

School Administrative Unit #36

School Board Meeting

White Mountains Regional School Board

November 27, 2017

White Mountains Regional High School

6:30 p.m.

Whitefield, NH

Board Members Present – D. Holmander, G. Brodeur, S. Kleinschrodt, P. Riviere, J. Ryan, J. Brady

Board Members Absent – R. Boggess

Administrators Present – M. Anastasia, J. Noyes, B. Everleth, S. Goulet, K. Sheehan, R. Scott, T. Lamarque, L. Emery, L. Cote

FLAG SALUTE

ADJUSTMENTS TO AGENDA

None.

STUDENT REPRESENTATIVE REPORT

None.

APPROVAL OF MINUTES (11/13 and 11/20/17)

Moved by G. Brodeur, seconded by D. Holmander to approve the School Board Minutes of November 13, 2017 and November 20, 2017.

Motion carried – unanimous.

APPROVAL OF MANIFEST

PUBLIC INPUT

None.

SUPERINTENDENT'S REPORT

1. NH DOE – Heather Gage (ESSA) and Caitlyn Davis (adequacy aid). ESSA replaced NCLB ESSA passed in 2015. A lot of it is same. Equitable education access opportunities – accountability – test scores, attendance and graduation rate.

NOTE: Copies of hand-outs are attached to minutes.

S. Kleinschrodt – one concern – can be dummied graduation rate being an indicator.

Caitlyn – state must define what adequate education is, funding, by a certain time...

No such thing as a “donor” town in NH.

P. Riviere – address elephant in room – whole process...frankly, don't get it – local towns raising money that state should be collecting. We as board are put in very difficult...

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Caitlyn – I work for State of NH not legislature...I can only do what the law says – take time to understand – they need to understand and then make legislators understand.

Troy Werner – we passed and Finance...

Bill – elect people who understand...

Kerry Sheehan –Caitlyn did a fabulous job and made it easier to understand.

2. Calendar Discussion – we received a letter from Mike Kelly – no discussion at last meeting. Need to discuss as we set our calendar in November.

J. Ryan – would like to respond to the letter (read letter)...Region 3 Advisory Board. They are the ones that changed, we didn't. Gov. Sununu recommending after Labor Day for all schools.

Rob Scott – that was the year Groveton started 2 weeks before. Last year we included sending students – we have taken steps...brought up every time at Region 3 meetings.

J. Ryan – question when we started – test date...

G. Brodeur – 2006 – Littleton was part of SAU 35 and everyone started after Labor Day. Then when Littleton broke away and became SAU #84 they went the other way.

D. Holmader – don't care – concern is social and educational benefit for the children – what benefits them. What are benefits vs.

J. Ryan – take into consideration – if legislation in near future – moot point.

G. Brodeur – kids in both programs are losing, includes sending schools.

J. Brady – need to keep in mind that our district depends on tourism.

G. Brodeur – I am ambivalent – leaning toward starting early. Should be a way to not penalize kids.

J. Ryan – can we have different calendars for CTE students.

S. Kleinschrodt – my look at it is what is best for students – do have some understanding about tourism – did not like tone of letter – felt it was unprofessional.

J. Ryan – personally would like to see what is out there in legislation.

Mike Berry – I don't think letter intent was to be threatening – they are looking at us as representatives to come up with solutions – feel that was intent of letter and spirit – if our board responds to open up discussion...when in minority – does put us in a bit of a spot – that is why we have enrollment issues...feel we are flexible and they need to be a little more flexible.

M. Anastasia – when I met with Santa's Village people and Lancaster Fair – Fair is not an issue because we would excuse them; Santa's Village wasn't a lot of issues...

