

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS**  
**Peterborough, New Hampshire**

**CONTOOCOOK VALLEY SCHOOL BOARD**

**Tuesday, July 16, 2013**

**Steering Committee**  
**6:00 p.m.**

**School Board Meeting**  
**SAU #1**  
**7:00 p.m.**

**BOARD**

Stewart Brock, Rich Cahoon,  
Matthew Craig, Butch Estey,  
Joel Green, David Martz,  
Pierce Rigrod, Myron Steere,  
Erik Thibault, Fiona Tibbetts

Gil Morris, CVEA

**ADMINISTRATION**

Dr. Brendan Minnihan, Supt.  
Kimberly Saunders, Asst. Supt.  
Marian Alese, B.A.  
Tim Markley, H.R.  
Dr. Cathy Higgins, Tech.  
Ann Allwarden, AES/BES  
Brian Pickering, CVHS  
Anne O'Bryant, SMS  
Jim Elder, GBS

**1. Call to Order and Pledge of Allegiance**

**Butch Estey called the meeting to order at 7:02 p.m. The Pledge of Allegiance was recited.**

Butch Estey welcomed new Superintendent, Dr. Brendan Minnihan

**2. Minutes (Board Vote Required)**

**a. June 18, 2013**

**Matthew Craig moved to accept the minutes of June 18, 2013. Myron Steere second.**

Myron Steere said that he believes that the pricing for the parking lot was requested at the meeting before moving forward.

Matthew Craig said maybe we could defer that discussion until item 9A on the agenda. He is sure many want to talk about this. Myron Steere said that a comment about seeing the pricing was requested. David Martz agreed. Rich Cahoon said that he asked a direct question and Tim's response about not committing to doing the phased project with anyone came after (page 4).

**David Martz moved to add the comment "that we would have to get pricing back before moving forward". Stewart Brock opposed.**

Matthew Craig said that this is a clarification about amending the agenda; a simple majority is required and not 2/3's vote.

**All in favor. Motion carried.**

**3. Points of Pride**

Dr. Minnihan shared the following Points of Pride:

**CVHS**

ConVal High School teacher Gregory O'Brien was recently selected from a pool of more than 500 applicants to participate in the Library of Congress Teaching with Primary Sources Summer Teacher Institute for the week of July 22-26. Congratulations Mr. O'Brien!

*MISSION STATEMENT*

*The ConVal Regional School District, in partnership with its member communities, will inspire all learners to achieve academically, contribute to the global community, and thrive as independent and productive citizens.*

ConVal High School teacher Moira Milne was selected to receive an ACS-Hach High School Chemistry Grant in the amount of \$990 to support her proposal titled "Learning Electrochemistry and Thermo chemistry by Application of the Engineering Design Process" This grant was awarded to assist Ms. Milne in her efforts to enhance the teaching and learning of chemistry in her classroom. Congratulations Ms. Milne

#### **4. Public Comment**

None.

#### **5. Consent Agenda**

##### **a. Personnel**

##### **1) Elementary School Principal Opening**

Discussed in non-public session. Vote is posted at the end of minutes.

##### **2) Job Description – Business Administrator – 1<sup>st</sup> Read**

Tim Markley referenced the job description for Business Administrator as a first read.

##### **3) Resignations/Nominations**

Discussed in non-public session. Vote is posted at the end of minutes.

##### **4) Stipend Appointments**

Tim Markley referenced the appointments for stipend appointments.

#### **6. Superintendent's Report and Presentation of Business**

##### **a. Monthly Events Calendar**

Policy Committee will meet on Tuesday, August 6<sup>th</sup> at 5:30 p.m. at the SAU.

##### **b. July 1<sup>st</sup> Enrollment Report**

Tim Markley referenced the July forecast for enrollment.

##### **1) Peterborough Elementary School Kindergarten**

Tim Markley reported that there are 41 students registered for kindergarten at PES. He requested the Board to approve the hiring of one additional teacher for Kindergarten at PES.

Mr. Markley reported that ConVal's Class Size Guideline for Kindergarten is 15-18 students per class.

Grades 1&2 are recommended at 18 to 20 students.

David Martz asked why not shift one of the first grade teachers to kindergarten. Mr. Markley shared the recommendation based on the students in the class. This class is better served with three teachers rather than two teachers and two paras.

Myron Steere asked if a partial K/1 could be assigned to alleviate the situation.

Rich Cahoon said that two straight K and two straight first grades and one K/1 is the proposal Myron Steere is recommending.

Tim Markley said that we have never done that before; a combination of both within a section.

Rich Cahoon said that in Antrim we have multiage. Has consideration been given to three split sections of K/1?

Butch Estey asked Kimberly Saunders for information. Ms. Saunders said that this first grade is not a good grade or year to do multiage across the board because of the needs of the students. The one K/1 could be done if the board desired.

**Matthew Craig moved to hire one more Kindergarten teacher at PES.**

**Stewart Brock second.**

**Myron Steere said that the K/1 is his favor. He opposed the motion.**

Matt Craig said that the complexity and teacher environment needs consideration after the recommendation and makeup of the class.

David Martz said that because it is so late; we would have to get one teacher up to speed in multiage. He asked for future consideration.

