

**SANBORN REGIONAL SCHOOL BOARD
MEETING MINUTES
May 15, 2019**

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A regular meeting of the Sanborn Regional School Board was held on Wednesday, May 15, 2019. The meeting was called to order at 6:03 p.m. by Sanborn Regional School Board Chairperson, Peter Broderick. The following were recorded as present:

SRSD SCHOOL BOARD MEMBERS:

Peter Broderick, Chair
Dr. Pamela Brown, Vice Chair
Electra Alessio
James Baker
Larry Heath
Jamie Fitzpatrick (Excused)
Tammy Mahoney

Adam O'Rourke -Student Council Representative

ADMINISTRATORS:

Thomas Ambrose, Superintendent
Michele Croteau, Business Administrator (Excused)
Matthew Angell, SAU Office Manager

1. **CALL TO ORDER** at 6:03 PM by Chair Broderick with the Pledge of Allegiance led by Bakie Elementary School 3rd grade students.
2. **ACTION ON MINUTES**- Review of Public Minutes of 5/1/19. **Chair Broderick asked for a Motion to approve the Public Minutes of 5-1-19. Motion made by Dr. Brown and seconded by Ms. Mahoney.** Mr. Baker noted in Item 4.4 that the first sentence should say "...the group met on April 17". **Vote: 5 in favor, 1 abstention (Alessio).**
3. **COMMUNICATIONS**
 - 3.1 Distribution of Manifest Documents-Payroll Check Register # 23 in the amount of \$801,695.69, dated 5-16-19 and Payroll Check Register # 22A in the amount of \$22,125.80, dated 5-9-19. Manifest Check Register #24 in the amount of \$18,275.00, dated 5-8-19, Manifest Check Register #25 in the amount of \$432.24, dated 5-10-19 and Manifest Check Register #26 in the amount of \$763,653.25, dated 5-15-19. Signatures by board members received.

3.2 Nominations- None

3.3 Resignations- Superintendent Ambrose announced the following resignation with regret: Bakie School-Katherine Glennon, Grade 2 teacher.

Chair Broderick asked for a Motion to accept the resignation with regret, moved by Ms. Mahoney and seconded by Mr. Heath. No discussion.

Vote: All in favor.

3.4 Superintendent's Report- Mr. Ambrose gave an update as follows:

◆ The NH Commissioner of Education, Frank Edelblut, visited the district on May 3 and spent an hour at each school meeting with staff and students on various topics such as Extended Learning Opportunities (ELOS). He also attended a parent meeting and really appreciated having the opportunity to speak with them at length on many issues.

◆ He has met with the each school's staff, parents and students groups regarding the proposal for the proposed K-8 district reorganization.

4. COMMITTEE REPORTS

4.1 Policy-Dr. Brown reported the next Policy meeting is scheduled for Wednesday, May 29th from 4-5PM in the SAU conference room. The remaining updates to policies in Section "J" of the Policy Manual will be reviewed.

4.2 EISA- No report.

4.3 Facilities- No report.

4.4 Finance- Mr. Baker reported that the Finance Committee met on May 8th. The committee members present were Jamie Fitzpatrick, Jim Baker and Matt Angell. The Minutes from our April 17th meeting were reviewed and approved. We reviewed bids from independent auditing firms to perform the School District's annual audit. All the firms sent bid requests were similarly qualified. The contract went to Vachon, Cukay ("Cluekay") and Co which is our current firm. They submitted the lowest cost bid for an average of \$3970 per year below the next lowest bidder over the next 5 years.

We reviewed the Trust and Revolving fund Balances as of March 31, 2019.

Special Ed Trust Fund balance was \$232,119.06

Capital Improvements Fund balance was..... \$156,207.41

Facilities Use Fund balance was\$238,715.89

We reviewed various Revenue and Expense reports including current Budget Reports.

Total expenditures for Health and Dental through May 06 were: \$ 3,485,649.05

The expenditures for The General Fund excluding Health and Dental thru May 06 were:
\$21,940,730.64

The next Finance Committee meeting is scheduled for June 12th @ 3:45 PM.