P. Riviere – they are leaning more towards retired people to avoid issues such as this...

J. Ryan – there is a lot to take into consideration.

P. Riviere – Labor Day has gotten bananas –

J. Ryan – we asked Troy – doesn't know...

S. Kleinschrodt – another issue is getting out past June 20th...that plays into discussion also.

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D. Holmader – once we have calendar before us - when we talk about this – we all have our own passions – look at objectively and what is really going to work...trend to move it – no reports as to whether better or not – look at more objectively for what is good for kids...
J. Ryan – numbers to show how affects. Will write something up and send on behalf of board – will send an email to show.

NON-PUBLIC (if necessary)

A motion was made and seconded to go into non-public, but it was not needed.

Motion was rescinded by G. Brodeur, seconded by D. Holmader.

COMMITTEE REPORTS

Curriculum – none.

Facilities – minutes in packet.

G. Brodeur – read about oil bid – CN Brown is lowest -

Personnel – negotiating with SS – meeting on 30th.

J. Brady – are we going to meet before? Can we meet before meeting? Meet at 2:30 prior to meeting.

Policy – met tonight and should have a few amended policies and a first read for December 11th.

Safety – next meeting is January 5th, 2018.

Strategic Planning – none.

Advisory Committees –

Athletic Advisory Council – still meeting – next meeting is December 14th.

UNFINISHED BUSINESS

None.

NEW BUSINESS

None.

ACTION AGENDA

ACTION AGENDA ITEM #1

Moved by P. Riviere, seconded by D. Holmander to approve the Budget Hearing and Deliberative Session Meeting Dates and Snow Dates as follows:

<u>Budget Hearing -</u>	<u>January 10, 2018</u>
<u>Snow Date -</u>	<u>January 11, 2018</u>
<u>Deliberative Session -</u>	<u>February 5, 2018</u>
<u>Snow Date -</u>	<u>February 7, 2018</u>

D. Holmander – will not be hear on 1/10 and 1/11.

Motion carried – unanimous.

ACTION AGENDA ITEM #2

Moved by P. Riviere, seconded by G. Brodeur to approve the following Volunteer Coaches for WMRHS Winter Sports:

Scott Kleinschrodt, Wrestling;
Chad Carter, Nordic Skiing;
Brian Beattie, Nordic Skiing;
Ken Mayer, Unified Basketball

Motion carried – 4 yes, 1 abstention (S. Kleinschrodt).

PUBLIC INPUT

None.

NON-PUBLIC

Moved by D. Holmander, seconded by P. Riviere to go into non-public at 7:57 p.m. under RSA 91-A:3 – for personnel. Roll call was taken with the following voting in the affirmative: D. Holmander, S. Kleinschrodt, G. Brodeur, P. Riviere, J. Ryan, J. Brady. Administrators present in non-public: M. Anastasia.

Moved by G. Brodeur, seconded by D. Holmander to come out of non-public at 8:19 p.m.

Motion carried – unanimous.

Moved by P. Riviere, seconded by G. Brodeur to seal minutes indefinitely.

Motion carried – unanimous.

ADDED TO AGENDA

Moved by G. Brodeur, seconded by D. Holmander to approve a 2-person model to serve as assistants to the Principal of Lancaster Elementary School, on an interim basis, for a stipend of \$9,000.00 each to conclude at the end of the 2017-2018 school year, provided an MOU is agreed upon between the White Mountains Education Association and the White Mountains Regional School District School Board.

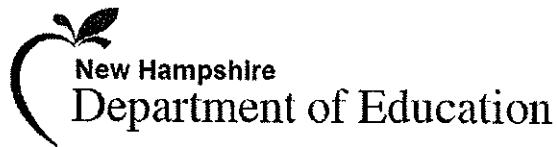
Motion carried – unanimous.

