

Education Committee Meeting Minutes  
March 23, 2010

EDUCATION COMMITTEE  
of the Keene Board of Education

Cheshire Career Center Conference Room  
Keene High School  
43 Arch Street, Keene, NH

**Tuesday, Mar. 23, 2010 6:30 p.m. Cheshire Career Center Conference Room**

**Committee Members Present:**

Amy K. Speas, Chair  
Carter Chamberlin  
Mark R. Nugent

**Committee Members Absent:**

Kristin Blais

**Board Members Present:**

Christopher Coates  
Neil Donegan  
Kathleen O'Donnell, Chair  
Carl A. Panza

**Administrators Present:**

Jan Barry, Dir. of Comm. Ed.  
Paul Cooper, Dir. of Human Resources  
William B. Gurney, Co-Supt.  
Rand Lounsbury, KSD Admin.  
Meredith Cargill,  
Dir. of Curriculum & Assessment  
Cathy Reeves, Dir. of Special Ed.

**Guest Presenters**

Richard Ayers, SERESC  
Jane Begeron, SERESC

**Public Present:**

Kathy Blair, OT, Wheelock  
Alli Carr, Symonds  
Nancy Elliott, Citizen  
David Crisafulli, Asst. Supt. SAU 38  
Dorothy Frazier, KMS Principal  
Alan Gross, Symonds  
Bill Harris, Benjamin Franklin Principal  
Alex Henkel, Citizen  
Wendy Hildreth, Winchester School Bd.  
Joan Hill, KMS  
Shea Hopkins, Citizen  
Judy Idelkope, Chesterfield School Bd.  
Misty Martinez-Bohannon, Citizen  
John McMahon, KMS  
Margaret McMahon, KMS  
Sue Meehan, Symonds  
Sarah Palermo, *Keene Sentinel*  
Linda Risley, Fuller  
Lael Schwabe, Court Liaison  
John Stewart, Citizen  
Patty Yoerger, Jonathan Daniels Principal

*There may have been 4-6 others not counted.*

Chair Amy Speas called the meeting to order at 6:30 P.M.

**1. Announcement**

The February meeting was cancelled due to the school being closed.

**2. Public Input**

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Misty Martinez-Bohannon requested that the fifth elementary school principal position be filled using monies from the \$400,000 anticipated 2010-2011 budget surplus caused by a change in health insurance costs.

Alex Henkel discussed not consolidating Symonds School fourth grade during the 2010-2011 school year to two sections of 24 students each rather than three of 16 students.

**3. Approval of Minutes of January 26, 2010**

**MOTION: Carter Chamberlin moved that the minutes of the Education Committee of January 26, 2010 be approved as presented. Mark R. Nugent seconded the motion. The committee voted and approved the minutes unanimously, 3-0.**

**4. Preliminary Report of the Pre-K Special Education Report**

– *Richard Ayers & Jane Bergeron, SERESC*

Cathy Reeves, SAU 29 Director of Special Education, briefly discussed the 3-year action plan for delivery of high school special education services. It was decided to also look at elementary school special education services. SERESC provided a Preliminary Draft Report dated February 12, 2010.

Richard Ayers said that Keene School District contracted SERESC to collect data, make suggestions to determine which system services can be delivered even more efficiently and effectively, and to examine consistency. They also will suggest how to conscientiously apply integrated goals and objectives. The final report won't be ready until they complete the breadth of their data collection, including obtaining parent input via random sampling.

Discussion ensued around the handout touching on:

- *Program Descriptions:* Staff is dedicated and child-centered at the preschool. A more defined approach to preschool curriculum is recommended. Current practice is a teacher-designed curriculum, but it is not research-based. Are their adequate resources? Defining roles and responsibilities via job descriptions would increase consistency of program delivery. Going from independent programs to interdependent programs would be better – is there consistency in program delivery? Then a learning plan could be put into effect to measure and monitor adherence.

There are some goals for elementary education that have been spearheaded by elementary principals. This is a start but strategic planning needs to occur in a greater context of the district under the supervision of central office. Are there goals for elementary education in strategic planning? There needs to be a seamless transition between curriculum in regular education and special education learning/development.

- *Staffing Patterns/Service Delivery:* Are we using a Least Restrictive Environment (LRE) where students are fully included? There are different models, different curriculum that wasn't always aligned with curriculum of regular education. From an initial review there is not exposure to a consistent language and practice. There is a

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division in some cases between regular and special education (turf wars). How are we using paraprofessionals' best skills to best aid students? It is important to have a common belief system about programs and special education.

There are also issues with communication across all levels: within buildings, school to school, with the buildings and central office.