4.5 Public Relations-No report.

4.6 Personnel- Meeting – Dr. Brown reported that the next meeting is on 6/26 at 5 PM and the previously scheduled meeting for 5/22 is cancelled. The duties of the subcommittee will be reviewed and plans discussed for the coming year.

4.7 SST- No report.

4.8 Seminary –No report.

4.9 Budget- No report.

5.0 Wellness-No report.

5. **STUDENT COUNCIL REPRESENTATIVE REPORT**

Mr. O'Rourke reported that the freshman class is holding a pencil fundraiser and a "step-up" dance for the 8th graders. The sophomore class had their pizza fest and raised \$1000. They are starting their prom committee meetings as well. The junior class has a prom this weekend and did some fundraising last week. The senior class is planning the senior cruise and a senior gift which will most likely be a Class of 2019 scholarship. They are getting ready for all of the graduation activities. Also, the Student Council worked on the Student Handbook. Student Council elections are coming up in the next two weeks and there are a lot of people running this year.

6. **1st PUBLIC COMMENT**-None

7. **OLD BUSINESS**-Policies

7.1 **Dr. Brown made a Motion to approve new policies DAF including subsections DAF-1 through -10, JIHB and JIHD; repeal old policies JH-R, JH-R1 and JK-R; reaffirm policy JLCE-R1; reclassify (re-code) policy JLCJ; and approve as-revised policies BEDB, DFA, DFF, EBBC, JH, JICB, JICDA, JICFA, JICJ, JRE, JIH, and JIH-R with 1st and 2nd Read. The Motion was seconded by Mr. Heath.**

BEDB: Agenda Preparation and Dissemination (revised 1 change)

DFA: Investment (revised remove 2nd-To-Last Sentence)

DFF: Income From School Shop Sales and Services (revised 1 change; No profit-seeking allowed)

EC: Buildings and Grounds Alterations (tabled- referred back to Facilities committee)

EBBC: Emergency Care and First Aid (revised 1 change)

DAF: Administration of Federal Grant Funds (new policy) + 10 subsections

DAF-1 Allowability

DAF-2 Cash Management and Fund Control

DAF-3 Procurement

DAF-4 Procurement - Additional Provisions Pertinent to Food Service Program

DAF-5 Conflict of Interest and Mandatory Disclosures

DAF-6 Inventory Management - Equipment and Supplies Purchased with Federal Funds

DAF-7 Travel Reimbursement - Federal Funds

DAF-8 Accountability and Certifications

DAF-9 Time and Effort Reporting / Oversight

DAF-10 Grant Budget Reconciliation

JH: Attendance, Absenteeism and Truancy (Revised)

JH-R: Attendance Regulations – Sanborn Regional High School (recommend Repeal)

JH-R1: Attendance Regulations – Elementary and Middle Schools (recommend Repeal)

JICB: Aggressive Behavior (Revised - updated sections)

JICDA: Staff – Student Relations (Revised - adds policy reference)

JICFA: Hazing (Revised – adds reference to related policy)

JICJ: Cell Phones and Electronic Devices (Revised)

JK-R: Suspension and Expulsion of Students (Repeal-intent is now covered by recently revised JICD)

JLCE-R1: Epi-Pen Administration Form (Nurses request - “reaffirm”)

JLCJ: Concussions and Head Injuries (reclassify policy code; upload to Manual)

JRE: Student / Parent Handbooks (Revised, minor changes)

JIH: Student Searches and their Property (Revised – updated with NHSBA sample policy)

JIH-R: Searches and Interrogations of Students (Revised & retitled/updated with NHSBA sample policy)

JIHB: Searches of Student Automobiles on School Property (new policy)

JIHD: Student Interviews and Interrogations (new policy)

Mr. Baker asked about JICJ (Cell Phones and electronic devices) and he recommended language that says you cannot use devices unless you are told you can, versus you can use them unless you are told not to. Superintendent Ambrose invited High School Assistant Principal, Robert Dawson, to address the question. Mr. Dawson first informed the group that the policy applies not just in the high school but to the elementary schools and the middle school. The content of the language in the policy is to allow each Principal at each school, every year, to establish what the boundaries and expectations are. At the high school, the teaching staff has the flexibility to define what the mobile phone device expectation is going to be for each lesson, every day. He added that this has been successful across the board as the students have found more clarity and the teachers have found a lot more flexibility and clarity. So, instead of automatically saying “no”, being flexible allows for much less distraction. Also, technology improvements make it so we need to continually adapt to new devices, some that even allow parents to listen to their child and to lessons, etc.