Tim Markley said that this number fluctuated when staffing decisions were being made. Had we made the decision earlier; the variation had been smaller in range but with larger number of students. It depends when we want to make the decision. This is what the principal of the school recommended.

Joel Green said that he would rather defer to the educators for their support.

Rich Cahoon asked how many of the 40 students are there as a result of a decision to redirect Sharon students to PES.

Fiona Tibbetts said that she is uncomfortable without knowing more information from the principal. Kimberly Saunders said that this is not the first time that this has been brought up about kindergarten. We can give information about the needs coming into kindergarten. You would be hand selecting students to make up the K/1. Ms. Saunders said that she does not know if that decision would be the best decision in the interest of kids. This has been an ongoing discussion. We have been at 39 to 41 for some time. We anticipate that children will enter in October thru late November. We count the children who are present and registered.

Stewart Brock said that we have a hard time guessing the number. We have to be comfortable making a decision at a point in time.

Myron Steere said that if we knew how many from Sharon are not going to Temple that would be helpful.

Rich Cahoon said that he does not see it as an out; Sharon students should go to PES this year.

**In favor of hiring one teacher for PES:**

**Joel Green, Fiona Tibbetts, David Martz, Matthew Craig, Erik Thibault, Pierce Rigrod, Stewart Brock**

**Opposed: Myron Steere, Rich Cahoon**

**Motion carried.**

## **7. Assistant Superintendent's Report**

### **a. ESEA Waiver (NCLB)**

Kimberly Saunders shared a PowerPoint on the ESEA Waiver. The waiver is a request by the NH DOE to provide greater flexibility to direct state and federal resources to schools in greatest need of extra assistance to meet the needs of all students. The first rounds of Schools In Need of Improvement (SINI's) received large sums of money to move through their improvement plans. We received \$1,000 by the time one of our schools was given District in Need of Improvement (DINI) status. The waiver moves away from the concepts of schools in need of improvement or a district in need of improvement.

No ConVal school has been designated as in need. The waiver allows NH schools to move toward a system based on supporting districts and schools rather than just checking compliance.

Priority Schools are determined by taking the NECAP index scores for math and reading from 2010 to 2013 and averaged and then rank ordered. Focus Schools are determined by an equity index. Schools with the largest achievement gaps between specific populations (students with disabilities, English language learners, and socio-economically disadvantaged students) and all other students will be designated as Focus Schools.. Those schools were then rank ordered with the lowest 10% receiving this designation and dollars.

This is a three year process. We are not identified now therefore we won't be in this for three years. The hard work and investment has paid off. SINI and DINI are now gone.

If you are a district that is not receiving Title I money then you cannot be designated. Most schools take Title I monies. ConVal receives approximately \$500,000 a year. If we did not want to deal with this, we would forego Title I money.

Schools that had a growth percentile of 60 or more in both reading and math over a three year period will be identified as Reward Schools. The names of Reward Schools will be released in early fall by the NHDOE.

ConVal is no longer a District In Need of Improvement. ConVal, SMS, GBS, and Pierce School will no longer be identified as a School in Need of Improvement. Pierce School will no longer have to offer school choice or supplemental services. Many of the Title I requirements will remain the same. This information will go out as a screen cast tomorrow. Stewart Brock said that this is all good news. It measures the improvement and not just check for compliance.

### **b. Common Core Update**

Kimberly Saunders shared information on the New Hampshire Common Core State Standards (NHCCSS). New Hampshire adopted CCSS for math and ELA. The adoption of the Common Core State Standards is part of what we are doing and not all of what we are doing. The most important part is what happens in the classroom to move students to a higher level. NH College Career Ready Standards refer to the knowledge, skills, and work standard practices. Common Core State Standards provides higher standards for all students. It helps prepare students for global citizenship by using internationally benchmarked standards. It also helps prepare our students for the Smarter Balanced Assessment. It provides opportunities for aligning instructional strategies with internationally benchmarked and research based standards. The standards address the fact that literacy and math demands in college, the workplace, and life are getting higher and we need a highly literate population.

ConVal's focus has been on curriculum and will continue.

Matthew Craig asked Kimberly to remind the Board in October what the impact of decisions on Professional Development is and was.

### **c. Title I Monitoring Results**

Kimberly Saunders reporting that we had a monitoring visit that checks what we do for Title I students. We did excellent! ConVal goes above and beyond. Kudos to Kathy Caisse and Helen Sullivan for all of the work that we do. Overall, we were rated highly on all points. Fiona Tibbetts requested a copy of the report.

## **8. Reports**

### **a. Teacher Representative**

Gil Morris reported that he and Robin King met yesterday with Dr. Minnihan. They look forward toward working with him.

Selectmen's Advisory Committee (SAC) – Rich Cahoon reported that the meeting went well. Approximately five Selectmen were present. Discussion about the appointment or invitation of a SAC member to sit with the B&P committee occurred. The District Study Committee was discussed. SAC is coming up with members for the committee. Mr. Scott Carbee and Erik Thibault will co-chair the committee.

Mr. Cahoon reported that SAC wanted an explanation of the assessment. Rich Cahoon and Pierce Rigrod tried hard to give an explanation of assessment. It may not have been fully explained. Rich Cahoon mentioned having all of the towns to get on the same assessment schedule. The towns ask difficult things of the district so it was fair. School Board Report is one of SAC's agenda items. They were interested in the Technology Plan. Rich was able to share the process followed to develop the technology plan. The one piece that was well received was that the tech steering committee would sit both Board and community members.