- *Like District Reviews:* The presenters are in the process of using educational profiles and demographic information to compare two districts that are the most like Keene – Exeter and Londonderry. There are some differences in achievement and staffing but Keene falls within the appropriate boundaries. However, the question lies in looking at effectiveness and efficiency. When there are four adults in a classroom for sixteen students – is there a better way to use staff? There are also some questions about who supervises these staff? How do you measure effectiveness? Training of these folks? Are there related services that are used to train tutors and paraprofessionals? The supervision of paraprofessional should be designed by certified educators.
- *Programming, Instructional Leadership & Supervision:* In regards to achievement, Keene is at or lower than the state or where it should be. In cases where there are erratic patterns we look at three year data. The results are acceptable but not what Keene is capable of. The major focus is on curriculum and instruction. It is not there, and therefore the question is how are principals using their time? Principals can spend it on management but how much time is spent on instructional leadership? With curriculum, there needs to be a common core of standards – distributed equitably – and they need to be cohesive. There needs to be an established goal, progress monitoring, a common language for assessments, and a non-negotiable framework of academics implemented in all five schools (see page 8 of the preliminary report). Curriculum should include skills and attitudes laid out in clearly mapped benchmarks: K-3; 4-5. These should be supported by building-level administrators. The science of progress monitoring is becoming more sophisticated to figure out if we are meeting our goals. Teachers can drill down and tailor instruction by skill or concept. There needs to be a protocol for using data in that manner.
- *Detailed Job and Program Descriptions including Technology:* Technology needs to be brought up to date and further investigation of current practice is needed prior to the final report.

The Final Report will be done in April.

**5. Gifted & Talented (KMS) – Dorothy Frazier**

Discussed the contracting services of the New England League of Middle Schools (NELMS) and having access to 22,000 pre-approved resources through Renzulli Learning Systems. Eunice Taylor, NELMS Differentiated Instruction Specialist, has met routinely with cluster teams to work on how differentiated instruction occurs in each grade level and each content area. Follow-up assignments are given and revisited at each subsequent visit. She has also worked with whole school and smaller group trainings on professional development inservice

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days. Staff has also received a “data team” presentation on current levels of performance and to engage in a dialogue about goal setting. The Renzulli trainings allow teachers to have students establish their learning profile. Utilizing the Focused Study Groups (FSGs), students are grouped based on where they need support for enrichment or intervention. Differentiated instruction through Renzulli will help meet the needs of sixth graders (and eventually seventh and eighth graders) and there is also a home component. Teams are going beyond what has been asked of them. Students have applied to the National Jr. Honor Society with a first induction in April. Ms. Frazier had a handout on these and other items. Ms. Speas asked Ms. Frazier about the Extensions Committee and when they were meeting next. Ms. Frazier stated that they did not have a routinely scheduled meeting – that they met frequently earlier in the year and now meet less frequently as their action plan has been unfolding (Renzulli, Differentiated Instruction, etc.). Ms. Frazier stated that she would inform Ms. Speas when another meeting was scheduled.

**6. Everyday Math Curriculum Implementation Update – Meredith Cargill**

Everyday Math was discussed along with trying to fund supplemental materials via Title I or IDEA grants. New staff is brought up to speed by working with building-level math leaders. Monthly grade-level meetings have been offered to help with implementation. It’s been highly successful. The stipended math leader position will be changed next year to respond to new needs now that full adoption is complete. Working to help train support staff is one avenue that we will go.

**7. Alternative Diploma Program & GED Prep in 2009-2010 – Jan Barry**

Senate Bill 18 was discussed along with the alternative options offering classes both day and night. Credits do not include Phys. Ed. for completion and the student age must be 16 or over. Attendance is strictly enforced. 35% have IEPs. Age has decreased due to increased costs for older students. New triumphs and challenges have existed under this new credit-recovery plan – as the demographics of students have changed. Job shadowing helps with career and college transitions. Businesses and organizations help as sponsors. Ms. Barry had a handout.

**8. Policy Approval**

Amy Speas asked for a motion to approve policies IIC, IKF & IMBC. These were introduced and reviewed by the education committee at earlier meetings. William Gurney stated that he is in favor of all of them and they’ve been vetted at the high school. Virtual learning is very important so students can get credit.

**MOTION: Carter Chamberlin made a motion to forward the IIC – *Instructional Time – Schedule* to the Full Board for a vote. Amy K. Speas seconded the motion. After discussion, a vote was taken with the motion passing unanimously, 3-0. Mark R. Nugent abstained with Kathy O’Donnell voting.**

**MOTION: Carter Chamberlin made a motion to forward the IKF – *High School Graduation Policy* to the Full Board for a vote. Amy K. Speas seconded the motion. After discussion, a vote was taken with the motion passing unanimously, 3-0. Mark R. Nugent abstained with Kathy O’Donnell voting.**

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**MOTION: Carter Chamberlin made a motion to forward the IMBC – *Alternate Credit Options* to the Full Board for a vote. Amy K. Speas seconded the motion. After discussion, a vote was taken with the motion passing unanimously, 3-0. Mark R. Nugent abstained with Kathy O'Donnell voting.**

Mark R. Nugent abstained because he is new to the committee and was unfamiliar with the policies.

**9. Adjournment**

The Education Committee was adjourned at 8:30 P.M.

Respectfully submitted by,

Linda McCracken, Stenographer