Mr. Baker withdrew his suggestion.

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Mr. Baker respectfully withdrew his suggestion.

Mr. Baker asked another question regarding policy JKR (Expulsion) which is being replaced by JICD (Student, Conduct, Discipline and Due Process). Is JICD, effective June 6, 2018, the most current policy? Dr. Brown answered in the affirmative.

Vote: All in favor.

Superintendent Ambrose praised Mr. Dawson, Mr. Angell and Dr. Brown for their dedication to working on the policy review process.

8. **NEW BUSINESS** –Chair Broderick requested a Motion to move agenda items 8.2 and 8.3 ahead of Item 8.1. Motion moved by Mr. Baker and seconded by Mr. Heath.

8.2- NHDOE Program Assurances for District Grant Management- Dr. Haynes explained that the Program Assurances are the Federal Grants that we receive as a public school organization; we receive several Grants and Title I, II, III and IV. Every year, it is a requirement for us to make sure that we sign these general assurances, which basically are the statement of policy, making sure that when we say we're going to be receiving funds from the federal government for a certain purpose, and we explain what that purpose is going to be and how much we're going to expend for that purpose, that we're using these federal funds appropriately in the appropriate places. So, this is just us presenting these assurances, and the superintendent needs to sign these in order for us to receive those funds from the federal government.

8.3- Dates for June Board Meetings- Superintendent Ambrose requested moving the June Board meetings to the 5th and the 12th, instead of the 5th and the 19th so he can have time to discuss the decision made by the Board with staff before they depart for the summer on 6-18.

Chair Broderick asked for a Motion to move the June School Board dates to the 5th and the 12th, moved by Ms. Mahoney and seconded by Ms. Alessio.

Mr. Baker asked if there would be a 3rd meeting in June. Mr. Ambrose answered that if we need one, we could have it. Dr. Brown asked to reserve the 19th date for policies.

Vote: All in favor

8.3- Public Forum on Proposed District Reorganization- Mr. Ambrose welcomed the public and shared a Power Point slide presentation which summarized the goals of the reorganization.

To view the presentation, [please click here.](#)

Comments from the public were welcomed as follows:

Tammy Gluck (Newton) - My question is how do you determine what's the maximum class size? Looking at the reconfiguration with the elementary schools, it's going to be tight.

Mr. Ambrose- It's a complex answer of all kinds; you have contingency models and you have an awareness of the kids. There is more flexibility for expansion and contraction when you have more classrooms at one grade level. Eighteen students is the goal.

Melissa Hilfer (Kingston)- I know that there's been a lot of talk of how we're going to keep all of those kids separate and it concerns me greatly. I'm also in charge of the Before and Aftercare Program which has 30-40 families using it. The YMCA runs a program that goes to Memorial and Bakie. We are going to be looking at what amounts to several families splitting their children up

and utilizing the same program that will end at 6pm. They will have to find a way to get from work, wherever that may be, to get a fourth grader or a sixth grader and then turn around and race back to Kingston to their other child. *Mr. Ambrose responded that they are considering a shuttle bus to help in that effort, saying he hasn't worked with YMCA yet because the Board has not adopted this and we cannot go into the next phase, which is the logistical one, since we are still in the feasibility phase right now.*