Matt Craig said that he read the minutes of that meeting and thought that the Board members present did a great job sharing information and working with SAC.

Fiona Tibbetts said that the Selectmen from Sharon have resigned. Until representation is defined, the formation of the study committee is on hold.

Stewart Brock recommended that the committee begin its work even without representation from Sharon. Matthew Craig was in agreement.

Marian reported that she met with Town Administrators today. Assessment among other topics was discussed. Two towns could not be represented. The meeting lasted for about 4 hours. Future meetings were scheduled. Everyone was pleased with the meeting.

### **b. Budget & Property Committee – Matthew Craig**

Matthew Craig reported that members of the public and John Kieley from SAC were present. The transportation company shared a demo on bus route scheduling. Shortening routes, saving time and money were discussed. The committee looked at policies and RSA's on bus transportation. The bus stop schedule and how we lay out stops is tailored to what parents want. An efficiency study is underway for implementation in January to streamline the stops. The committee asked the bus company to run simulations on how route consolidation can save time and money. Running the state requirements for K-8; 2 miles between schools is a walking distance and 1 mile walk to the bus stop. We currently do not do it that way. Grades K-4; .25 mile or less walk for group stops; grade 5 and above, and .5 mile from school for elementary and 1 mile for middle schools.

Rich Cahoon said that the Articles of Agreement say otherwise. Matthew confirmed and said that they started with the state guidelines. The state does not require kindergarten transportation.

The committee discussed the Antrim School lease and maintenance agreement. What is owned, what is leased, and what is maintained by the ConVal School District was discussed. Deeds were looked at. How the property went back and forth and landed in a lease was reviewed. Counsel will be asked to review the documents. A map of the property was also requested.

Lastly, an update on the parking lot situation took place with Tim Grossi. It was soon realized that there were different interpretations of what took place at the last Board meeting. It was deferred to tonight's meeting.

### **c. Wellness Committee – Rick Matte**

None.

**d. Education Committee – Rich Cahoon**

Rich Cahoon reported that much of what is discussed has been presented. The Education Committee goals remain. The overarching goal is becoming a high performing district (HPD) with sub goals that relate. The HPD matrix is high school centered; it is asked to focus on the other grades as well.

**e. Policy Committee – Myron Steere**

Discussed under the policy sections below.

**9. Old Business**

**a. CVHS Parking Lot Discussion – Marian Alese**

Marian Alese distributed and reviewed a copy of a CVHS Parking Lot Timeline (see attached).

Ms. Alese reported that the project cost came back much higher than anticipated. The committee was asked to encumber funds to a later date and authorize negotiations. On June 18<sup>th</sup>, funds were encumbered. Reaffirming those funds and authorizing negotiations by some was thought to be the approval to move forward.

A meeting took place to discuss phasing by Dr. Minnihan, Mr. Estey, Mr. Grossi, and Marian Alese. Phase I provides the bus and parent transportation lanes, curbing, lighting and reworking of areas at a total of approximately \$275,000. The understanding with Mathewson is that the project would be phased. It includes demolition, installation of sub materials, electrical, loam etc.

Ms. Alese reported that the unknown was what was under the existing pavement. Twelve additional tests pits were drawn. The result reflect the probability that the material below consisting of buried material will require removal.

Myron Steere said that his addition to the minutes about coming to prices; he believed that the cost would be shared before moving forward. He is upset that it moved forward. Mr. Steere said that had he known the total he would have been in favor.

Butch Estey reported that half of the Board felt that approval to move forward was given.

Marian Alese said that an actual statement should be given in the future for clarity.

Rich Cahoon said that the scope with safety concerns greatly increased. \$350,000 would have covered the parking lot.. The parking lot with the bus phasing would have been more. Why did the budget presented to the voters in March not reflect that?

Marian Alese said that we did not know it then.

Rich Cahoon said that it was known that it would cost considerably more than \$350,000 in March. Marian said that she did not believe that the number from the bidders was anticipated. The test pits were not done.

Brian Pickering reported that throughout the school year meetings on the design took place. It was never hinted by the architect or engineers that we were estimating under what came forward.

Matt Craig said that we started in 2009 for repaving and lighting. Then it doubled several years later. He would say that there was a gross under assumption had that same number stayed the same. From the previous year, the repaving and lighting was perceived to be \$350,000.

Butch Estey said that the difference is from repaving to rebuilding.

Marian Alese reported that we were not prepared for the numbers that came forward.

Stewart Brock said that instead, we should pause and get an updated figure so that the gap would not be so big. The Board owns letting the gap get so big.

David Martz asked if anyone dug for test pits in the last four years. Test pits had not been dug.

Rich Cahoon said that discussion at the last Board meeting was the order of the stages. He does not think that this first phase addresses the safety concerns. The real safety concern is the student drivers. They cut between lanes and cut past drivers. If we repave, put in islands, and change the orientation of the parking lot it would address these safety concerns. Mr. Cahoon said that the project phasing is backwards. This ties our hands. At the end of spending \$275,000 we still have to finish the project. The order, in his opinion, is backwards.

David Martz said that the significant cost of escalation is the asphalt. It would have been logical to fix the real safety issue.