ADJOURNMENT

J. Ryan, Chair, adjourned meeting at 8:20 p.m.

Respectfully submitted,

Roxanne H. Ball, School Board Clerk



**EVERY STUDENT SUCCEEDS ACT
CONSOLIDATED STATE PLAN
&
NH'S STATEWIDE ASSESSMENT SYSTEM**

November 27, 2017

Purpose for Today

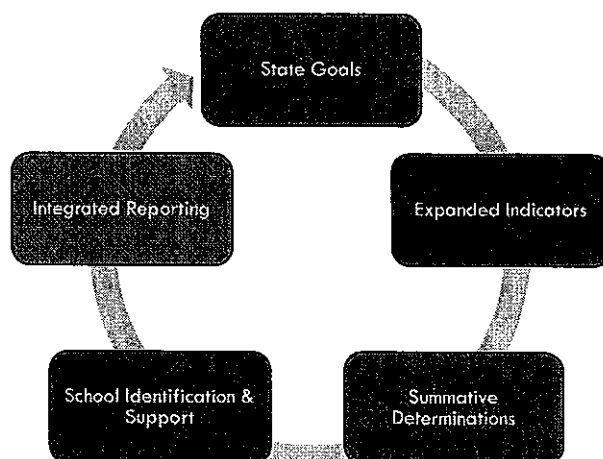
- ESSA Consolidated State Plan Review**
 - Please note that we will not be reviewing everything in the Every Student Succeeds Act, but rather focused on what is required in the Consolidated State Plan.*

- NH Statewide Assessment System Update**

Progress

- **Stakeholder Advisory Teams** met throughout 2016 and 2017 to develop draft language for the Consolidated State Plan (meeting minutes and information on the ESSA webpage).
- Several **update meetings** were held throughout the last year with parent advocacy organizations, educator membership organizations, the State Board of Education, education committees of the NH House and Senate, the Governor's Office throughout the last year.
- **Regional Listening Tour and survey** (over 900 responses) on a vision for our educational system occurred last fall (summary on the ESSA webpage).
- **Public Comment phase:** May 24th to June 23rd (over 500 responses; summary on ESSA webpage)
- Submission: September 18th
- US Department of Education has 120 days to review
 - We are moving forward...

ESSA Accountability Requirements



Goal Setting

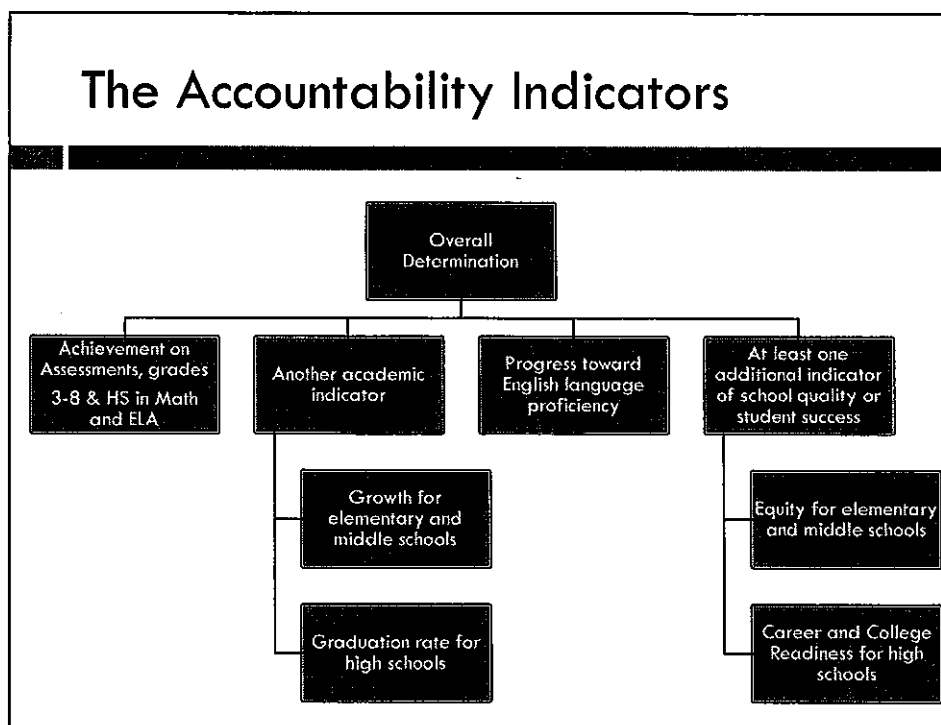
- NCLB required 100% proficiency by 2014
- Under ESSA, states determine long-term goals and measures of interim progress for:
 - Academic achievement
 - Graduation rate
 - English Language Proficiency
- For goals to signal and support the types of improvement we hope to see, they must be:
 - Ambitious
 - Reasonable

Indicators

Accountability indicators are used to support the Every Student Succeeds Act requirements for school accountability.