Jamie Osting (No town offered)-Why are enrollments declining? Is there a Strategic Planning Committee? What about transportation, will bus rides be longer? *Mr. Ambrose responded that over the last 10 years, we've lost 400 students, so that is 2000 students, down to 1600. This is primarily due to the declining number of births in New Hampshire. Also, families are typically trending toward the urban centers where there's more work when they're young. And then, what is happening is the folks who are ready to retire are selling their homes to those families and then buying here, at less cost than it would be in one of the urban centers. Regarding a Strategic Planning Committee, this is the next step after we work on enrollments. The bus runs need to be completely revamped. So the answer is we don't know today. One thing I will say is that our community is going to have to have conversation about whether or not we're going to have more regional stops.*

Michael Gannon-(Kingston)- I have a question on as sports. You indicated in your recent newsletter that sixth graders will not play sports when this transition takes place due to the NHIAA policy, which I understand. But then you went on to say that there will be a fewer students participating in the Middle School teams and it should not affect the 7th & 8th grade teams. Based on my experience, we have a Middle School team, not a 7th & 8th grade team. As a coach of the Track team with 104 students, 1/3 of them are 6th grade students. As the coach of the girls' Basketball, 60% are 6th graders. Soccer looks to be 1/3 as well. So, I found the information to be misleading. In the future, I just foresee that we'll have fewer teams at the Middle School level because we won't have the 6th graders to support them. *Mr. Ambrose responded, Thank you for everything that you do for kids, it's amazing. Thank you very much.*

John Defeo-(Middle School Student /Newton) - I'm here in strong opposition to the proposed district reorganization. The tax impact would be insignificant at \$65.60 per year savings. If this get voted down, and they have to renovate the Middle School, they shouldn't because, I go there and I don't see a problem, especially if they are not required by code. If there is a problem with consistency with the two elementary schools, bring the one that is lacking up, talk to the teachers on the ground and give them what they need. There are many ways to improve teacher collaboration. Also, is there a plan for keeping kids separate outside of the school? There are drugs problems going on and this is not a good idea. We should delay this for a year.

Taryn Lytle (Kingston)- I'm speaking as a public school teacher who's taught middle and elementary school and as a parent whose children are attending the elementary, middle and high school. The most important job of our schools is to provide the best educational experience

for our children. To me, this means using the largest percentage of every dollar in our very meager budget to directly improve educational outcomes for the child. In layman's terms, this means recruiting and entertaining the most talented and motivated teachers, engaging a sufficient number of well trained and compensated support staff, providing a well-equipped, safe learning environment and utilizing a wide selection of compelling books, technology and other materials. There is no doubt in my mind that educational outcomes for children are positively influenced when teachers and support staff have the opportunity to collaborate for grade level instruction, as well as communicate frequently with all specialists about their students. I also understand as a teacher, that Literacy Intervention in the early three years is critical for content mastering in grade four and beyond. If you are intervening starting in grade four, you have already missed the window. Realigning the elementary schools to a lower and other elementary model makes sense educationally and it is not an uncommon structure. I've worked for five years in a district that had the early childhood sector in elementary school and middle school that started in grade five. Then students choose from 4 different high schools after grade eight. The students in that district transition seamlessly between the grades and locations and all of the adults make it work. Regarding the numerous concerns brought up about the proposed changes, which have been addressed in large part, in the document published by the superintendent a few weeks ago, and I'm sure going over again tonight. Students, by and large, are energized and engaged by the adults around them. In summary, I encourage and go support the work of the administration as they offer every opportunity to improve student outcomes and elevate learning at Sanborn for K through 12. I expect the Board and the Budget Committee and the administration, to dedicate every dollar that may be recovered from not funding an additional building and reconfiguring elementary schools, to go towards improving the educational learning opportunities for Sanborn students. This means investing in staff, training, rich literature and experiences that enhance every student's school day, regardless of their grade or building location.

Kathy Radford (Kingston) - I think the biggest fault in looking at the numbers is what brought me here. I think the first, second, third grade, need to be no more than 10 kids, so you can pick up these problems with your kids in first, second, third, because otherwise, they're lost. How many Homeschooled children do we have in the district? We are losing connectivity with the kids.

Director of Student Services, Jodi Gutterman, responded that there are currently 69 students that are homeschooled in the district.