Erik Thibault said that if the engineers say that this is the order; what expertise do any of us have to change the order. He is not an asphalt expert nor an engineer.

Matt Craig said that the original order given was to address safety. Based upon that, the first phase was the drop off lane. The idea was to allow students to egress safely. He understands the concern with student drivers.

Mr. Martz said that if the parking lot was completed first, the drop off lanes might never be complete.

Mr. Martz asked how many people have been hurt near the bus drop offs. Brian Pickering said that he is unaware of any injuries where buses drop off. Mr. Pickering estimated a half-dozen in the parking lot.

Rich Cahoon said that he has had a conversation with a member of the community with experts in this area.

Mr. Cahoon said that several members have discussed this.

Butch Estey asked how many Board members have had this discussion. Mr. Cahoon could only speak for himself and possibly Butch Estey with Craig Hicks.

Mr. Cahoon shared a conversation with Mr. Hicks, a man with professional expertise, and why the Board did not consider this information.

Butch Estey asked why Mr. Hicks did not submit a bid for this work.

Matthew Craig said that we need to act upon this. We have several paths forward.

Marian Alese said that Phase I is in process.

**Myron Steere moved to accept that we are in Phase I and that in the future, if any questions are on the Board's mind, that the SAU seek approval.**

**Rich Cahoon second.**

Matthew Craig supported that only if we agree that the Board move to stop the process rather than individual Board members. It will go to the Chair, to the SAU, and then reported back to the Board.

Myron Steere said that if spending is going to take place it should be authorized by the Board.

Fiona Tibbetts said that it would be realistic to put boundaries on the spending. Otherwise, everything will have to come before the Board.

Kimberly Saunders said that we have a policy that designates the levels that must come to the Board and those that must be bid out.

**Myron Steere rescinded his motion. Rich Cahoon rescinded his second.**

Kimberly Saunders said that our policy is \$15,000 approved by Board and \$50,000 requires an RFP. It is designed so that if the boiler breaks the work can be done.

Marian Alese said that typically the two bids would come forward with the phasing recommendation.

Ms. Alese said that the SAU will be clearer.

**Myron Steere moved to accept the Phase I.**

Rich Cahoon said that he would not rescind his second in that instance.

**Myron Steere moved that in all cap projects they need to be specifically approved by the Board.**

**Myron Steere moved to go forward with all capital projects above \$50,000 that all spending would be approved by the Board.**

Mr. Steere said that the feeling was that it was thought that the spending was already approved.

Rich Cahoon said that the language of the motion needs to specifically approve the funding. The context in the last motion allowed the interpretation to be different.

Fiona Tibbetts suggested a review of this policy by the Policy Committee.

**Rich Cahoon withdrew his second**

**Rich Cahoon moved to refer the capital policy to the policy committee.**

Mr. Cahoon was told that the motion is not necessary.

**Mr. Cahoon withdrew his motion.**

**Myron Steere moved to accept Phase I. Stewart Brock second.**

Joel Green asked what the process for the project is thereafter. We don't have money in the budget.

Rich Cahoon asked if the motion is to spend the \$277,000 or up to the money we have. We have \$350,000.

Myron Steere said that it is for the \$277,000.

Kimberly Saunders said that if it is appropriated and it is exceeded by not more than \$50,000 than the work can continue.

**Rich Cahoon and David Martz opposed. Motion carried.**

#### **b. LGC Refund**

Butch Estey distributed a letter from the Town of Peterborough (see attached).

We received a letter from LGC stating that a refund of approximately \$725,000 will be forthcoming; approximately \$639,000 is available to the district. The options available to the district are to receive a check or credit on 13-14 expense. The Board could use it on whatever they voted on. There would likely be a conversation with the DRA. We could also receive a check and apply it to the 13/14 tax rate. It would mean that for 14/15 we would have district assessment up \$639,000 right out of the gate. Some of the funds could be used to reduce taxes. If we

took the credit on the expense we could reduce expense for 13/14 and transfer some. We could reduce expense and use as unreserved balance for 14/15. We could reduce expense for 13/14 and use partial amount to reduce taxes for 14/15.

Matt Craig asked if the DRA had a split decision what the split was. Some thought it could be used as unanticipated revenue while others did not think that to be so.

Marian Alese said that the first decision is if we will take a check or a credit. Then deciding how it will be applied.

Ms. Alese said that using it as revenue to reduce the 13-14 tax rate might be favorable or using it as a credit.

Fiona Tibbetts reported that she received an email asking the same thing that Peterborough is asking.

Myron Steere reported an email as well; Greenfield will get a \$2.75 hit as opposed to the .50 cent hit in Peterborough.

Mr. Steere said that some money should be returned to the taxpayers rather than spend it or send it all.

Marian Alese said that it would go into the unreserved fund balance. In 14/15 we would be up \$1.2 million as a result. Marian said that a Public Hearing would be required to spend part or all of this money. We would have to return it if the DRA disagreed.

Dr. Minnihan asked the downside of the credit. Marian said the credit piece because you are returning for 13/14 and in 14/15 you have the option to return the same amount of money.

Matthew Craig said that it would be helpful to see the difference in tax rate by town. Marian said that information was made available for the Budget & Property meeting.