- These indicators are used to determine which schools will be identified for Comprehensive Support and Improvement (CSI) as well as Targeted Support and Improvement (TSI).
- These indicators will be **reported for each school and for every subgroup of students within the schools.**

The Accountability Indicators



Career and College Readiness Indicator

All graduating seniors will be eligible for counting as postsecondary ready by meeting **any two** of the following nine requirements:

- Completion of a **NH Scholars** program of study (Standard, STEM, or Arts)
- A grade of **C** or better in a **dual-enrollment** course
- **SAT** scores meeting or exceeding the college- and career-ready benchmark (480 in Evidence-Based Reading and Writing and 530 in Math).
- **ACT** scores meeting or exceeding the college- and career-ready benchmark (18 in English, 22 in Mathematics, 22 in Reading, and 23 in Science).
- A score of **3, 4, or 5** on an **AP** exam
- A score of **5, 6, or 7** on an **IB** exam
- Earning a **CTE industry-recognized credential**
- Completion of **NH career pathway** program of study
- Scoring at least Level III on components of the ASVAB that comprise the **Armed Forces Qualifying Test (AFQT)**
- Completion of the **ACT National Career Readiness Certificate**

Note: The requirement for completion of two CCR Benchmarks can be satisfied by two of the same category.

Academic Proficiency Performance Targets

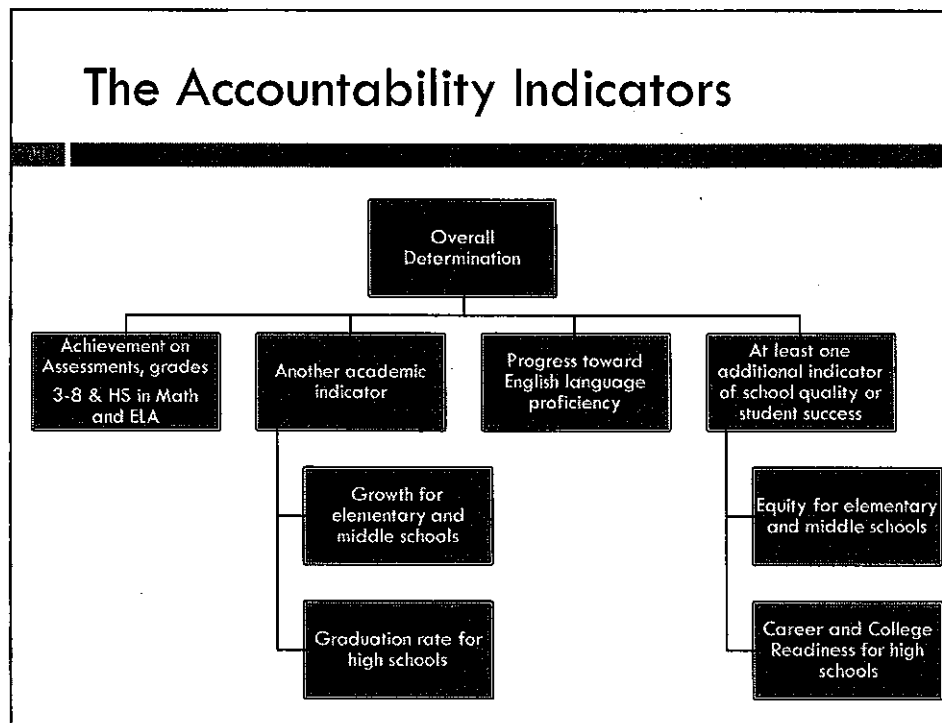
Year Ending	Reading Targets	Math Targets
2018	63.29%	48.28%
2019	65.15%	49.19%
2020	66.86%	50.04%
2021	68.45%	50.84%
2022	69.94%	51.61%
2023	71.36%	52.35%
2024	72.73%	53.07%
2025	74.04%	53.77%

These numbers are an estimate based on previous data. This will have to be replaced based on the new spring 2017 data.

