stuck on academics and we forget to prioritize some of the other skills that are equally as important to making them successful to go out into the world.

Mr. Ambrose thanked the Board for their input saying whatever it takes to get it right, we are going to do it.

- 7.2 Approval of Academic Calendar- Mr. Ambrose said the administrators had an idea regarding the early release days which we can discuss and bring back on 2-16-22 to adopt. The proposal is a one-hour early release on Wednesdays which adds 66 instructional hours throughout the calendar year. This would be instead of doing the 2-hour release on the five-day weeks. He wanted the public to know we schedule our contractual staff meetings after these hours, so it is an hour out of the school day and an hour of the staff time.

Discussion ensued.

This will be addressed again at the next School Board meeting on 2-16-22.

- 7.3 Policies for 1st Read- Mr. Ambrose said we have 3 policies for a 1st Read which can move as a group or individually. He reviewed them each.

7.3.1 [EBCA Emergency Plans](#)

7.3.2 [EEAEA-R-Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers](#)

7.3.3 [FAA-Annual Facility Plan](#)

Mr. Fitzpatrick made a Motion to approve the three policies EBCA, EEAEA-R and FAA, seconded by Mr. Baker.

No discussion

Vote: All in Favor

7.4 Decision of School Board Presenters for Warrant Articles at Deliberative- Mr. Ambrose said he and Mr. Angell developed statements to be read for each warrant article at the Deliberative Session and a draft assigning Board Members to read certain ones, which can be discussed.

Mr. Broderick proposed that Mr. Fitzpatrick, as head of the Finance Committee, read all the warrant statements as he does an excellent job of presenting the financial side of things.

Ms. Bashaw made a Motion that Mr. Fitzpatrick read all of the warrant articles at the Deliberative Session, seconded by Mr. Baker.

No further discussion.

Vote: 6 in Favor, 1 abstention (Fitzpatrick). Motion passes.

8. Old Business

8.1 COVID School Plan 2021-22 Update

Superintendent Ambrose reported that the plan adopted at the last meeting has been very effective. He reviewed the number of absences related to COVID with the numbers trending down, although Bakie has higher numbers right now.

Discussion ensued.

Mr. Ambrose recommended keeping the current plan in place and to check back in a couple of weeks regarding what our mask status should be, which everyone agreed to.

9. 2nd Public Comment -None

10. Other Business

10.1 Next Meeting Agenda

10.2 Announcements

10.2.1 **The next Sanborn Regional School Board meeting will be held on Wednesday, February 16, 2022, at 6:00 PM** in the Library at Sanborn Regional High School.

10.2.2 **The First (Voting) Session of the Annual School District Meeting** (Deliberative Session) will be held on **Wednesday, February 9, 2022**, at 7PM in the Auditorium at Sanborn Regional High School.

11. Non-Public Session-RSA 91-A: 3 II (c) (k)-

Mr. Broderick made a Motion to enter a non-public session per RSA 91-A:3 II (c) (k), seconded by Ms. Mahoney.

Roll Call Vote: All in Favor

12. Adjournment- Chair Dutton adjourned the meeting at 7: 41 PM

Minutes respectfully submitted by:
Phyllis Kennedy

School Board Secretary

Continuing Minutes Next Page

**Sanborn Regional School Board
Continuing Public Minutes**

2-2-2022

Mr. Broderick made a Motion to exit the non-public session per RSA 91-A:3 II, seconded by Mr. Baker.

Roll Call Vote: All in favor

Time: 8:04 PM

Ms. Ingham made a Motion to seal the Minutes in perpetuity, seconded by Ms. Mahoney.

Roll Call Vote: All in favor

Ms. Ingham made a Motion to approve the Memorandum of Agreement as presented, seconded by Ms. Mahoney.

Roll Call Vote: All in favor

Meeting adjourned at 8:05 PM