Kyle Soucy (Kingston)- Does a teacher have to get a certification for Intervention? What about the enrichment program at Bakie? What about the ridership with older students? *Mr. Ambrose answered: typically, people who teach intervention would have an advanced degree in the area they are providing direction in. Oftentimes, they have a Master's Degree or higher in Literacy Intervention. The Enrichment Program will stay. It is a balanced approach to looking at each student. For bus ridership, the reality is that that our High School levels are incredibly low. We are planning to have the Middle School kids sit on the right side of the bus and be dropped off first.*

Alyssa Dillon (Kingston)- I'm a licensed clinical mental health counselor and I practice in Kingston. My concern is bringing the seventh and eighth graders into the High School. I myself was bullied in eighth grade by someone in my junior high. So, I think putting them into the High School with 9th through 12th graders is my biggest worry. Like the young man said about the drugs, it very concerning. Also, if you do move forward, I would encourage you to require the guidance counselors to get some sort of emergency services training as in the ER, where there are lots of kids overdosing and wanting to take their lives from different things.

William Flaherty (8th grader from Newton)- I am the president of the Student Council and Treasurer of the National Junior Honor Society. Thanks Superintendent Ambrose for coming to a Student Council meeting and also for coming to school to listen to the opinions of the students on proposed transitions for seventh and eighth grade to the high school. I would like to reiterate my opinion on keeping the Middle School open as I've been fortunate to attend the school for three years. I think it'd be very difficult for the 7th & 8th grade to be in school with a lot of older students. Also, the loss of any teachers in the Middle School would be detrimental to students. The teachers at the Middle School really care about the students and work hard at teaching specific subjects to make sure the students will be prepared for high school.

Karen Campbell (Newton)- So in my opinion, when the NESDEC plan was presented, it was that we were building rich cash for we needed to consolidate to save money. Recently, it seems that the parents are being sold that we're being reconsolidated to put intervention services into our school, which is great. But, I worry that once the schools are being configured two years down the road that the intervention services that were sold to us will stop. Is there a way that a school Board Member can comment on writing in that intervention services can stay for 5-10 years? Also, can you pause and do a full study for the future for the high school as Fremont could leave and perhaps we could reach out to other high schools. We should pause and consider all the funding sources, especially if we can't get a guarantee on Intervention.

Chair Broderick responded that intervention is going to be a major component for keeping kids out of Special Education; in capturing them so they don't have to be there. I don't think my crystal ball is better than anybody else's. We don't know what's going to happen in technology and education, so for me to say we are going to be locked in is difficult. But I'll tell you, if we don't put a good amount of our financial resources into intervention, I'm going to be one very upset guy. I don't think anybody can answer what the future can bring, because you just don't know what the way things will go. Regarding Fremont, we are in discussion with them but that is discussed in Non-Public meetings right now, so until we have something to announce, that is all I can say. Your concerns have been heard. Thank you.

Ms. Alessio commented that this question should be asked of school board candidates before they are elected every year, "Where do you stand on supporting Intervention in our Elementary Schools"? We can't guarantee what's going to happen in 5-10 year or which one of us will be here. But we can say we know it is a major priority.

Cheryl Gannon (Kingston) - I'm just wondering if the Board, in their study of our situation, looked at other districts here in Hampshire that have a middle /high school model. Some that I am aware of are Gorham, Newmarket, Newport, Pittsfield and Milton. I am wondering how it works with their student population. I think the concerns that have been brought up are very valid. So, it might be helpful to look at models that are already existence and have been in existence for many years, to see how they handle the situations. In regard to the facilities and the buildings that the district owns, we still have the Seminary building. We're still paying to keep that so it doesn't deteriorate even more. The last that I believe we heard was that the land swap in Kingston was going to be on the warrant this year but it was held back because of some issues with the land at the fairgrounds. I was just wondering if we could have an update on where that stands right now. With the reorganization, I'm wondering about the space that was set aside here, when this high school building was built, for future expansion. If this reorganization is undertaken with the seventh and eighth graders moving to this building, will that space still be available if you need to expand in the future? Regarding test scores, we saw test scores tonight projected. I would just caution looking at test scores, standardized test scores. Some students just aren't good, standardized test takers. They seem to have become so ingrained. And as we see scandals of getting good scores on the test, cause a lot of pressure. And a lot of schools began teaching to the test. To me, that's not good education. We do need to look at what the kids are doing in the school and the classroom every day and look at those scores. I've even heard that there are some colleges now who are putting less emphasis on SATs and looking more at the high school transcript. The last thing I wanted to mention was that it was troubling to see the number of students who are struggling in reading and math. We have great teachers, but we still have kids that are struggling. What is the problem? Besides being at different buildings, do we need to take a look at the model that's being used to teach students at the elementary school? The kids get to high school and they're offered levels of courses, such as Foundations courses, Advanced Placement courses. Is that something that you might consider for kids in the elementary school, if they're struggling, or if they're advanced, that there might be different types of placements that would still not throw out completely, the fact that they're being included, and that we can include them in other areas?