Graduation Rates - Targets

Year Ending	4-year ACGR
2018	90.15%
2019	90.74%
2020	91.31%
2021	91.87%
2022	92.41%
2023	92.93%
2024	93.45%
2025	93.96%

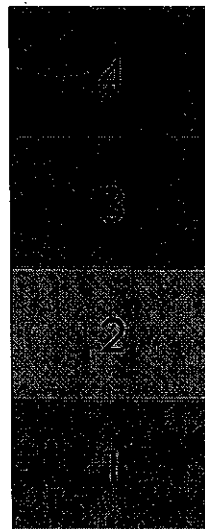
The Accountability Indicators



Indicator Reporting

The metrics of the indicators (e.g., test scores) are indexed on a 1-4 scale for ease and transparency of reporting

- ▣ Provides contextual information about what constitutes “good enough” on each indicator
- ▣ Creates a common scale for each indicator

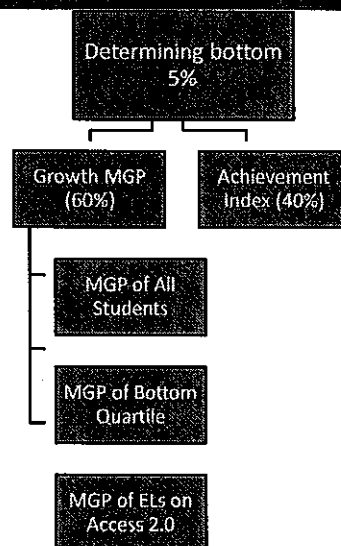


Identification for Support

ESSA requirements for identifying schools

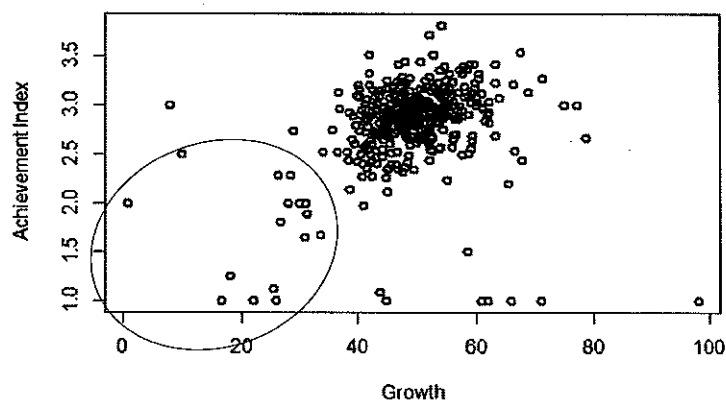
- State must establish a process for identifying schools based on the system of meaningful differentiation for **Comprehensive Support and Improvement (CSI)** and **Targeted Support and Improvement (TSI)**
- CSI schools will be identified based on those schools with the lowest performance in the state (bottom 5%) on the annual differentiation system or by graduation rate (<67%).