Pierce Rigrod said that if it is an overpayment, who overpaid? Mr. Rigrod is not opposed to giving people a decision on where this money should go. He is not comfortable that the DRA feels that some of this is unacceptable.

**Rich Cahoon moved to opt to receive a check and use it as revenue to reduce the 2013/2014 tax rate.**

**David Martz second.**

Matt Craig opposed on the grounds of other unfunded options in front of us. The parking lot is unsettled. It is premature; we might still get to that. We cannot get to it tonight.

Stewart Brock also opposed because the state passes a lot down that is unfunded. He supports giving part back but the number needs to be determined.

Myron Steere said that at least half should be returned. We gave back \$675,00 in the past and it raised taxes the next year.

David Martz said that we should table this to next meeting.

**David Martz moved to table this until the next meeting until we know the answers about what we can do with this money.**

**Myron Steere second to table.**

**In favor: Stewart Brock, Myron Steere, Matthew Craig, David Martz, Joel Green, Erik Thibault, Pierce Rigrod.**

**Rich Cahoon and Fiona Tibbetts opposed. Motion carried.**

Myron said that we need to know if we can accept a check and send part of it back. Marian agreed to look into.

#### **c. Rescind (School Board Vote Required)**

CCB: Line and Staff Relations

**Myron Steere moved to rescind policy CCB that is no longer needed. Stewart Brock second . Motion carried.**

EA: Support Services Goals

**Myron Steere moved to rescind policy EA that is no longer needed. Stewart Brock second . Motion carried.**

### **10. New Business**

#### **a. 1<sup>st</sup> Read Policies**

BKA: Liaison with School Board Association

Myron Steere shared information on this policy as a first read.

CBC: Superintendent's Right to Counsel

Myron Steere shared information on this policy as a first read.



DEA: Revenues from Local Tax Sources

Myron Steere shared information on this policy as a first read.

EB & JLI: School Safety Program

Myron Steere shared information on this policy as a first read.

EBBB: Reporting Accidents Involving Physical Harm of Students

Myron Steere shared information on this policy as a first read.

EHAA: Internet Safety and Responsible Use Policy for Students

Myron Steere shared information on this policy as a first read.

GBEBB: Employee-Student Relations

Myron Steere shared information on this policy as a first read.

Rich Cahoon asked about bullet number 12 and asked if it applied to school counselors etc. Mr. Steere said that it applies to non-school duties.

JIC: Student Conduct

Myron Steere shared information on this policy as a first read.

JLC: School Health Services

Myron Steere shared information on this policy as a first read.

KEB: Public Complaints about School Personnel, Employees, Students, or Administration

Myron Steere shared information on this policy as a first read.

Myron Steere distributed a copy of Policy JLCJ – Concussions and Head Injuries for a first read (see attached).

This will be added to the second agenda item on the next agenda.

This policy includes legal requirements; athletic director and nurses will be further involved.

Butch Estey reminded the Board that the goals will be discussed at the School Board Retreat. Mr. Estey asked Board members to forward any to him.

**b. Literacy Coach Recommendation (Board Vote Required)**

Kimberly Saunders shared a PowerPoint on competing priorities. Some of the competing priorities include the development of a strong Response To Intervention program, curriculum alignment and development for the transition to the Common Core State Standards, and implementation of professional development monies. Challenges in the area of meeting Common Core Instructional Shifts in Writing were shared. The most effective instructional strategies were shared. Further, information on Self-Regulated Strategies (SRSD) was shared with corresponding before and after results. The improvement in the writing was clearly visible. Students used tools to help them write a piece called a TREE.

Recommendations to address competing priorities is to develop a tiered and gradual implementation plan for these writing strategies over the next three to five years and to continue to explore the effects of these writing strategies. A possible solution for competing priorities was provided.

Ms. Saunders proposed eliminating the open Literacy Coach position and to use those resources. The position was originally time bound. We hired Ann Allwarden as Principal to Pierce and Antrim Elementary Schools. Corresponding salary and benefit money can be moved to address these priorities. The remaining coach would shift responsibilities to become someone who trains for RtI and SRSD and become a trainer for trainers K-12.

David Martz asked the cost to do training. Ms. Saunders reported that SRSD will cost \$25,000 a year if done over 3 years. Everyone would have to train for 15 hours of training. \$75,000 would cover first year trainers who will in turn train the trainers.

Myron Steere asked if the current literacy coach would go into this position. Kimberly Saunders confirmed.

Rich Cahoon said that there are currently two literacy coach positions; one is being eliminated with a shift in the responsibilities of the second coach.

Matt Craig shared his appreciation for the reallocation of resources.

**Stewart Brock moved to transfer money from the current open Literacy Coach position to the professional development line of up to \$75,234.00.**



**Rich Cahoon second. Unanimous.**

**11. Approval of Manifests (Board Vote Required)**

Marian Alese certified that the manifest listed by number have been reviewed by her and found to be proper charges against Contoocook Valley School District for goods and or services received and have been properly processed prior to their submittal to the School Board.