Barry Gluck (Newton) - I am skeptical. When I came this evening, I had many questions and many of the same concerns of some of the parents do. Superintendent Ambrose's presentation was actually very helpful. I mean that it made a very good case that the numbers are down. I still wonder whether simply consolidating facilities is the best way to address that. There's no question that they need to be addressed. It was great to hear Ms. Lytle speak about other districts that have reorganized this way and that it has worked well. However, I am concerned that the funds that are freed up won't go to Intervention. I would actually like to hear from the other members of the School Board, whether their intention is to make sure that all the funds that are freed up going forward, are all applied towards the kids' education and to Intervention, and not simply into reducing the tax burden. As a past 9 year member of the Budget Committee, I also acknowledge that the Budget Committee plays a very big role in this. That's a question I would have for members of the Budget Committee as well. I don't

remember where they stand about making sure that these funds go towards Intervention going forward, and not just towards reducing the tax burden. *Chair Broderick responded: I reminded the School Board members that tonight we want to hear from the public and on June 5th or 12th we will have the chance to give our rhymes and reasons on the reorganization. We need to hear from you and then when we meet will make our decisions.*

Dr. Brown commented: I did want to make a statement tonight, but I was told let's hear from the public before we make our statements. I was the one who asked that the SAU 80 slide be presented on the Shaker School District. They have the School Board of the Year award given by the NH School Board Association. I looked at their website to see why they are School Board of the year. It turns out, that they have double the scores that we have at lower cost per pupil, but look at all the Paraprofessionals they're using, which is good. That is a bargain that I would like to have with the Superintendent. We're finding money to improve test scores, and when people came to see us, they were amazed that we had so many buildings for the population. So even that outside group was a little alarmed at our excess capacity. So, I'm always listening to people here. This is the most important decision I'll be making as a school board member, but I'm here to improve test scores for the kids and make them successful. That's my interest. And I am listening about bus routes and listening to the mix of younger and older grades. This is very concerning to me; I understand those issues as well. And I know that the Superintendent is really concerned with his own young kids. He's thinking of them at the same time when you ask these questions. So they're all great questions. But I just want you to know, I'm a teacher and I joined the school board because of our Assessments. Our kids are really smart; they just need to show it.

Ashley Page (Kingston) - It seems like so many questions can't be answered until Phase 2 of the plan and that still worries me. There has been a challenge to think about alternative plans. If a plan is voted on to split our elementary schools between two different towns, does that essentially eliminate the possibility of becoming districts? I feel like we should explore the option of each school having their own school board and budget. I believe it would improve communication between the schools and board. I believe we can build budgets on the more focused needs of individual buildings and the intervention needs of each student population. I am asking the board to delay the vote as we look into this reconfiguration option as well. We don't want to close this door to me or any other door that could benefit our students and taxpayers, now or in the very near future. I know it requires a 2/3 vote to do this, but I think it is an option worth exploring.