Comprehensive Support (Elementary & Middle)

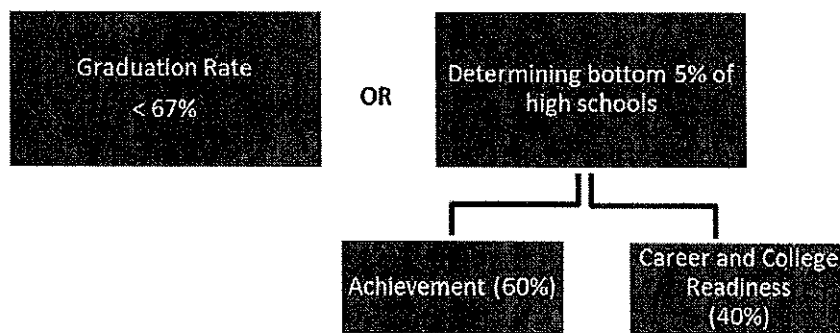


Valuing Achievement and Growth

Identifying the Bottom 5% for CSI



Comprehensive Support (High)



Identification for Support

- TSI schools will be identified in two ways:
 - **Consistently Underperforming Subgroup(s) (CUS):** using federally required subgroups, determine by the state.
 - Identification of TSI-CUS for two consecutive years; AND
 - The subgroup or subgroups that are identified as consistently underperforming, on its own, would lead to identification of the school as a CSI school.
 - **Low Performing Subgroup(s) (LPS):**
 - The subgroup does not meet its interim target on achievement, graduation rate, and/or English language proficiency AND the all students group in the same school meets its interim target; AND
 - The subgroup identified in (i) above is performing below the State average for that subgroup on the same Indicator for which it doesn't meet its target; AND
 - The Mean Growth Percentile for the subgroup(s) the most recent three year period is less than 50; AND
 - (i) and (ii) are true for two consecutive years.

Summative Determinations

Not Identified

Targeted Support and Improvement
– Consistently Underperforming Subgroups

Targeted Support and Improvement
– Low Performing Subgroups

Comprehensive Support and Improvement

Subgroup Performance

- Bottom 5%
- <67% grad rate
- Chronically low performing subgroups

Required Responses

Title I, Part A (cont.)

- Support for Comprehensive Support and Improvement Schools (CSI – replaced Priority Schools) and Targeted Support and Improvement Schools (TSI – replaces Focus Schools)
 - Development year
 - Identification Exit
 - New identifications – fall 2018

Explanation of work we are already engaged in:

- Disproportionate Rates of Access to Educators – Equity Plan
- School Conditions – Student Wellness Support; Bullying Law; Restraint and Seclusion
- School Transitions

Required Responses

- Title I, Part C – Education for Migratory Children**
 - The NH MEP serves on average 150 students annually from over 14 countries.
- Title I, Part D – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk**
 - Funds go to DHHS and the Dept. of Corrections to provide transition and educational services

Required Responses

Title II, Part A

- Supporting Effective Instruction
 - Use of state funds
 - Explanation of our system of certification and licensing
 - Practices to improve skills of educators
 - System of teacher preparation

New Hampshire Priorities

- **Recommendation 1:** The state and local education agencies encourage continuous **high-quality and evidence-based professional learning** to ensure that **educators** are effective and learner-responsive, based on NH's definition of Educator Effectiveness.
- **Recommendation 2:** The state and local education agencies encourage continuous **high-quality and evidence-based professional learning** to ensure that **leaders** are effective and learner-responsive.
- **Recommendation 3:** The state, in collaboration with teacher and leader preparation programs and local education agencies, will continuously **improve preparation programs** to graduate certified, **learner-responsive educators** whose skills meet the diverse needs of schools and the communities they serve.

Required Responses

Title III

- Entrance and Exit Procedures – Home language survey and WIDA ACCESS assessment 2.0
- Progress monitoring of English Learner progress
- Monitoring and Technical Assistance
 - 7 Total Single Districts
 - 6 Consortiums (includes 21 districts)

Required Responses

- Title IV - A:
 - Formula vs. Competitive – NH will go competitive; at least this year.
 - Focus areas will include:
 - Robotics (supplemental);
 - STEM;
 - Arts-based learning strategies;
 - Civics education;
 - Personalized educational experiences;
 - Career pathways;
 - Dual-enrollment programs;
 - Multi-tiered systems of support for behavior and wellness; and
 - Technology integration.