**Stewart Brock moved to approve the manifests as read. Myron Steere second. Unanimous.**

**12. Non-Public Session: RSA 91-A:3,II**

**a. Personnel**

**Erik Thibault moved to enter into non-public session for purposes of personnel at 9:36 p.m. Unanimous on a roll call vote.**

**Erik Thibault moved to exit non-public session at 10:10 p.m. Rich Cahoon second. Unanimous.**

**Matthew Craig moved to seal the minutes of non-public session for 20 years due to personal information. Stewart Brock second. David Martz and Myron Steere opposed. Motion carried.**

**Myron Steere moved to accept the resignations as read on the agenda. Rich Cahoon second. Unanimous.**

**Matthew Craig moved to accept the three nominations as read. Joel Green second. Myron Steere opposed. David Martz abstained. All else in favor. Motion carried.**

**Myron Steere moved to give the Superintendent the authority to hire for the position of Principal as long as it is not an internal candidate. Fiona Tibbetts abstained. All else in favor. Motion carried.**

**Myron Steere moved to allow three weeks personal leave for Lori Streeter. Matthew Craig second. Unanimous.**

Butch Estey reminded the board members about goals for the upcoming retreat.

**Matthew Craig moved to adjourn at 10:12 p.m. Myron Steere second. Unanimous.**

Respectfully submitted,

Brenda Marschok

## The Common Core State Standards Myths and Facts:

### Myths About Content and Quality: General

**Myth:** Adopting common standards will bring all states' standards down to the lowest common denominator, which means states with high standards, such as Massachusetts, will be taking a step backwards if they adopt the *Standards*.

**Fact:** The *Standards* are designed to build upon the most advanced current thinking about preparing all students for success in college and their careers. This will result in moving even the best state standards to the next level. In fact, since this work began, there has been an explicit agreement that no state would lower its standards. The *Standards* were informed by the best in the country, the highest international standards, and evidence and expertise about educational outcomes. We need college and career ready standards because even in high-performing states – students are graduating and passing all the required tests and still require remediation in their postsecondary work.

**Myth:** The *Standards* are not internationally benchmarked.

**Fact:** International benchmarking played a significant role in both sets of standards. In fact, the college and career ready standards include an appendix listing the evidence that was consulted in drafting the standards and the international data consulted in the benchmarking process is included in this appendix. More evidence from international sources will be presented together with the final draft.

**Myth:** The *Standards* only include skills and do not address the importance of content knowledge.

**Fact:** The *Standards* recognize that both content and skills are important.

In English-language arts, the *Standards* require certain critical content for all students, including: classic myths and stories from around the world, America's Founding Documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the *Standards* require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

In Mathematics, the *Standards* lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Taken together, these elements support a student's ability to learn and apply more demanding math concepts and procedures. The middle school and high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. The *Standards* set a rigorous definition of college and career readiness, not by piling topic upon topic, but by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

**Myth:** The *Standards* suggest teaching “Grapes of Wrath” to second graders.

**Fact:** The ELA *Standards* suggest “Grapes of Wrath” as a text that would be appropriate for 9<sup>th</sup> or 10<sup>th</sup> grade readers. Evidence shows that the complexity of texts students are reading today does not match what is demanded in college and the workplace, creating a gap between what high school students can do and what they need to be able to do. The Common Core State Standards create a staircase of increasing text complexity, so that students are expected to both develop their skills and apply them to more and more complex texts.

**Myth:** The *Standards* are just vague descriptions of skills; they don’t include a reading list or any other similar reference to content.

**Fact:** The *Standards* do include sample texts that demonstrate the level of text complexity appropriate for the grade level and compatible with the learning demands set out in the *Standards*. The exemplars of high quality texts at each grade level provide a rich set of possibilities and have been very well received. This provides teachers with the flexibility to make their own decisions about what texts to use – while providing an excellent reference point when selecting their texts.

**Myth:** The *Standards* don’t have enough emphasis on fiction/literature.

**Fact:** The *Standards* require certain critical content for all students, including: classic myths and stories from around the world, America’s Founding Documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the Standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

## Myths About Process

**Myth:** No teachers were involved in writing the *Standards*.

**Fact:** The common core state standards drafting process relied on teachers and standards experts from across the country. In addition, there were many state experts that came together to create the most thoughtful and transparent process of standard setting. This was only made possible by many states working together.

**Myth:** The *Standards* are not research or evidence based.

**Fact:** The *Standards* have made careful use of a large and growing body of evidence. The evidence base includes scholarly research; surveys on what skills are required of students entering college and workforce training programs; assessment data identifying college-and career-ready performance; and comparisons to standards from high-performing states and nations.

In English language arts, the *Standards* build on the firm foundation of the NAEP frameworks in Reading and Writing, which draw on extensive scholarly research and evidence.

In Mathematics, the *Standards* draw on conclusions from TIMSS and other studies of high-performing countries that the traditional US mathematics curriculum must become substantially more coherent and focused in order to improve student achievement, addressing the problem of a curriculum that is “a mile wide and an inch deep.”

## Myths About Implementation

**Myth:** The Standards tell teachers what to teach.

**Fact:** The best understanding of what works in the classroom comes from the teachers who are in them. That’s why these standards will establish *what* students need to learn, but they will not dictate *how* teachers should teach. Instead, schools and teachers will decide how best to help students reach the standards.

**Myth:** The Standards will be implemented through No Child Left Behind (NCLB) - signifying that the federal government will be leading them.