Ursula Giannusa (Kingston)-I would be the first to admit those test scores are horrifying. We work really hard, the kids work really hard. And I agree that something needs to be done. But I feel like there's one extreme or the other. Either we do this or we don't. How come there's no middle ground? My question is, why don't we try some sort of intervention, without splitting schools, to see if that works? And if there's progress, go to the next phase and just dive right into the deep end. My other concern is this is all based on test scores. A lot of kids don't

test well. My son does not test well. We are going to rearrange all of these schools based on test scores. We need to slow down and consider some other kind of middle ground. Are there any other plans, beside these two? *Mr. Ambrose responded: It is impossible to assess the effectiveness of the program when you only do half of the program. When I was Principal of a K-2 school four years ago, we sent the children on to a grades 3-5 school. When I was hired, we had 74% of our students reading at grade level when I left 9% were reading at grade level, 6%, were one level below, and the other 5% that were more than one level lower made more than a year's growth every year. I don't care about the State average. I want 80-85% of our kids at grade level, because they can be and I want the other 5% one below, and the other 5% to make it at least a year's growth. The definition of Student Success is much broader than test scores. We take care of the scores, and the whole child. It's not nature or nurture, it is nature and nurture. So, I just want to make sure everyone understands that my background is in Guidance. I am the last person to tell you that the whole student doesn't matter.*

Corey Masson (Newton) - First of all, thank you staff for being here. You guys had a long, long day and it doesn't go unnoticed by many of us. We appreciate that, and know that you're here on your time and we want to thank you for that. I don't care about other communities right now, I care about ours. I am pleased that Shaker Regional School District is increasing their student outcomes. I said at the March 6th board meeting that they won the NH School Board award for having a plan, a school board plan. Where is the plan for the Seminary? We had a plan to open this awesome high school building, and fund this high school building. The concern I have is what many of us may not know, that the State of NH is going to have 25% less students statewide and there is currently 170,000 students. That's 50,000 students less in the State. So, we're not alone. I bring that up because I question, where's Fremont in this discussion right now? What is the long range plan? If we opened this building up less than 12 years ago, and we're now in a crisis of having more capital land, and are building rich and student poor, where will we be when the shuffle occurs? So my question is what's the plan to address this? What is the plan to address this in Fremont, what's the plan to address this in Rockingham County? Why not actually be at the forefront of discussions to do more regionalization? We should fund intervention and fix the long term plan. This should go to community vote. *(Mr. Ambrose commented that they he has met with Fremont last week and the Board are meeting with them on May 21st as well).*

Alice Getchell (Kingston)-Came to the district in 1970 as a Science teacher. We had double sessions for 8 years because there was not enough space for students. Anyway, I just wanted to say the concepts between a Junior High School and a Middle school is very different. And when we were exploring the Middle school, teachers in our community ended up taking courses for education designed to reach the whole child. Please keep the Middle School students separate, I noticed that their behavior greatly improved when they are kept away from took away from the high school students. Thank you all for all the hard work you have done but please don't rush into it. It is too valuable to our community.

Danielle Watson (Kingston) - Bakie welcomed her children who had challenges by providing intervention that she was very happy with. The classroom sizes are 14 to 18 with Paraprofessionals in almost all classes provided and they're really spectacular. I think that I would ask that we put this on hold until we figure out the logistics. I am not against change. I think change is good, I think wanting our children to do well in school is good. I question statistics based on test scores, because I know that most all three of my children could not do well on test scores. So I think we're rushing things. I think that students don't learn well with the higher class numbers. I am concerned that this is too fast. And I'm concerned that we don't have everything in place to guarantee that all of these services and all the things you want to help deal with test scores and reading levels taken care of. The last thing I would respectfully disagree with that other school board. Intervention should be the top priority.

Roger Soucy (Kingston) - A lot of problems that we've encountered as a family has been with exposure to students on the bus. In addition, I also have concerns over the potential increase in classroom size; roughly 30% increase and what that will do to the quality of the education they get. I do know that as a taxpayer, my money helps go to maintain the schools and the property itself needs repairs of \$1.6 million. As an investor in the public education system in our community, I'm upset to see that that has happened whoever owns the school is the steward of that school and responsible for it not falling into a state of disrepair. I'm not somebody who wants to be part of an organization or community that invests in dilapidated real estate. But I would like to know if you're comfortable that the people that we have elected are making the right decisions to maintain the investments we have made as a community in our education, in the facilities and brands, so moving forward, you cannot continue to collect real estate and buildings.

Christine Cowden (Kingston)-There seems to be only one option offered and that is Intervention. Initially, the talk was about not having money to fix the Middle School. Then, after Article 8 passed, I feel like we're really only voting on one thing and I don't know where all the other options went such as what does functional Intervention look like at the current schools? I don't think I've seen any kind of financial implications of what a functional Intervention situation would look like at the current 6th grade.

Mr. Ambrose responded: The 3 options on the table right now are, 1) do nothing and fund the Intervention for 1.5 million dollars, 2) move 7th & 8th graders to the high school and 6th grade to the elementary schools, 3) reorganize the district into K-3, 4-6 and 7-12.

Joanne Corriveau (Newton)-Intervention is not the only tool. With this platform, I feel like you are sacrificing the other kids. My child scored in the 90th percentile in math and reading. This plan negatively affects her and everyone like her. One in twenty children is diagnosed anxiety and this plan fails them. This plan fails the 15% of the country on the Autistic spectrum. I have read all the information sent by Superintendent Ambrose. I have read those slides twice. But I have no confidence that this is going to help my child and many children in this district. This is tunnel vision.

Dave Harding (Newton)-Have lived here for 5 years now and when he came and asked about the school district, everyone was satisfied. I grew up in the Salem School District which was huge and not a great experience. A smaller district is better. I recommend not doing this all at once. The kids and are not interested and what is the costs? *Superintendent Ambrose responded: To fund the Intervention with no change in schools, along with construction at the Middle School will cost taxpayers \$1000 per \$300,000 home in Newton and \$600 in Kingston. The Office Manager, Matt Angell, confirmed these numbers.*

Diane Glose (Newton) - Where are we getting that money back if we do decide to do this? We have seen what happens if we don't do it, but what about if we do? I agree with a previous speaker that when we initially started this, it was because we did not have enough students for all the buildings we have and the associated costs. Now we are talking about student success. *Mr. Ambrose responded that nothing that he said previously is gone; he just didn't feel he needed to go over it again.*

Jakki Clark (Kingston) - Regarding teachers and staff. I've done some digging myself and have asked some questions to teachers who have supported my children in their academic achievements. It seems to me that there's a common thread; they are afraid. They're afraid to voice their concerns. They want to help students, but already know there is just not enough Intervention for them. I charge the Board, as well as the Budget Committee who are not here tonight to represent themselves, to spend time with our teaching staff, and ask those questions about what they see on the ground. I commend Mr. Ambrose for taking the time that he has taken to meet with staff and teachers but feel that there should be more open dialogue amongst our teaching staff and our board members, and our budget committee about what really needs to take place in all of our schools, no matter where our students are housed. Bakie School is about to lose a very valuable staff member, who serves a huge role as being an advocate for students who need 504 or IEPs. This is a really big deal. It's not been discussed who's going to replace and fill that role with the same level of expertise with the same lack of intervention. Mountains are moved at the Bakie School.

9. **2ND PUBIC COMMENT**-None

10. **OTHER BUSINESS**

10.1 Next Meeting Agenda

◆ Subcommittee Dates and times

10.2 Announcements

10.2.1 There will be a Joint Board Meeting with Fremont on Tuesday, May 21st at 6PM at the Ellis School in Fremont.

10.2.2 The next Sanborn Regional School Board meeting will be held on Wednesday, June 5 in the Sanborn Regional High School Library from 6-9 PM.

11 **NON-PUBLIC SESSION**- RSA 91-A: 3 II (c) (d)

Motion made by Mr. Heath to enter into Non-Public Session at 9:10 pm, seconded by Ms. Mahoney. A Roll Call vote was held of all members present.

Vote: All in Favor

12 **ADJOURNMENT**- Meeting adjourned 9:05 PM

Minutes Respectively Submitted by:

Phyllis Kennedy
School Board Secretary

Minutes of the School Board meetings are unofficial until approved at a subsequent meeting of the School Board.