Required Responses

- Title IV – B: After-school and summer programming**
- Title V, Part B, Subpart 2: Rural and Low-Income School Program (RLIS)**
- Education for Homeless Children and Youth Program (McKinney-Vento)**

Statewide Assessment System

- AIR – Grades 3-8
 - ELA, Writing, Mathematics, Science
 - College Board SAT – Grade 11
 - Dynamic Learning Maps
 - Alternate Assessment for ELA, Mathematics, Science
 - WIDA – English Learners
 - PACE – continues; waiver for 2017-18 approved by the US ED
-
- HB 166 - Update





ILBA

New Hampshire Office of Legislative Budget Assistant

Fiscal Issue Brief

Calculating Education Grants

Traditional Public Schools

January 2017

DIFFERENTIATED AID	PUPIL COUNTS**	COST PER PUPIL*		CALCULATION
		FY 2017	FY 2018/2019	
BASE AID	TOTAL PUPILS	\$3,561.27	\$3,636.06	\$ BASE AID
				+
	F&R ELIGIBLE	\$1,780.63	\$1,818.02	\$ F&R AID
	ELL ELIGIBLE	\$696.77	\$711.40	\$ ELL AID
	SPED ELIGIBLE	\$1,915.86	\$1,956.09	\$ SPED AID
	TGR ELIGIBLE	\$696.77	\$711.40	\$ TGR AID

EXPLANATION

Multiply the total number of students (average daily membership in attendance) by the base per pupil aid amount. Kindergarten counts no more than half-day.

Multiply the number of pupils who are eligible for the Federal free and reduced-price meal program by the F&R per pupil aid amount.

Multiply the number of pupils who are English Language Learners by the ELL per pupil aid amount.

Multiply the number of pupils receiving special education by the SPED per pupil aid amount (paid directly to the pupil's responsible school district).

For pupils not eligible for F&R, ELL, or SPED, multiply the number of TGR pupils who have tested below the proficient level in the reading component of the State assessment by the TGR per pupil aid amount.

Add base cost plus differentiated aid to arrive at the total calculated cost of an adequate education.

Deduct the statewide education property tax (SWEPT) required to be raised and retained by the city or town to determine preliminary grant. If SWEPT amount exceeds calculated cost of an adequate education, the preliminary grant is zero.

The stabilization grant, originally calculated as the amount holding a municipality harmless from any grant decrease from FY11 to FY 12, remained unchanged until FY17, when a four percent annual reduction began. Any municipality with SWEPT revenue greater than it's cost of an adequate education, or with zero students, does not receive a stabilization grant.

Add preliminary grant plus stabilization grant to arrive at the total education grant.

\$ (SWEPT)	=	\$ PRELIMINARY GRANT
	+	\$ STABILIZATION GRANT
	=	\$ TOTAL EDUCATION GRANT

F&R = Free and Reduced Lunch
ELL = English Language Learner
SPED = Special Education
TGR = Third Grade Reading

* Consumer Price Index (CPI) adjusted each biennium

** Payments are made in the fiscal year following the year in which the pupil counts are taken (i.e., FY 2017 payments are based on 2015-16 school year counts)

Note: Chapter 276, Laws of 2015 (HB 2) increased the cap on total grants in FY 2017 to 160% of the previous year grant amount, and repealed the cap effective in FY 2018. However, in response to Dover, City of v. The State of New Hampshire, FY 2017 adequacy grants are no longer capped.

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NON-PUBLIC

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White Mountains Regional School Board

November 27, 2017

White Mountains Regional High School

7:57 p.m.

Whitefield, NH

Board Members Present – D. Holmander, G. Brodeur, S. Kleinschrodt, P. Riviere, J. Ryan, J. Brady

Board Members Absent – R. Boggess

Administrators Present – M. Anastasia

Discussion on personnel.

No action taken in non-public.

Meeting adjourned at 8:19 p.m.

Respectfully submitted,

Roxanne H. Ball, School Board Clerk