**Fact:** The Common Core State Standards Initiative is a state-led effort that is not part of No Child Left Behind and adoption of the Standards is in no way mandatory. States began the work to create clear, consistent standards before the Recovery Act or the Elementary and Secondary Education Act blueprint was released because this work is being driven by the needs of the states, not the federal government.

**Myth:** These *Standards* amount to a national curriculum for our schools.

**Fact:** The *Standards* are not a curriculum. They are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents and others will decide *how* the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms.

**Myth:** The federal government will take over ownership of the Common Core State Standards Initiative.

**Fact:** The federal government will not govern the Common Core State Standards Initiative. The Initiative was and will remain a state-led effort. NGA and CCSSO are committed to developing a long-term governance structure with leadership from governors, chief state school officers, and other state policymakers.

**Source:** National Governors Association Center for Best Practices & Council of Chief State School Officers. (2012). *Common Core State Standards*. Washington, DC: Authors.



TOWN OF  
PETERBOROUGH  
SELECT BOARD

*School Board 7-16-13*

1 Grove Street  
Peterborough, NH 03458  
Office: (603) 924-8000 x.101  
Fax: (603) 924-8001  
Web: [www.townofpeterborough.com](http://www.townofpeterborough.com)

Members of the School Board  
Contoocook Valley Regional School District  
106 Hancock Road  
Peterborough, NH 03458

Dear Members of the Board,

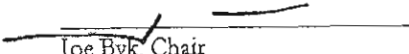
The Town of Peterborough respectfully requests that as you discuss how best to utilize the LGC premium refund, you give special consideration to using that unanticipated revenue to cushion the impact of the reduced adequacy grants.

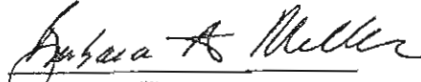
As you know, the reduction in these grants will have a significant impact on all taxpayers in the ConVal School District. In Peterborough, we expect that our tax rate will go up nearly \$0.50 as a result of this reduction. We respectfully request that the School Board consider using the refund from LGC to help ease in the increased taxpayer burden over the course of a few years in successively smaller increments.

Certainly we understand that in this era of budget constraints funds such as these could be utilized in a myriad of very constructive ways. However without an offset, the District's taxpayers will realize a dramatic increase in their property tax bills, and through no fault of your own, they will have little understanding of the reason why this increased financial obligation has been passed on to them. Rarely do these downshifts of fiscal responsibility from the State come with an opportunity to lessen the impact. This consideration on your part will demonstrate an understanding that the concerns of the district's taxpayers are an important priority for your Board, and will certainly garner you a great deal of goodwill among the towns.

Sincerely yours,

PETERBOROUGH  
SELECT BOARD:

  
Joe Byk, Chair

  
Barbara A. Miller

  
Elizabeth M. Thomas

#### CVHS Parking Lot Timeline

- Estimate costs for repaving and lighting: 2009 Strategic Plan (\$180,000)
- Moved to 2011 Strategic Plan: Funds encumbered in 2010-2011 Budget (\$250,000)
- Moved to 2012 Strategic Plan due to gym renovations: Funds carried over to 2011-2012 Budget
- Moved to 2013 Strategic Plan: Funds carried over to 2012-2013 Budget (\$350,000)
- Fall 2012: Met with high school administrators to finalize plans and scope
- Winter / Spring 2013: Nobis Engineering develops RFP
- 2013: Bid specs developed and distributed to 4 bidders
  - Arlington Paving – Keene, NH (No quote)
  - FL Merrill Construction – Pembroke, NH
  - Matthewson Co – Hancock, NH
  - J Parker and Daughters Co- Bow, NH (No quote)
- Bids received in June 2013: Project cost is \$864,000
- June 12 2013 Budget & Property Meeting: Vote to encumber funds for additional year and recommend Board allow negotiation with lowest bidder for phasing project
- June 18 2013 Board Meeting: Reaffirming encumbered funds for parking lot, and authorization to negotiate phased project
- July 2013: Meeting with Butch Estey, Brendan Minnihan, Tim Grossi, Marian Alese to discuss phasing
- Phase 1 begins (\$277,954), and assumes no other work will begin without approval; escalation costs are between 2.5 & 3.5%
  - Demolition, subgrade, installation of base materials
  - Installation of pavement, sidewalks, and curb
  - Installation of electrical conduit and light pole bases, loam

#### LGC Refund

- June 24, 2013: Letter from LGC stating additional refund of \$725,404 for 2011 contributions (Available to District: \$638,966)
- June 27: Conversation with auditors to use refund as unanticipated revenue under RSA 198:20 - acceptable
- July 2013: Conversation with DRA to use refund under 198:20: split decision
- Options to receive check or credit on 13-14 expense
  - Check:
    - Public Hearing under RSA 198:20 for unanticipated revenue: Board vote to use for parking lot or other items
    - Use as revenue to reduce 13-14 tax rate
    - Use partial amount to reduce taxes
  - Credit:
    - Reduce expense for 13-14: transfer for parking lot or other items
    - Reduce expense for 13-14 and use as unreserved balance for 14-15
    - Reduce expense for 13-14 and use partial amount to reduce taxes for 14-15



Category: P

## CONCUSSIONS AND HEAD INJURIES

The School Board recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The Board acknowledges the risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated and managed. The Board recognizes that the majority of concussions will occur in "contact" or "collisions" sports. However, in order to ensure the safety of all District student athletes, this policy will apply to all **student sports offered by the District** ~~competitive athletic activities as identified by the administration.~~

Consistent with the **recommendations from the National Federation of State High School (NFHS) and the New Hampshire Interscholastic Athletic Association (NHIAA)**, the District will utilize recommended guidelines, procedures and other pertinent information to inform and educate coaches, youth athletes, and parents/guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury. Annually, the district will distribute a head injury and concussion information sheet to all parents/guardians of student athletes in **student sports** ~~competitive sport activities~~ prior to the student-athlete's initial practice or competition.

All coaches, including volunteers, will complete training **on head injury and concussion management**, as recommended and/or provided by the **NFHS, NHIAA, New Hampshire Department of Education, and/or other pertinent organizations.** Such training shall occur at least once every two years, through the **viewing of the NHIAA's (or similar sanctioning body) concussion clinic.** Additionally, all coaches of ~~competitive sports activities~~ **student sports** will comply with NHIAA recommended procedures for the management of head injuries and concussions.

The following definitions apply to this policy:

- **Health Care Provider:** a person who is licensed, certified, or otherwise statutorily authorized by the State to provide medical treatment and is trained in the evaluation and management of concussions.
- **School property:** all real property, physical plan, and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.
- **Student athlete:** A student involved any intramural sports program conducted outside the regular teaching day or competitive student sports program between schools in grades 4 – 12.
- **Student sports:** All intramural sports programs conducted outside the regular teaching day for students in grades 4-12 or competitive athletic programs between schools for students in grades 4-12.

### Athletic Director or Administrator in Charge of Athletic Duties

#### Updating:

Each spring, the athletic director or designee shall review any changes that have been made in procedures required for concussion and head injury management or other serious injury by consulting with the NHIAA or the District's on-call physician, if applicable. If there are any updated procedures, they will be adopted and used for the upcoming school year.

~~Identified Sports: Identified sports include all NHIAA sanctioned activities, including cheer/dance squads, and any other district-sponsored sports or activities as determined by the district.~~



Category: P

See also

## CONCUSSIONS AND HEAD INJURIES

(continued)

### Coach Training:

All coaches shall undergo training in head injury and concussion management at least once every two years through the viewing of the NHIAA (or similar sanctioning body) concussion clinic.

### Parent Information Sheet:

A concussion and head injury information sheet shall be distributed on an annual basis to the student athlete and the athlete's parent or guardian prior to the student athlete's initial practice or competition.

### Coaches' Responsibility:

A student athlete who is suspected of sustaining a concussion or head injury or other serious injury in a practice or game shall be immediately removed from play.

### Administrative Responsibilities:

The Superintendent or his/her designee will keep abreast of both changes in standards regarding concussion management and head injuries, as well as and professional development programs relative to concussions and head injuries.

### Removal from Play:

A coach, school official, licensed athletic trainer, or health care provider who suspects that a student athlete has sustained a concussion or head injury in a practice or game shall remove the student athlete from play immediately. The coach, school official, licensed athletic trainer, or health care provider who removed the student from play shall notify the student's parent or guardian, as well as the school principal of the removal and the reason for the removal.

### Protocol For Return to Play:

No member of a school athletic team shall participate in any athletic event or practice the same day he or she is injured and:

1. Exhibits signs, symptoms or behaviors attributable to a concussion; or
2. Has been diagnosed with a concussion.

A student athlete who has been removed from play shall not return to play on the same day or until he/she is evaluated by a health care provider and received medical clearance and written authorization from the health care provider to return to play.



Category: P

## CONCUSSIONS AND HEAD INJURIES

(continued)

No member of a school athletic team shall return to participate in an athletic event or training on the days after he/she experiences a concussion unless all of the following conditions have been met:

1. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion, at rest or with exertion;
2. The student is asymptomatic during, or following periods of supervised exercise that is gradually intensifying; and
3. The student receives a written medical release from a licensed health care provider. When a differing medical opinion among medical professionals exists the most conservative treatment shall be utilized. The student athlete shall also present written permission from his/her parent/guardian authorizing the student athlete to return to play.

The District may limit a student athlete's participation to "Graduated Return to Play" (gradual step progression) standards and protocol, as determined by the student's treating health care provider.

### Concussion Awareness and Education:

To the extent possible, the Board encourages the administration to implement concussion awareness and education into the district's physical education and/or health education curriculum. The administrative decision shall take into account all relevant considerations, including time, resources, access to materials, and other pertinent factors.

### Academic Issues in Concussed Students:

In the event a student is concussed, regardless of whether the concussion was a result of a school-related or non-school-related activity, school district staff should be mindful that the concussion may affect the student's ability to learn. In the event a student has a concussion, that student's teachers will be notified. Teachers should report to the school nurse if the student appears to have any difficulty with academic tasks that the teacher believes may be related to the concussion. The school nurse will notify the student's parents and treating physician. Administrators and district staff shall work to establish a protocol and course of action to ensure the student is able to maintain his/her academic responsibilities while recovering from the concussion.

Student accommodations may be developed in accordance with applicable law and Board policies.

### Legal Reference:

RSA 200:49-200:52, Head Injury Policies and Student Sports

1<sup>st</sup> Read:

2<sup>nd</sup> Read:

Adopted: