

**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
January 4, 1994**

MEETING AT

Monadnock Regional High School

CALL TO ORDER AT 7:30 PM

1. CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Correspondence/announcement
 - 1) Budget note sent to the staff (see attachment)
 - 2) Monadnock Mutterings (see attachment)
- d. Board committee reports

2. CITIZEN CONCERNS:

3. STUDENT COUNCIL CONCERNS

4. OTHER SCHOOL BOARD BUSINESS

- a. St. Paul Scholarship. (Material introduced at last meeting)
- b. Budget summary presented to the Budget Committee.
- c. Presentation and discussion of the District Assessment Plan.
(Document handed out at last meeting)
- d. Action on the manifests.

5. SUPERINTENDENT'S REPORT

- a. The Northern Schools Story with Dave Mousette (really)

6. NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues

7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: Monadnock Regional School District Board Members
Date: December 29, 1993
Topic: Discussion of the Board's Agenda items
From: Bill Wheeler

One committee member said to another, "I wish I had enough money to buy an elephant." To which the other questioned, "Why do you need an elephant?" The first replied, "I don't. I just need the money."

As we proceed through the money season and approach the mud season, see I do remember things, at least if they are not more than one year ago, we continue to look for the money tree. The last meeting seemed to be very stressful for the board. It is always difficult to see needs and wants without having the means to address them. Therefore, it is important to think of what we do for one another. The caring and sharing is great in this district. Our budget does address many programs which greatly benefit the staff and students. I, for one, applaud your efforts to maintain a balance between what is good for students and what is reasonably expected from the taxpayers. From a rational point I know education is a social investment. I just don't know at what point the best return on the dollar occurs.

4a. Tom read a letter from St. Paul's at the last meeting. Essentially, they are asking that you allocate money in next year's budget to fund part of Monadnock Regional School District student costs for the summer program. We have several students who have attended the program in the past. I am not sure how they are selected or how many attend each year. I have visited with several of the students who have participated in the past and they were very complimentary of the program.

4b. This is just a follow up to the decision which the board made at the last meeting concerning the budget. Included will be the superintendent's budget message to the budget committee.

4c. I encourage you to read the document which I handed to you at the end of the last meeting. Although, it was late in the night perhaps you can find it in the pile of paper which you received through the night. If not, please give Terry a call and she will send you another copy. I will bring extras to the meeting. The staff has had an opportunity to review the document both in copy and by meeting with Kathy and I at one of their school level staff meetings. The Curriculum Coordinating Team has also reviewed the document. The Administrative Team had worked on constructing the document for the past year and half. I will attempt to fill in the pieces during the meeting.

MONADNOCK REGIONAL SCHOOL DISTRICT

STUDENT DISCIPLINE REPORT

Presented to:

**Monadnock Regional School District's
Board, Students, Staff and Public**

By:

Discipline Review Committee

Winter, 1994

TABLE OF CONTENTS

Item	Page
ABSTRACT	
Introduction	1
Committee Members	1
Statement of Charge	1
Statement of Purpose	1
Procedure Used in Addressing the Issue	1
Statement of Findings	2
School Board Policies	2
School Handbooks	2
Police Reports	3
Survey Results	3
Forum Meetings	4
Investigative Report on MRHS Shooting Incident	6
Statement of Changes Recently Accomplished in the Schools	7
Monadnock Regional High School	7
Monadnock Regional Elementary Schools	9
Discipline Review Committee Parents' Comments	10
Discipline Review Committee Students' Comments	11
Statement of Limitations	12
Conclusions	12
Summary	12
Recommendations	13

ABSTRACT

Student discipline or lack of it, has been a great concern for many adults for a long, long time. Past public surveys have shown that many adults perceive it to be the greatest problem in the public schools. Therefore, it was not unusual when adults perceived student discipline to be a problem in the Monadnock Regional School District. The Student Discipline Report addresses the issue as viewed, reviewed, and studied by parents, MRHS students, a staff member, a board member, and administrators. The committee included:

Parents - Peggy Madden, Chris Hunt and Peggy Richmond

Students - Heidi Flanders and Brian Snider

School Board - Bob Ballou

Staff - Suzanne Harrington

MRSD Administrators - Norman Evans and Dan Stockwell

SAU #38 Administrator - Bill Wheeler

STATEMENT OF CHARGE

Monadnock Regional School District's Board charged the committee to provide guidance, direction, and support to the schools. School committees shall review current handbooks, classroom rules, and current practices dealing with student behavior related to discipline. The committee was to describe and/or define what is acceptable and not acceptable student behavior. To determine if the behavior is something the school should or could address. To determine how well issues of student behavior are being addressed and/or corrected; to analyze records, review student discipline records for patterns or occurrences, and to review discipline policies currently in place; and to summarize the data and present a written report of findings to the MRSD Board and community.

Committee conclusions were that:

1. Discipline problems have decreased at Monadnock High School over the past six years.
2. Discipline doesn't seem to be a problem in the elementary schools. When discipline problems do occur, support from home helps the situation.
3. Monadnock High School is a safe, healthy environment in which to learn.
4. Monadnock High School is a mini community. The problems you find in a community will be found on a smaller scale at any high school. A small group of students behave badly, exhibiting poor social skills in the school.
5. The students, staff and average total survey responses tended to be similar which would cause us to believe there is reliability to what the respondents believe.
6. MRSD's policies, practices, and procedures are consistent with providing and encouraging good student behavior.

We summarized that student discipline is a serious concern for students, staff, administrators, parents and school board members. It was the responsibility of this committee to review policies, practices, and procedures employed by the schools and district to address the issue. The committee met regularly since its creation by the school board in August, 1993 until it concluded this report in January, 1994. The committee pursued the study of student discipline in the schools, how students were informed of acceptable behavior or nonacceptable behavior, procedures followed when infractions of rules occurred and how parents were involved in the process.

Committee findings were that: district policies were well stated and complete; school rules and regulations were clear and did describe expected student behavior very well; reviewed school records, school reports, and school visits indicate few students with behavior problems; administrative procedures

function well; and some student behavior needs to improve. Overall we found the students representing a social microcosm of the Monadnock Region. Of greatest concern was the feeling that too much learner/teacher time was spent on disciplining a small percentage of the pupils. We were unable to determine this to be true. By reviewing the students and staff responses one may conclude that their two greatest concerns are with students respecting one another and that the level of learning is related to the discipline problems in the classroom. Some classes and some teachers seemed to have a greater number of problems than did others. The committee's recommendations tend to address this issue.

The district's policies, rules, procedures, staff, students, administrators and board are not perfect. What happens does not always benefit everyone. The committee wishes to continue on what is perceived as a tendency toward improvement. Therefore, a committee structure similar to this one should be created to complete biennial reports for the board and community on the subject.

The committee recommends that the district:

1. Continue efforts to separate 7th and 8th graders from the high school students.
2. Continue to offer student discipline workshops for the staff with emphasis on classroom management.
3. Continue with parenting workshops emphasizing skills on understanding your child's behavior.
4. Continue the Discipline Review Committee to periodically review students behavior and how schools are addressing the issue.
5. Support efforts for building projects which will alleviate the overcrowding of schools.

INTRODUCTION

Student discipline or lack of it, has been a concern for many adults for a long, long time. Past public surveys have shown that many adults view it to be the greatest problem in the public schools. Therefore, it is not unusual when adults perceive student discipline to be a problem in the Monadnock Regional School District. This report will address the issue as viewed, reviewed, and studied by a committee of parents, students from MRHS, a staff member, a board member, and administrators.

Committee Members

Parents - Peggy Madden, Chris Hunt and Peggy Richmond
 Students - Heidi Flanders and Brian Snider
 School Board - Bob Ballou
 Staff - Suzanne Harrington
 MRSD Administrators - Norman Evans and Dan Stockwell
 SAU #38 Administrator - Bill Wheeler

STATEMENT OF CHARGE

Provide guidance, direction, and support to the schools. School committees shall review current handbooks, classroom rules, and current practices dealing with student behavior related to discipline.

STATEMENT OF PURPOSE

The charge by the MRSD Board is to describe and/or define what is acceptable and not acceptable student behavior. To determine if the behavior is something the school should or could address. To determine how well issues of student behavior are being addressed and/or corrected. To analyze records, review student discipline records for patterns or occurrences, and to review discipline policies currently in place. To summarize the data and present a written report of findings to the MRSD Board and community.

PROCEDURE USED IN ADDRESSING THE ISSUE

Discipline Committee Procedures Outlined

1. During the 1992-1993 school year people from each of the eight Towns were invited to a meeting in their Town to discuss schooling issues. Part of the meeting was devoted to the identification of issues which should be addressed by the district: six of the Town meetings identified "Discipline" as an issue which should be addressed.
2. A parent proclaimed at the 1993 Annual District Meeting that discipline was a prominent problem at Monadnock Regional High School. She and another parent pursued this issue at several school board meetings.
3. School administration proposed to the school board that a study committee be formed to address the discipline issue. Parents, staff members, students, administrators and a board member would comprise the committee membership. The board accepted the proposal.
4. Members were solicited from parents, students, staff and administrators. Bill Wheeler represented the School Administrative Unit and Bob Ballou represented the school board. Three parents, two students, one staff member and two principals were selected to be seated on the committee as well.
5. The first meeting was held in the Wyman House at 4:00 PM, August 17, 1993. The committee agreed to meet each succeeding Wednesday as needed at 7:00 PM until the report was prepared for presentation to the school board.

6. Peggy Madden and Chris Hunt were selected to co-chair the committee.
7. The collection of data/information from which the committee could make an accurate assessment of the question of discipline in the schools was of key importance.
8. Various methods for the collection of data/information were used, they were:
 - a. Review of MRSD School Board policies pertaining to student discipline.
 - b. Review of MRSD student and/or parent handbooks.
 - c. Review of schools' student discipline reports.
 - d. Review of Swanzey police reports pertaining to MRHS.
 - e. A personal interview with the parent who addressed the District Meeting and the school board on student discipline.
 - f. Committee members personal visits to the schools.
 - g. Open forum meetings for parents, students, and staff members.
 - h. Review of the investigation report referring to the shooting incident at MRHS.
 - i. A written survey of parents, patrons, staff members and students eliciting feelings on the topic of discipline in the schools.
9. The data/information was shared at the several meetings. A typical meeting agenda would include a report from one or more of the members, introduction of a new point and a decision made on how it may be used by the committee to accumulate data/information and the assigning of new tasks for future meetings.
10. A report form was defined which would communicate what the committee had found in its search.
11. The report was presented to the school board at a regular meeting.
12. The report will be presented at the 1994 Annual District Meeting.
13. A summary of the report will be shared through the media, the "Monadnock Connection", the several schools parents' newsletters, and group discussions as warranted.
14. The entire report with reviewed data/information will be available at the SAU #38 Office for anyone interested.

STATEMENT OF FINDINGS

SCHOOL BOARD POLICIES

School Board policies direct the activities of the district. The current policy manual was reviewed, revised and adopted in July, 1993. The committee reviewed seventy three policies. The policies addressed a broad range of student behaviors and expectations of the staff to deal with those behaviors.

SCHOOL HANDBOOKS

School handbooks reflect district policies by describing administrative rules and regulations which standardize expectations. The expectations are for students, staff and parents so they know: 1) what

behavior is acceptable or not acceptable, 2) what the consequences of the behavior will be and 3) what the consequences of subsequent similar behaviors will be. The handbooks are made available to students, staff and parents.

The committee reviewed the school handbooks and found them to be adequate in conveying the messages concerning student behavior.

POLICE REPORTS

Caution needs to be exercised in interpreting the significance of the police reports. Police are generally called to be informed, particularly where a student may be in violation of a law. Many of the reported incidents involved no police action at the school. For instance: the weapons were collected by the vice principal over a number of years and presented to the police at one time. In the case of the shooting incident they were called to assist in enforcing action upon a youngster, who was not an enrolled student. For the three years ending June, 1993 the police were called by the school on 56 occasions. Several incidents involved adults using the building at times other than normal student school hours. Following is a list from the police describing the reason for the call:

Assaults	13
Assaults with a weapon	1
Assist Fire Department	5
Bomb Threat	3
Burglary	1
Criminal Mischief	3
Criminal Threatening	2
Criminal Threatening with a Weapon	1
Criminal Trespass	2
Disorderly	9
Intoxication	2
In Possession of Drugs	1
Possession of a Bomb	1
Smoking	1
Service/calls for	6
Starting Fires	1
Thefts	3
Weapons	1

SURVEY RESULTS

The committee structured a survey which was administered to a limited number of students, all parents and patrons who received the first mailing of the "Monadnock Connection", and all MRSD staff members. The survey was administered to selected classes of eighth, tenth and twelfth graders. The classes spanned the range of students as they are assigned to the several levels of course offerings. Staff members received the survey in their post boxes at each of the schools. Parents and patrons received a copy in the mail with the "Monadnock Connection". All completed forms were returned to the SAU #38 Superintendent's office. The results were compiled and are displayed in TABLE 1 below. Eight statements were presented which required a response based on the respondents feelings about the item. Respondents were asked to share their feelings about each statement by marking it occurred: 1) most of the time, 2) some of the time, 3) seldom and 4) don't know.

The eight statements were :

- A. MRSD students display respect for others, i.e., teachers, parents, staff, peers
- B. Students are respected in the school by others, i.e., teachers, peers, staff
- C. Teachers spend an appropriate amount of time disciplining students.

D. Classroom learning continues without discipline problems.

E. Students feel comfortable in the:

-
- 1) hallways,
 - 2) bathrooms,
 - 3) cafeteria,
 - 4) busses.

Responses were averaged. The results are presented by total, for each group, for each statement. *Most of the time* was given a value of 1, *some of the time* was given a value of 2, *seldom* was given a value of 3 and *don't know* was given a value of 0.

TABLE 1
AVERAGE GROUP RESPONSE

STATEMENT										
		A	B	C		D	E1	E2	E3	E4
Group Ave	No.	Resp others	Respected	Time	Dis/learn	Learn/Prob	Halls	Bath	Cafe	Busses
total	295	1.7	1.5		1.5	1.7	1.4	1.5	1.3	1.4
Student	103	1.8	1.7		1.5	1.9	1.4	1.5	1.3	1.3
Parent	51	1.7	1.5		1.4	1.6	1.5	1.9	1.4	1.8
Patron	8	2.1	1.8		2.2	2.0	2.2	2.2	1.9	2.3
staff	114	1.8	1.5		1.5	1.7	1.2	1.3	1.2	1.3
unknown	20	1.8	1.5		1.4	1.8	1.3	1.5	1.2	1.4

An open ended statement was presented on the survey so that written responses could be presented. The statement was:

One other thing I have to say about MRSD students' discipline is: _____

Participants' comments are on file at the SAU #38 office for those who wish to review them. Many respondents included a written comment which tended to explain their feelings about discipline in the schools. Comments ranged from people feeling the students' behavior was excellent to those who felt the students' behavior was very bad.

PUBLIC FORUM MEETINGS

PARENT

A parent attended a committee meeting by invitation from Dr. Wheeler. The parent's questions were,

"What is the system [discipline] and does it get in the way of the educational process at the school? Do we have a system that is treating students, faculty and administration in a way that allows for the highest quality of education?" Also, "Our students come from very different backgrounds - are we prepared for this? Is this a safe environment considering these conditions?"

In a visit to the MRHS the parent reported witnessing inappropriate behavior in the hallways, because students were touching each other in ways which were considered as being unacceptable and the students were using unacceptable language. The parent had heard many stories that so much discipline was happening in the classroom and was getting in the way of learning. The conclusion was that the teacher was spending time on discipline rather than on teaching and this was/is the problem. A concern was expressed by the parent that the vice principals do not appreciate teachers who send too many students to the office.

The parents questions/concerns were addressed by Mr. Stockwell, who was present at the meeting.

OPEN FORUM RESPONSE

The committee held an open forum for any student, staff member, parent or patron to provide input on the conditions of discipline in the schools. Following is a copy of written responses made to the committee.

After I gave my statement to your group yesterday, I realized that I had neglected to commend a program that is integral to the current success of Monadnock's discipline policy. That is the Structured Study Hall or in-school suspension room. This program makes it possible for students who have been suspended from their regular school schedules to remain within the building and to continue to earn credit for work accomplished during the school day. Suzanne Harrington implements it in a very calm manner and makes her high expectations for student success in her program evident. The atmosphere promotes quiet attention to task completion and is oriented toward individual study. Mrs. Harrington makes it clear that she is available to assist each student as needed. I appreciate the availability of this program.

With the increased monitoring of halls and bathrooms by all teachers on an informal basis and by specific teachers assigned to this duty, Monadnock Regional High School is very well structured to provide a safe, orderly environment for both students and teachers. It is a school with which I am proud to be associated.

I have taught at Monadnock Regional Junior-Senior High School for twenty-nine years. I have been a department head for approximately twenty years.

This school is a very friendly and safe place to work. The discipline is under control. I enjoy interacting with students in the halls, the cafeteria before school and during lunch and in the classrooms. I visit classes regularly and find a great majority of our students polite and respectful. I enjoy seeing the rapport that has been established between my teachers and their students.

I have witnessed some real improvements in discipline during the course of the last four or five years. These improvements include the addition of an assistant principal for Junior High students, and effective structured study hall for minor discipline problems, a big reduction in the number of office detentions and out of school suspensions, and an attempt to make students more accountable for good attendance.

I have been involved in the chain of command approach when a teacher has not been satisfied with the way a discipline problem has been handled by an assistant principal. I have always felt free to discuss the problem with the assistant principal and work out a solution that has been acceptable for all interested parties.

I taught here for seven years, then I spent 10 years subbing here and at St. Joseph's School. During that period I served on the St. Joseph School Board for three years and spent a great deal of time visiting and making informal observations at the Keene Middle School. This year I've returned to Monadnock as a full-time teacher.

In general, I feel that discipline in this building has tightened up in the last few years. Rules are clearly stated, students are made to accept the consequences of their behavior, and discipline is

consistently enforced. Teachers, administrators and most parents have positively addressed problems as they have arisen.

I happened to be substituting at Monadnock when the Keene High Student Council visited last year and the year before. In both cases I spoke with the visiting students and asked for their most vivid impression of our school. In every case the response was the same: they were surprised to see so many students roaming the halls during classtime. I'm pleased to be able to say that this situation has been remedied - teachers and administrators implemented a plan that corrected the problem this year.

In recent years I personally have never witnessed a problem more serious than shoving in the classroom or halls. In those cases the situations were easily and quickly diffused by teachers.

Dangerous situations don't appear to be a problem here, at this time. The more serious problem seems to be disruptive behavior in the classroom by a minority of students. As the family unit has broken down, this problem has become more obvious. When parents don't set limits for their children or make them deal with the consequences of their actions, it makes the primary job of the schools more difficult.

Depending on the make-up of the class (the luck of the draw in terms of which students are together) there are some classes where the teachers spend far too much time dealing with students who have no self-control or lack respect for rules and authority. Fortunately the principal and vice-principals are of the philosophy that no child should be allowed to prevent others from learning, and they help teachers take all the actions that are allowed by law that will prevent these children from continuing to disrupt classes.

It is my hope that the administration, including the school board, will continue to recognize that teachers should never be forced to sacrifice the education of the majority of students due to the persistent disruptive and antisocial behavior of a few.

On a positive note, I have found that most students who are treated with dignity and respect learn to reciprocate. It is also my experience that the staff in this building is successful in their efforts to treat students, parents and each other with respect and understanding.

Small classes are a big help.

I was hired to teach at Monadnock in 1983. During my years at Monadnock I have served as a Social Studies teacher and now as the Junior High Guidance Counselor. In both of these roles, and in my role as the parent of an MRHS student, I am quite satisfied with the discipline here. As a staff member, I have always received administrative support when warranted. In recent years, I have witnessed a tremendous increase in the development of mutual respect between students and staff.

If there is an area of concern, it is in the area of classroom management. Some teachers rely on assistant principals to handle routine classroom infractions such as incomplete assignments, and being unprepared for class. I believe that student discipline needs to be dealt with at the lowest possible level, namely between student and teacher. Perhaps designated workshop days or some staff development opportunities could be devoted to providing more direction in classroom management.

Monadnock is no different than most other high schools, and our students are no different here than they are at home. They come to school with a personal code of ethics that are learned and enforced at home.

I am pleased with the current code of discipline that is in place at Monadnock.

INVESTIGATIVE REPORT ON MRHS SHOOTING INCIDENT

The following notes were taken on 2/26/92. They are comments made by Mr. Richard Mead, Insurance Investigator, who was assigned to investigate the shooting incident that occurred at Monadnock Regional High School on October 15, 1991. Mr. Mead was in the building for 6 1/2 hours, interviewing students, teachers, office personnel, cafeteria workers and custodian staff. The investigation also included interviews with parents, police and other community agencies outside of the school setting. Mr. Mead had completed a full investigation of the incident and made these comments in an exit interview with the Principal, Daniel E. Stockwell.

"As a private insurance investigator with many years of experience and an eye for liability, I feel confident that Monadnock Regional High School cannot assume any liability in the recent shooting incident. It is a school with a friendly, orderly atmosphere. Monadnock Regional High School is one of the tightest ships as I have seen".

STATEMENT OF CHANGES RECENTLY ACCOMPLISHED IN THE SCHOOLS

MONADNOCK REGIONAL HIGH SCHOOL REPORT OF CHANGES IN DISCIPLINE PRACTICES, POLICIES, AND PROCEDURES SEPTEMBER 1989 - NOVEMBER 1993

Five to six years ago conditions existed at Monadnock Regional High School that contributed greatly to projecting a negative image to the general public. The school averaged 40-50 suspensions each week, 80-100 detentions were assigned per day, groups of students roamed the halls and lavatories and the dropout rate was estimated at about 25%. It had become almost impossible for the administration to enforce the discipline policies. At that time, one Assistant Principal was responsible for the discipline of approximately 1000 students, grades 7-12. Suspensions and detentions were the primary consequence for misbehavior and, because of the frequency of their use, had been rendered nearly ineffective. Student and staff morale was described as "very low" and school spirit as "poor". A large segment of the student population had become disenchanted with their school and chose negative behavior as a means of gaining attention and recognition. Many students, particularly those in the lower grades, felt threatened by these conditions. As a result, many students became "turned off" to school, at the very beginning of their high school experience.

During the summer of 1989 the student handbook was reviewed with the intent of empowering the teaching staff with the control of discipline and restoring detentions and suspensions to the status of being meaningful consequences for misconduct. Teacher assigned office detentions were eliminated. Teachers were encouraged to conduct their own detentions and given support in enforcing them. Teachers were also encouraged to communicate directly with parents concerning individual student problems in class. Consequently, the number of office detentions were greatly reduced and became enforceable. Fewer students cut detentions, which resulted in fewer students being suspended. Guidance and administration were afforded more time to deal effectively and appropriately with problem students and to resolve difficulties at the lowest level.

At the same time that the attempt was being made to reduce student disciplinary problems, there was also a recognized need to focus on the many positive aspects of student life at Monadnock Regional High School. There was a recognized need to foster attitudes of mutual respect, to recognize and reward positive student behavior, and to communicate with the public more effectively in a manner that would create a greater feeling of confidence in their high school and increase support from parents.

At the present time student suspensions are at a minimum, averaging less than half a dozen weekly, and office detentions have been reduced to a manageable number, usually less than 30 per session. The drop-out rate does not exceed a single digit number and positive student and staff achievements appear to be the focal point of attention. A small percentage of the student population continues to generate some disciplinary problems but they do not seem to be infectious to the student body as a whole. Their deviant behavior is considered unacceptable by others and consequently receives very little, if any, peer support.

Some of the major organizational changes that have occurred in the past 4 or 5 years to support the philosophical and attitudinal changes are:

1. Recognition of the unique needs of 7th and 8th grade students.

- a) Established a junior high assistant principal's position with office facilities and secretarial support.
- b) 6th & 7th grade teachers meet quarterly to coordinate the elementary program with the junior high and to discuss individual student needs.
- c) 7th & 8th grade teachers have been meeting on a regular basis with the District Curriculum Coordinator and Principal to explore ways to improve the over-all educational program for junior high students.
- d) Physical separation of 7th & 8th grade academic classrooms to create a junior high wing.
- e) Vocational experience courses expanded to reduce student time in study halls.

- f) Mentoring program developed to identify and support junior high students experiencing academic difficulty.
- g) National Honor Society sponsored 6th grade activities day in the spring for incoming 7th graders.
- h) Spring visitations to 6th grade classrooms conducted by Peer Counselors.
- i) PTO sponsored "Fun Day" in August for incoming 7th graders.
- j) School Sponsored 7th grade orientation day in September.
- k) Separate Open House program for 7th grade parents in October.
- l) Established the first Junior High National Honor Society with it's own induction ceremony.
- m) Student of the Week recognition program initiated.
- n) Separate "Pep Rallies" for 7th & 8th grade students are now organized.
- o) End of the year Junior High Honors and Scholastic Achievement Recognition Assembly Program put in place.
- p) Several new sports programs introduced at the junior high level, i.e. Cross Country, Field Hockey, Football, Spring Track and Field, Cheerleading.

2. Administrative Improvements

- a) Began a Structured Study Hall Program (in-school suspension) to reduce out-of-school suspensions and provide a constructive and positive alternative.
- b) Computerization of the central office including, attendance, student scheduling, and grade reporting.
- c) Annual review of "Student and Parent Handbook" by Administration, Staff, and Student Council, with approval by the Board of Education.
- d) Revision and implementation of the SAU #38 Teacher Supervision and Evaluation Model.
- e) Organization of the MRHS goal setting and evaluation process around the "Seven Correlates of An Effective School".
- f) Staff workshops on " Assertive Discipline", "Classroom Management", and "Curriculum Development and Revision".
- g) Student assemblies on related topics such as " Drug and Alcohol Awareness", "Character and Citizenship" and "Aids Prevention".
- h) Development of an "At Risk" policy manual.
- i) Removal of Special Education program supervision responsibilities from the Guidance Department and establishment of the Special Education Coordinator position.
- j) Revision of the grading policy.
- k) Increased required student class load assignments from 4 to 5 subjects.
- l) Reduction of allowable absences from 20 days to 12 days.
- m) A meeting with the Senior Class prior to the beginning of the school year to establish the parameters for "Senior Privileges.
- n) End of the year exam schedule developed to insure that productive activities continue through the last day of school.
- o) The " Senior Round-Up" was abolished.
- p) Construction of a telephone booth in the teacher's work room to encourage parental contacts.
- q) Elimination of homeroom to decrease the amount of passing time in the hallways.
- r) Re-scheduling CVC electives to the afternoon to decrease the interruption and disturbance caused by returning students and to encourage higher student enrollments.
- s) The construction of four modular classrooms to help reduce the number of overcrowded classrooms.
- t) Staff assigned hall and lavatory monitoring duties.
- u) Communication and cooperation with local law enforcement agencies greatly improved.
- v) Installation of video cameras on the buses.
- w) Elimination of the practice of sending classes to study hall when teachers are absent.

3. Increased Internal and Public Relations Communications

- a) Announcement sign on front of the building.
- b) Automated announcement sign in the cafeteria.
- c) Student activity schedules and current events posted in the central office window.
- d) The school newspaper "Pawprint" allows students to express various viewpoints on school issues.
- e) Community newsletter "Tracking the Huskies", is published and sent out from MRHS on a quarterly basis.
- f) School activity information published in the Keene Sentinel, Infoline, The Monadnock Mutterings, The Monadnock Connection and The Troy Town News.
- g) List of outstanding student and staff accomplishments published in the Annual School District Report.
- h) New public address system installed to improve internal communications.

4. Positive Reinforcement Activities and Programs (in addition).

- a) Outstanding activities are acknowledged the following day over the P.A. system, posted in the office window, and on the automated sign in the cafeteria, i.e., Christmas Concert, Drama Club performances, Granite State Challenge, All-state Band selections.
- b) Class I Championship teams are honored in the cafeteria at a "special table" and supported by the Board of Education with Championship jackets.
- c) Board of Education support for the Band by funding uniforms and replacement of large instruments.
- d) The Band Boosters and Athletic Boosters have become much more active in providing needed positive support for both programs.
- e) Project Graduation, a parent project, has provided a constructive and drug free alternative to private graduation parties for the past three years.

In conclusion, it should be stated that the reduction of the number of suspensions and detentions is only one of several indicators of an improved discipline situation at the high school. In addition to the reduction of the number of student dropouts, there are several other factors that would indicate an over-all improvement in school spirit, teacher and student morale, and student achievement. For example, total senior high membership in the National Honor Society is the highest it has been in the history of the school. An average of 51.2 % of the Seniors have attended college over the last four years as opposed to a 42.62% over the previous ten years. Since the opening of Monadnock Regional High School in 1962 to the spring of 1989 the school earned 6 Class I State Championships in athletics. In the past 3 1/2 years MRHS has earned 11 Class I State Championships in athletic competition. Student participation in the Band, Chorus, Drama Club Productions, Christmas Concerts and Spring Musicals is at an all time high. What is also encouraging is the increasing numbers of students proudly wearing "Monadnock Regional or Huskie Jackets". Students no longer roam the hallways between periods. Vandalism in the lavatories and auditorium is at a minimum and the overall appearance of the building reflects a sense of pride and respect.

MONADNOCK REGIONAL ELEMENTARY SCHOOL REPORT OF CHANGES IN DISCIPLINE PRACTICES, POLICIES, AND PROCEDURES

The original district behavior handbook has been modified in each school. The impetus for this change came about because of the desire to have staff members vested in the code of behavior which they were expected to implement. Each school has thus developed a code of behavior which mirrors the important behavioral issues as perceived by staff members.

School busses now use video cameras on. Great publicity has been generated over the use of video cameras. The desired result is improved student behavior.

Some schools are keeping statistical data on student behavior in a variety of ways. For example, the number of bus behavior problems, the tardy rates, the absence rate, etc. Tracking the data from year to year should enable schools to focus their behavioral efforts.

Generally speaking discipline is not a problem on the elementary level. Each year there seems to be

a handful of students needing attention because of misbehavior. Schools can handle this in-house concern. However, very often student misbehavior has a direct relationship to family and home. During the past few years schools have assumed the initiatives and have presented a series of parenting workshops.

Cutler Elementary School Discipline Report

The following is a 5 year progress report on improving student behavior at Cutler School.

<u>Year</u>	<u>Enrollment</u>	<u>Number of Reports</u>	<u>Number & Percent of Students with no reports</u>
1992-93	393	168	319 - 81%
1991-92	362	117	279 - 77%
1990-91	323	145	242 - 75%
1989-90	301	172	233 - 77%
1988-89	257	228	

While enrollment has risen dramatically over the last five years, the percentage of students who have behaved responsibly has remained high. We are pleased with the students, their parents, and ourselves. On the other hand, there is much work to be done to encourage all students to follow the rules, respect others, and work together harmoniously. The school needs support from home just as you need support from us. Working together we can make school a safer and more enjoyable place for all students to learn.

While there were more discipline reports last year, there was also a higher percentage of students who had no reports. Our goal is to reduce the incidents of behavioral problems. Some people believe a record number of students in tight quarters may have lead to more behavioral problems. We are starting the 1993-94 year with about 30 fewer students, which may impact the number of problems.

DISCIPLINE REVIEW COMMITTEE PARENTS' COMMENTS

Peggy Madden

I visited Monadnock Regional High School on a Friday Morning. I roamed the halls during passing of classes. The students behaved as normal high school students. The teachers stationed themselves outside their classrooms to monitor the hallways. I feel this is a positive statement. I visited the cafeteria during a study hall and did not observe anything unusual. The only criticism is the lack of space during passing of classes.

I have visited the elementary school (Mt. Caesar) many times and have never observed disruptive behavior. I feel the Monadnock School System is a fine place for students. There might be moments of discipline problems but as far as I observed they seem minor at best compared to what I viewed.

Peggy Richmond

As the Associate Director of Admissions at Keene State College, you could say that I have spent a great deal of time in high schools throughout New England. Therefore, my observations are much different than those of the parents who have only been to Monadnock High School. I have something to compare it to.

I have been in very few schools that are as clean as Monadnock High School. Considering the number of people that occupy that space in the course of the day, I think we do a very good job maintaining the building. My assumption would be that the cleanliness of the building may have something to do with our students. Taking care of the building is not just the responsibility of the janitors.

In terms of the behavior of the students....I did notice a group of students whispering in the library, but that may be part my fault! They have all babysat for my children at one time or another and I did stop to say hello. I made a point of strolling through the bathrooms right

after the bell for classes to begin. I remember this to be prime smoking time when I was in high school. The bathroom was empty and there was no odor of smoke.

The changing of classes was pretty routine. There was a little pushing and shoving but no major battles. Everyone seemed to scurry toward classroom doors in time for the class to begin. I can't speak for what happens behind closed doors of classrooms since I kept my visit restricted to common areas.

Monadnock High School, like any other school could use some improvements. My children will attend that school someday and it would be a dream to have a school with no discipline problems but how can we expect that to happen in a society such as ours. Students are not acting any different in school than they are at home.

I visit a school in NH every year that makes me appreciate our community and students. There is no parking lot so often times I park at least two blocks from the school. I don't feel safe during this short walk and feel even less safe when I reach school grounds. If a student doesn't have class, they can be anywhere. I walk through crowds of sarcastic, disrespectful adolescents before I finally reach the door.

Let us not lose sight of the fact that we always want to be improving in our schools - making them better places to learn. But we also must remember that our students are learning and living in an environment that is safer and more secure than most communities.

DISCIPLINE REVIEW COMMITTEE STUDENTS' COMMENTS

Brian Snider

As a student at Monadnock Regional High School, I see a normal high school that flows in an organized, fluid manner. Student discipline problems are average for any high school of its size and any problems that do arise are usually handled quickly and efficiently.

Most of the problems that do occur are a result of overcrowding. When students must walk down a tightly compacted hallway, they may become irritable with each other and the administration. Also, a class with thirty students is much more likely to have behavior problems than a class with fifteen. The attention that a teacher places on each student grows less, thus bringing on problems.

While many strides have been made to improve the atmosphere at Monadnock, there is no need to stop here. Just one discipline problem is worthy of improvement until perfection is reached.

Hiedi Flanders

My opinion of the discipline in Monadnock Regional High School is pretty positive. I think the biggest problem is that kids are doing their talking and communicating at the wrong times. For instance, a majority of the students talk almost constantly during classes. When a teachers tells them to be quiet they don't take the comment seriously. Therefore, that leads to detention referrals, school detentions, supervised study hall, or even as far as suspension. I know what it's like to be yelled at and to me that's enough to behave as long as possible, and some talk back, do it again, or pout.

For the last week I have spent my first period study hall visiting the vice principal, Doug Gagne. We have become pretty good friends, and he has let me look over his shoulder while he's tending his business. When I first came in there, I was amazed how he referred to people like he knew them personally. As my trips there became daily, I found that so was a lot of other

people. I realized that it was mostly the same people over and over again. I even know the names of people I didn't know before.

Other than the few students who can't accept no for an answer, I feel that that is the limit of the disciplining. I think the students willing to learn even out with the students who aren't to reflect a good image on Monadnock. Even so, there is plenty of room for improvement.

STATEMENT OF LIMITATIONS

Like any other study, the discipline committee recognizes the limitations in our review of discipline issues in the Monadnock schools. One of the obvious limitations was the time restraint. A suggestion brought to an early committee meeting was to contact people by phone to learn more about the views of behavior in the schools. Considering the size of our group and the time we had to spend on this study, we decided that a written survey would be the most efficient use of our time.

The survey was included with the newsletter, however, a number of parents are not on the mailing route to receive this publication. Therefore, many parents never saw the survey. Of the parents who did receive the survey, we were surprised at how few of them completed and returned it. Therefore, the committee can assume that (1) They don't think there is a problem so there was no need to complete the survey or (2) There is a problem with no solution so it wasn't worth their time.

The question concerning the behavior in hallways of schools was another limitation to our study. As we review the survey, we understand this may have been a very vague question.

The patrons response to the survey was more negative than any other group. The committee assumes that this is a result of the media representation. This group has spent very little time in our schools and receives all their information from the media - most of which was negative.

CONCLUSIONS

1. Discipline problems have decreased at Monadnock High School over the past six years.
2. Discipline doesn't seem to be a problem in the elementary schools. When discipline problems do occur, support from homes helps the situation.
3. Monadnock High School is a safe, healthy environment in which to learn.
4. Monadnock High School is a mini community. The problems you find in a community will be found on a smaller scale at any high school. A small group of students behave badly, exhibiting poor social skills in the school.
5. The students, staff and average total survey responses tended to be similar which would cause us to believe there is reliability to what the respondents believe.
6. MRSD's policies, practices, and procedures are consistent with providing and encouraging good student behavior.

SUMMARY

Student discipline is a serious concern for students, staff, administrators, parents and school board members. It was the responsibility of this committee to review policies, practices, and procedures employed by the schools and district to address the issue. The committee met regularly since its creation by the school board in August, 1993 until it concluded this report in January, 1994.

The committee was comprised of parents, staff, administrators, MRHS students, and a board

member. The committee pursued the study of student discipline in the schools, how students were informed of acceptable behavior or nonacceptable behavior, procedures followed when infractions of rules occurred and how parents were involved in the process.

Committee findings were that: district policies were well stated and complete; school rules and regulations were clear and did describe expected student behavior very well; reviewed school records, school reports, and school visits indicate few students with behavior problems; administrative procedures function well; and some student behavior needs to improve. Overall we found the students representing a social microcosm of the Monadnock Region. Of greatest concern was the feeling that too much learner/teacher time was spent on disciplining a small percentage of the pupils. We were unable to determine this to be true. By reviewing the students and staff responses one may conclude that their two greatest concerns are with students respecting one another and that the level of learning is related to the discipline problems in the classroom. Some classes and some teachers seemed to have a greater number of problems than did others. The committee's recommendations tend to address this issue.

The district's policies, rules, procedures, staff, students, administrators and board are not perfect. What happens does not always benefit everyone. The committee wishes to continue on what is perceived as a tendency toward improvement. Therefore, a committee structure similar to this one should be created to complete biennial reports for the board and community on the subject.

RECOMMENDATIONS

- Continue efforts to separate 7th and 8th graders from the high school students.
- Continue to offer student discipline workshops for the staff with emphasis on classroom management.
- Continue with parenting workshops emphasizing skills on understanding your child's behavior.
- Continue the Discipline Review Committee to periodically review students behavior and how schools are addressing the issue.
- Support efforts for building projects which will alleviate the overcrowding of schools.

FAMILY AND MEDICAL LEAVES OF ABSENCE

SECTION 1: General Provisions

Under the provisions of the Family and Medical Leave Act of 1993 ("FMLA"), all employees who worked at least 1,250 hours during the prior twelve (12) months are entitled to take not more than twelve (12) work weeks unpaid FMLA leave of absence in a twelve (12) month period (as defined below) in event of:

(A) the birth of a child in order to care for the child (leave must be taken within twelve (12) months of the birth);

(B) an adoption or foster care placement of a child in order to care for the child (leave must be taken within twelve (12) months of the placement);

(C) a serious health condition of the employee's parent, spouse, minor child or adult child when the ill person is not capable of self care and the employee is needed for such care; or

(D) a serious health condition of the employee which results in the employee's inability to perform his or her job.

As stated above, an eligible employee is entitled to a total of twelve (12) work weeks of leave during any twelve (12) month period. That twelve (12) month period is defined as a "rolling" twelve (12) month period measured backward from the date an employee uses any FMLA leave. For example, if an employee has taken eight (8) weeks of FMLA leave during the past twelve (12) months, an additional four (4) weeks of leave could be taken when a second leave is requested. As further example, if an employee takes four (4) weeks of FMLA leave beginning September 1, 1994, when the employee requires additional FMLA leave on March 1, 1995, the employee would have available four (4) weeks of FMLA leave as he/she had taken eight (8) weeks in the twelve (12) months prior to March 1, 1995. In other words, the number of weeks which an employee has available upon the beginning of a FMLA leave shall be twelve (12) weeks less the number of FMLA leave weeks taken in the twelve (12) month period prior to the beginning of the current FMLA leave (the "Available Leave Weeks").

FMLA leaves for the birth or placement or adoption or foster care of a child, as described in paragraphs (A) and (B) above, must be taken all at once unless otherwise agreed to by the School Board. If medically necessary, FMLA leaves due to illness as described in paragraphs (C) and (D) above may be taken on an intermittent or reduced leave schedule. If FMLA leave is requested on this basis, however, the School Board may require the employee to transfer temporarily to an alternative position which better accommodates periods of absence or a part time schedule, provided that the position has equivalent pay and benefits.

An employee's accrued, unused vacation and/or personal time will be included as part of the twelve (12) week leave requirement for A, B, or C FMLA leaves listed above. For example, an employee with two (2) weeks earned, unused vacation is required to use that time before taking not more than ten (10) additional unpaid weeks. In addition, for type C FMLA leave, an employee will be required to use all accrued sick time. For a type D FMLA leave, employees will be required to use vacation, personal and/or sick time.

For type A and B FMLA leaves the employee may at his/her option utilize accrued sick leave to cover any period of otherwise unpaid leave.

When an employee requests any leave of absence which qualifies as leave under the FMLA, the School Board may designate such leave as FMLA leave upon written notification to the employee.

SECTION 2: Status of Employee Benefits

While on FMLA leave, employees may continue to participate in the School District group health insurance in the same manner as employees not on FMLA leave. In the event of unpaid FMLA leave, an employee shall pay to the School District office the employee's share of any medical insurance premiums once per month in advance on the first day of each month.

In the event that the employee elects not to return to work upon completion of a FMLA leave of absence, the School Board may recover from the employee the cost of any payments to maintain the employee's medical coverage, unless the employee's failure to return to work was for reasons beyond the employee's control. Benefit entitlements based on length of service will be calculated as of the last paid work day prior to the start of leave of absence; for example, an employee on leave will not accrue vacation or sick time. At the end of an authorized FMLA leave, an employee will be reinstated to his or her original or a comparable position.

SECTION 3: Basic Regulations and Conditions of Leave

The School Board will require medical certification to support the claim for FMLA leave for an employee's own serious health condition or to care for a seriously ill child, spouse or parent. For the employee's own medical leave, the certification must include a statement that the employee is unable to perform the functions of his or her position. For FMLA leave to care for a seriously ill child, spouse or parent, the certification must include an estimate of the amount of time the employee is needed to provide care. In its discretion, the School Board may require a second medical opinion and periodic recertification at its own expense. If the first and second opinions differ, the School Board, at its own expense, may require the binding opinion of a third health care provider, approved jointly by the School Board and the employee.

SECTION 4: Notification and Reporting Requirements

When the need for FMLA leave is foreseeable, such as the birth or adoption of a child, or planned medical treatment, the employee must provide reasonable prior notice. In cases of illness, the employee will be required to report periodically on his or her FMLA leave status and intention to return to work. At the expiration of any FMLA leave due to the employee's own illness, the employee must present a written authorization from his/her doctor stating that the employee is ready to return to work.

SECTION 5: Procedures

A Request of Family and Medical Leave of Absence Memo must be originated in duplicate by the employee. This memo should be completed with full details, signed by the employee and then submitted to the Assistant Superintendent or his/her designee for proper approvals. If possible, the memo should be submitted thirty (30) days in advance of the effective date of the FMLA leave.

All requests for FMLA leaves of absence due to illness will include the following information attached to a completed Request for Family and Medical Leave of 1) the date on which the serious health condition commenced; 2) the probable duration of the condition; and 3) the appropriate medical facts within the knowledge of the health care provider regarding the condition. In addition, for purposes of FMLA leave to care for a child, spouse, or parent, the certificate should give an estimate of amount of time that the employee is needed to provide such care.

SECTION 6: Coordination with Maternity Leave

The School Board provides employees a leave of absence for the period of temporary physical disability resulting from childbirth and related medical conditions. A maternity leave begins when an employee is medically determined to be disabled and ends when medically determined to be able to return to work.

Maternity leave will be treated in the same manner as type D FMLA leave of absence. The employee is required to exhaust accrued, unused vacation, personal and sick time before taking any unpaid leave. However, maternity leaves are not limited by any measure other than the period of medical disability.

An employee who uses less than the Available Leave Weeks for type D leave for maternity may take additional type A FMLA leave after the end of disability period for a period not to exceed the Available Leave Weeks.

SECTION 7: Coordination with Other Policies

In the event of any conflicts between this policy and other School Board policies, the provisions of this policy shall govern; however, if any provision of a collective bargaining agreement exceeds the benefit offered herein; the agreement shall control for those covered employees.

Board Proposal

STATE OF NEW HAMPSHIRE
SCHOOL WARRANT
MONADNOCK REGIONAL SCHOOL DISTRICT

To the inhabitants of the Cooperative School District in the Towns of Fitzwilliam, Gilsum, Richmond, Roxbury, Sullivan, Surry, Swanzey and Troy qualified to vote in District affairs:

You are hereby notified to meet at the Monadnock Regional High School, Swanzey Center, New Hampshire on Saturday the 5th day of March, 1994 at 11:00 o'clock in the forenoon to act upon the following subjects:

NOTICE: School District officers to be elected at the Town Meeting of each member town in accordance with the statutory election procedures adopted by the District at its Annual Meeting on March 7, 1992 (RSA 197:1). The School District Warrant for the election of school officials has been posted in each of the District's member towns.

1. (Bond Issue If Submitted By Petition)
2. (Building Proposal Article)
3. To see if the District will vote to authorize the Monadnock School Board to withdraw Two Hundred Sixty-four Thousand Three Hundred Dollars (\$264,300.00) from the Capital Reserve Fund, created under Article 5 of the 1975 Annual District Meeting of the Monadnock Regional School District, for the specific purpose of upgrading the heating and ventilation system that serves the Troy Elementary School at a cost of Two Hundred Forty Thousand Dollars (\$240,000.00); to restore the high school leach fields at a cost of Ten Thousand Dollars (\$10,000.00); to replace the kitchen steamer in the high school at a cost of Nine Thousand Eight Hundred Dollars (\$9,800.00) and to install heating valves in the Gilsum, Sullivan and Surry Schools at a cost of Four Thousand Five hundred Dollars (\$4,500.00).

4. To see if the Monadnock Regional School District will vote to approve the cost items included in the collective bargaining agreement reached between the Monadnock School Board and the Monadnock Education Association which calls for the following increases in salaries and benefits:

Year	Estimated Increases
1994 - 95	\$
1995 - 96	\$
1996 - 97	\$

and further to raise and appropriate the sum of \$xxxxxx.xx for the 1994 - 95 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits over those of the appropriation at current staffing levels paid in the prior fiscal year.

5. To see what sum of money the District will vote to raise and appropriate for the support of schools, for the payment of salaries for the school district officials and agents, and for payment of statutory obligations of the district.
6. To see if the District will vote to authorize the School Board of the Monadnock Regional School District to transfer any of its unencumbered surplus funds, if any, remaining on hand at the end of the fiscal year June 30, 1994, to the capital reserve fund created under Article 5 of the 1975 Annual Meeting of the Monadnock Regional School District, or take any action thereon.
7. To see if the District will vote to authorize the School Board of the Monadnock Regional School District to borrow money for the purpose of paying estimated special education costs for the 1994-1995 school year pursuant to the provisions of RSA 198:20-D as amended (effective July 1, 1992) upon terms and conditions determined by the School Board to be in the best interest of the District: and furthermore, to authorize the School Board to execute such notes and related documents as may be required to accomplish the borrowing; and to take any other action in relation thereto.

8. To listen to opinions of a purely advisory nature with regards to the conduct of school affairs for the ensuing school year.

Given under our hands and seals this 15th day of February, 1994.

Monadnock Regional School Board

Example A: Special Article Authorizing To Construct, Withdraw
Funds From The Capital Reserve Fund And To Tax.

To see if the Monadnock Regional School District will vote to raise and appropriate the sum of Five Hundred Fifty-eight Thousand Seven Hundred Twenty Dollars (\$558,720.00) to be used for the construction of classrooms to the Monadnock Regional High School, including site development and any other items incidental to and necessary for such construction and authorize the withdrawal of Fifty-eight Thousand Seven Hundred Twenty Dollars from the Capital Reserve Fund, created under Article 5 of the 1975 Annual District Meeting of the Monadnock Regional School District for such purpose. The balance of Five Hundred Thousand Dollars (\$500,000.00) is to come from general taxation.

Example B: Special Article (same as above) And The Provision For
Non-lapsing

To see if the Monadnock Regional School District will vote to Monadnock Regional School District. The balance from general taxation. This will be a non-lapsing account per RSA 32:3, VI and will not lapse until the construction is completed or in two years, whichever is less.

NOTE: The tax rate will be computed with the special provisions and the dollar value. If the project is completed in the designated budget year, no further action is required. However, if the project is not completed the balance will be carried forward into the next budget year.

1995 High School Construction Budget	\$558,720.
Expenses incurred in 1995	- 525,000.

Unexpended balance carried forward to '96 \$ 33,720.

(Carried forward as balance in capital building fund)

Staff Development

An 2 hr. introduction to AIMS (Activities Integrating Mathematics and Science), an elementary level program, will be held on January 27th from 4:00 to 6:00 pm at MRHS. Several teachers are already incorporating some of the activities from AIMS into their classrooms. For ideas, contact Ann Killeen, Grade 1, Emerson School. To register, contact Terry Stepenuck at the SAU #38 Office.

NESDEC offers the following sessions at \$90.00:

- * Jan. 11- "An Interdisciplinary Team: Grade 9" Weymouth, MA.
- * Jan. 13- "Mainstreaming/Inclusion Model for Middle Grades" Chicopee, MA
- * Jan. 27- "Honoring Multiple Intelligences, Gr. 6-8" Tewksbury, MA.

The Office for Training and Educational Innovations has announced several workshops and seminars focusing on Special Education Inclusion. 1/2 day sessions are \$15.00, full-days are \$25.00.

- * "Developing Inclusive Schools: Leadership Values and Strategies for Principals" Elementary Principals Feb. 10, 5:00 pm to Feb. 11 to 3:00 pm. Middle/HS School Principals TBA. No Charge.
- * "Turning Points: Supporting the Transition of Secondary Students with Severe Disabilities" Jan. 11 & 25; Feb. 8 & 22; Mar. 15 & 29; or May 3 & 17; 12:00 - 4:00 pm. Cost \$100.00.
- * "Related Services in the Inclusive Classroom" Dates for this 1 and 1/2 day seminar to be announced. Cost is \$40.00.

Elementary level sessions.

- * "Classroom Strategies for Inclusion of Students with Severe Disabilities" Feb. 7 or Mar. 10, 9:00 am to 3:00 pm.
- * "Paraprofessionals in the Regular Elementary School Classroom". May 19, 9:00 - 3:00.
- * "After the Bell Rings: Supporting Elementary Students with Severe Disabilities in Extracurricular Activities" March 17, 2:00 - 5:00 pm.
- * "Developing Inclusive IEP's for Elementary Students with Severe Disabilities" March 24, 2:00-5:00.

Middle/High School level sessions.

- * "Classroom and Instruction in Inclusive High School Classrooms". Jan. 28 or Mar. 25, 9:00-3:00

- * "Natural supports in Education for Students with Severe Disabilities" Mar. 1, 12:00 - 4:00.
 - * "Graduation or Transition? Supporting Student's Post-High School Plans" Feb. 15, 12:00-4:00.
- The following are for all grades or levels.
- * "Using Technology in the Regular Classroom" March 22, 9:00 - 3:00 in Keene.
 - * "The Role of Art, Music, and Physical Education Teachers in Inclusive Education" Jan. 20 2:00-5:00.
 - * "Augmentative Communication in Everyday Life" Feb. 4, 9:00 - 3:00.

The New England League of Middle Schools will host a variety of workshops each at \$115.00.

- * Jan. 20th "Classroom Strategies and Management Skills: Working with Heterogeneously Grouped Classes" Marlboro, MA.
- * Jan. 25th "Now that We're a Team, What do we do?" and "Advisor/Advisee" Portland ME.
- * Feb. 8th "Learning with Style" Wenham, MA.
- * "Violence in the Classroom" Feb. 10th, Farmington, CT. or May 10th in Topsfield, MA.
- * Feb. 11th - "Making the Sane Transition", "How and Why to Detrack Without Derailing" and "Language Arts in the Middle School" Sturbridge, MA
- * April 26th - "Discovery Learning", "Teaching Math to Heterogeneous Groups" (also May 17th) and "Crossing the Tracks: Alternatives to Homogeneous Grouping in Your Middle School" Warwick, RI.
- * May 5th - "Developing Interdisciplinary Units" Topsfield, MA.
- * May 6th - "Portfolio Assessment" and "Transition Process" somewhere in Vermont. (TBA)
- * May 19th - "Effective Teaming" Topsfield, MA.

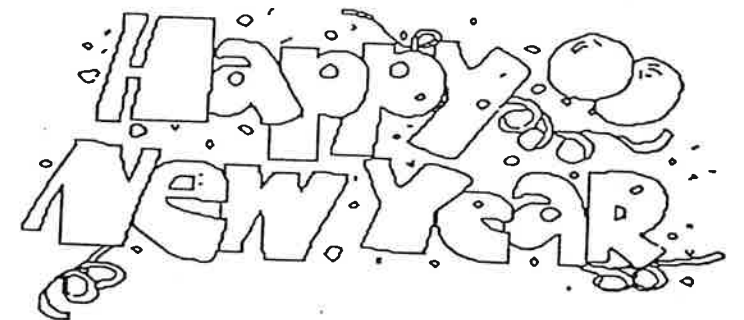
Creative Classrooms in Raymond, NH offers "Introduction to Alternative Assessment" Sat. Jan. 22nd for \$80.00 and "Project Spectrum: A Way of Looking" (on Gardner's Multiple Intelligences) on February 12th for \$85.00.

"Reimagining Curriculum" will be held in Portland, ME Friday, May 13th at 6:00 pm through Sat. May 14th at 2:30 pm. The keynote address this year will be by Nancie Atwell, author of In the Middle. Register by Jan. 5th as a team member for \$95.00 or after at \$110.00. Contact Mary Fosher, Surry School for details!

Staff News

Winter Music Programs Unbeatable Entertainment

Hats off to the success of the Holiday musical presentations directed and arranged by music teachers Jerome Ebbighausen and Phillip Crotto, MRHS, and Elaine Merrifield and Diane Hardy, Elementary schools. The performances were outstanding and showed evidence of the hard work and skill of these teachers as well as a host of other staff members who all pitched in and helped to make these presentations so enjoyable. Thanks!



The Holidays are over, the wrapping paper waits to be part of a landfill, and only the bills remain! Now is the time to engage is "stress management" practices to help make the winter season a healthy one! I provide, for your consideration, the following tips!

- 1.) Eat right. We all know we should, but it really does make a difference!
- 2.) Go to bed on time.
- 3.) Say "no" to projects which don't fit your schedule or that will compromise your mental health.
- 4.) Laugh.
- 5.) Laugh some more. A good belly laugh can produce as many endorphins as a good workout!

Remember to record your "Walk Across America" miles for stress management time!

Happy New Year To Everyone!



Orienteering Program Started at MRHS

Mike Morrison, MRHS Science, will be starting an orienteering program for students. The program, funded through the Drug-free Schools and Communities Act, will provide those students who do not generally participate in athletics with an outdoor experiential after-school opportunity. Still in the "planning stages", this program may meet two times per week, offer safety information, compass use and map reading skills, and possibly encourage students to participate in a Hunter Safety course. This program is an effort to promote student wellness and encourage a better understanding of oneself and one's abilities to make healthier life decisions.

someone there to talk to ... support groups were very helpful. Most felt the need to meet every day, not just once a week. And, interesting, they all felt they needed someone to hold them accountable to attend. They appeared to feel incapable of consistently making the choice to go when their peers were encouraging them not to attend!

4.) During the HLAY, 2000 training, one young man commented that he knew he would never again feel as safe as he did at Marathon House. The general opinion is that these students fear contact with the group with whom they associated, and want help in avoiding the group. 6 of the 7 admitted to carrying weapons in school because of the fear of these peers. They encouraged weapons searches at school.

5.) Several students commented that programs such as D.A.R.E. and HLAY, 2000 "taught" them how to hide their drug use and increased their curiosity. They stated that the D.A.R.E. program was a one shot deal and that they needed more, consistent, persistent (ie. every year, frequently reinforced) information and attitudinal support.

6.) All students reported that they had started their substance use early... that by 7th grade, most were already *dependent* on a substance. Most also indicated that they had exhibited behaviors that an alert teacher, principal, aide etc. could have identified! They felt teachers needed to be trained to recognize and report suspicions of substance use and abuse immediately. Schools and staff must be firm, report illegal acts to the police, and *call their parents!* Normal children quit inappropriate behaviors when there is a consequence, these children do not. Staff should recognize the differences between "normal" and "in trouble".

7.) Alcohol and drugs were not what caused students to hit bottom... other negative consequences were, such as getting arrested, etc. They felt that the schools could help by "speeding up the 'hitting bottom'" by taking serious and immediate action. (They stated that they had encouraged school staff to suspend them from school so they could have more time to do drugs!) One student (and others agreed) that the "Token Reward System" was great... he took his ski passes, sold them and bought drugs!

8.) These students seemed to feel more successful and "enjoy" those classes, such as Foods and Tech Prep, which provided for hands-on, experiential learning. (Remember- they had been active in sports, too!) They wanted "genuine" teachers who were active in class. Cooperative learning got mixed reviews. Some

felt uncomfortable working with "smart kids", others felt they really could contribute. However, several also pointed out that they didn't want to be labeled as "brains" so that they avoided getting "A's". All of this definitely has implications for schools.

9.) Making accommodations for students who are chemically dependent did help... as long as the accommodation did not enable them to avoid consequences! Students mentioned things such as being able to pick topics about which to read and write, and working with the teacher to help them get through their work. Teachers who assigned homework, then gave it only a cursory glance enabled students to appear to be doing OK... they just wrote down anything and got marked for having completed the assignment. Grades were not motivators. (A's were a deterrent.) They said not to give these students bathroom passes! (Guess what they do!?)

I didn't walk out of Marathon House with a prescription... I did leave knowing that these students needed help being identified, getting help faster, and then avoiding peers to stay straight. They knew that they needed more structure in their lives than was needed by others. They needed more direct, personal contacts with people who held them accountable and listened to them with respect.

Then, and only then, could they learn!



Monadnock Mutterings

January, 1994

Treat Us with Respect and Hold Us Accountable!

The "Here's Looking At You, 2000" training was well attended, well-managed, and highly provocative. So provocative, in fact, that I felt compelled, as an administrator, to further investigate some of the ideas, concerns, problems, and issues about which I learned.

The training offered participants an opportunity to learn about the "Here's Looking At You, 2000" updated kits and changes in concepts in the program. It also provided information in the areas of "resiliency", chemical dependency, legal aspects of drugs, identification of drugs and drug paraphernalia, and the issues faced by chemically dependent youth. I have to admit that I was probably more interested in some aspects of the training than other participants. In 1984-85, I had a decision to make - to remain in education or to expand my part-time counseling actice into a full-time profession. I enrolled in UNH's CAGS program for counseling, but to my dismay, there were no substance abuse courses available in the program. I had already learned from 5 years of part-time counseling that most of my clients had some history of substance use problems, be it personal or family. So, I signed up for 2 credits for Independent Study Work in the area of alcohol and drug abuse. I learned some very important facts, such as counseling does not appear to have over a 20% success rate while AA has about a 75% rate. I wondered why. Although the research at that time was skimpy, it has obviously been replicated and been validated since then. Individuals with chemical dependency not only have an environmental history, but a genetic one as well. As Michael Torch, Senior Program Director of Seaborn Hospital, pointed out, brain wave scans of addicted fathers showed abnormalities... so did their young (<7 years) sons. But when these young sons were given a small amount of alcohol, their brain waves began to follow a normal pattern!

So... if chemical dependency is genetically pre-determined to *some* extent, what, if anything, can the schools do? Obviously, we cannot scan the brains of every incoming student! We cannot check into the genetic backgrounds of all students. And, it is my belief that schools probably cannot *prevent* a student

from becoming chemically dependent. But, I wondered, are there things that schools do which *contribute* to a students involvement in substance use and abuse? Who better to ask than those students who are chemically dependent? And I did!

After listening to 7 young adults from Marathon House at the HLAY, 2000 training, describe their lives and involvement in substance abuse, I went there. I asked a zillion questions and listened for over 2 hours as these "kids" gave me hints on how schools could help them - from entry at Kindergarten to when they return from treatment. Many of my perceptions needed to be thrown out. Many of the things I *thought might help*, would not have helped these kids. I cannot give a complete picture of what I saw, heard, learned, and felt as I listened to them. But I was so struck by their comments, personal understanding, needs, and wants, that I feel compelled to share as much of this knowledge with other educators as I can. If you are at all interested in helping make the lives of these students better, ask me! For the sake of this newsletter, I'll put down just a few ideas - taken from the mouths of these youths.

1.) Teachers don't want to think that there are drug problems in their schools... and that any drug use is by "that" kind of student. At least 3 of these students had very good grades up until the first time they were "caught". One student had straight "A's" in eighth grade! Of the 7 students, six knew they were genetically children of alcoholics, and one did not know.

2.) Drug problems *do get in the way of the student's ability to learn and function*. These students were avid sports players. Their grades dropped and they gave up their involvement in sports because of their dependency.

3.) All school personnel should be willing to *ask and listen, then talk it out!* These students felt that many teachers were uncomfortable with anything other than their subject area... and that made *them* feel uncomfortable. IF teachers cannot do this, they should refer (and follow-up). All of the students felt that it was extremely important to have

(cont'd. page 4)

For Your Information

from Kathy Holt

January 11, 1994

1.) There is a District committee beginning work on a health education/wellness curriculum for students Pre K -12. The curriculum will be aligned with the present science, guidance, and social studies curricula. The committee is seeking members to represent parents; local health organizations, providers, and agencies; and school personnel. Eventually, student representatives will be asked to join the committee to review the curriculum, as well as provide input on related issues such as other school health related services (school nurses, food service, etc.) and extracurricular activities as they relate to student health and wellness.

2.) Mike Morrison, MRHS Science teacher, has started a Monadnock Regional Fish and Game Club. Funded under the Drug-free Schools and Communities Act, the purposes of the club are:

- a.) to involve those students that may not otherwise be participating in school activities;
- b.) to provide activities that emphasize active participation, develop skills and attendant attitudes of patience, persistence, concern for the environment, and safety;
- c.) recognize and encourage student interests with opportunities to acquire knowledge and skill through interaction with peers and experts in their interest areas;
- d.) to enhance self-respect through positive growth and accomplishment;
- e.) to involve students in community organizations that focus on their interests and could provide for life-long involvement.

The Monadnock Region is rich in individuals and organizations that focus on environmental interaction. Sportspeople, conservationists, state extension agencies, the Department of Fish and Game, Social Conservation Service, The Department of Resources and Economic Development, Trailwrights, Friends of the State Parks, Trout Unlimited, Ducks Unlimited, and a myriad of others all have educational functions and all actively recruit members. This club can provide a mutual benefit between our community and the young people who are looking for a "place to fit in."

3. The 7th and 8th Grade Team has been working (slowly, but steadily) on planning for ways to improve the educational program for students in grades 7 and 8. Much discussion has taken place about what kinds of changes can be implemented during this school year, which ones can be planned for implementation for next year, and which ones cannot be implemented without improved or new/separate facilities. The information will be provided to the Curriculum Subcommittee of the School Board's Facilities Committee. We did receive a grant of \$4,505.90 to implement a pilot project for Interdisciplinary Thematic Team Teaching for grade 7 for next year. There are many concerns regarding this pilot, but it appears that it should be implemented for approximately 80 - 90 students for next year. Additional facilities available at the high school will make implementation of this pilot much easier.

4. Numbers of InfoLine Telephone calls by line for November and December are enclosed. Given the number of telephone calls on the possible snow days that we have had, the line seems to be doing exactly what we had hoped. I am certain parents are finding this service beneficial.

InfoLine Calls by line/month

Month	6010	6011	6012	6013	6014	6015	Monthly Totals
September	50	113	109	62	143	61	538
October	25	82	102	42	103	62	416
November	23	75	92	35	91	73	389
December	18	58	66	44	118	470	774
January					Jan. 4th	(646)	0
February					Jan. 5th	(326)	0
March							0
April							0
May							0
June							0
July							0
August							0
Totals	116	328	369	183	455	666	2117

Technology Outline for MRSD Budget Committee: I am presently overseeing the following goals:

1. Complete the goal of past Asst Superintendent Hewitt of a computer in every classroom at the elementary level. Continue the district planning with the Technology Curriculum Committee (their report will be presented at the next budget meeting), the Administrative Team Meetings, and the Business Education Committee.
2. Continually research software purchasing arrangements for the district.
3. Offer ongoing workshops in hardware/software use at the teaching and office level.
4. Assist in grant writing to enhance funding for projects.
 - a) Chapter II
 - b) Title I
 - c) Panasonic Kids News (Troy)
 - d) Mac Connection grant
 - e) Eisenhower Grant
 - g) Business/Education Partnership
 - h) NAIR software distribution to education.
5. Coordinate projects/purchasing across the three school districts of the SAU 38.
6. Implementation of a student management networked system for MRHS: (Mac School).
7. Implementation of a district wide site-based system for student management at the elementary level (Mac School).
8. Implementation of a Point of Sale and Inventory system for Food Service (SNAP)
9. Implementation of a facilities management program for Maintenance (ACT 1000).
10. Implementation of an internal accounts accounting system for MRHS (QUICKEN).
11. Assist Business, Art, Industrial Technology, Computer Science (Math), Yearbook, Tracking the Huskies, Paw Print, and other school publications in desktop publishing.
12. Implementation of the SAU wide UNIX system and ETHERNET network. Expand the networking of the SAU Macintosh system.
13. Develop an online bulletin board for MRSD staff, board members and parents. Being piloted by Bernie Crowley, school psychologist. Join Compuserve as a district.

14. Develop networking, online and CD information access for students: National Geographic Kids Net and Scholastic Networks are presently being piloted. Multi-media CD ROM stations are in place in every school.
15. Implement an automated library circulation and cataloguing system at MRHS, Troy and Fitzwilliam schools. (Follett Software Co. :Circulation/Catalog plus). Implement a Novel network in the library for multiple access to the system.
16. Investigate the possibility of a voice mail system for parental access to school information (MRSD Info-Line is a simplified example): Parent Link.

In response to the question about pricing of the IBM computers brought up at the last budget meeting, the budget reviewed was based on price quotes from November. I will re-submit a bid to IBM. IBM is the only company that will offer "no fault" purchase plans over multiple years (if you can't pay, they take back the "unpaid" for computers. The request to fund the entire project this next school year was passed over in favor of the multiple year plan. I would have preferred the single year plan as it would give us more flexibility of manufacturers and avoid finance charges. I am requesting a similar quote from Compaq as requested by Mr. Steere. Compaq does have the advantage of a three year warranty and local service (McAuliffes and MicroServices both of Keene). Dell is serviced from Brattleboro. Included is a current example of a Dell quote for one of the Business Education computers

Submitted by,

Tom Warner,
Technology Coordinator SAU 38
January 11, 1994



QUOTATION

ATTN: TOM WARNER

JANUARY 11, 1994

SKU #	QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
220-0176	1	Dell 425S/NP Base	1,191.40	1,191.40
310-2256	1	Spacesaver, Quiet Key Keyboard		
		Factory Installed		
310-3315	1	4MB RAM, 1 SIMM, Factory Inst.		
320-3386	1	SVGA 1024i Color Monitor		
340-5081	1	170MB IDE Hard Drive		
340-5374	1	1.44MB Floppy Drive		
420-1281	1	DOS 6.2, Windows 3.1,		
		Dell System Mouse		
		3.5" Diskettes		
		Factory Installed		
900-4100	1	Next Business Day, PC, On-Site	.00	.00
		Initial Year		
35905-33	1	LINKBUILDER TP 12PORT HUB	399.00	399.00
61876-36	1	ETHERLINK III (16 BIT) TP	121.00	121.00

Your on-site service covers Dell system hardware. Please call for information regarding service on printers or external peripherals and accessories.

SUB TOTAL	1,711.40
TAX	.00
SHIPPING & HANDLING	55.00
OTHER	.00
TOTAL	\$1,766.40

Thank you for calling Dell

For your convenience, we have listed your sales representative, your quote number and your customer number which will provide you with faster service when you are ready to place your order.

Sales Representative:
BAHMAN SHARIFIAN

Quote #: 2691940
Customer #:

Prices and tax rates are subject to change.

Business Leasing Program is provided by Leasing Group Inc.; Leasing Fee-\$35

DELL MARKETING L.P.

9505 ARBORETUM BLVD. AUSTIN, TX 78759

(800) 274-7799 (TEL)

(800) 365-5329 (FAX)

REV-C

Technology Upgrade Plan: 1994-1995 MRHS

Background:

Over the past three year I have coordinated the efforts of the SAU Technology Committee, the MRSD Technology Curriculum Committee and the Business Education Committee to give the curriculum a direction for the future in the ever changing field of technology tools for learning. Many gains have been made at the elementary and general computer literacy areas. A real weakness has been in the support of "regular" curriculum areas that have become highly immersed in the use of sophisticated technologies: Technical Drawing, Business Applications, and Art. With Chapter II monies, we have been able to equip both Art teachers with Amiga color systems, and supply hard drives and a plotter to the Technical Drawing Department. The access of students to upgraded computer technology is still seriously lacking:

Jerry Kuhn, an industrial technology teacher at MRHS, has been successful in obtaining equipment from industries that have upgraded, but the move to 486 based systems has left the Industrial Technology with out-dated systems that cannot even run the latest version of his CAD program. It would cost more to upgrade his hard drives, memory and processors, than to purchase new IBM 486 computers.

Tom Stewart and Cheryl Kahn are using 286 and 088 computers, with 20 MB hard drives and 640K memory that cannot run Windows applications which are the standard for business PCs. We have obtained free software licenses from Microsoft for Word for Windows, but do not have the hardware to run it. WordPerfect offers a eight-for-one software purchase (buy one, copy free seven times), but again we are unable to run the software on our equipment. The six printers used in the Business department are nine pin dot matrix Citizen brand that are six years old.

In the plan outlined below, we will be able to upgrade both the Business Education area and the Industrial Technology area, and use the older equipment to create a lab of DOS based computers to introduce our Junior High students to keyboarding, disk operations, file saving, backing-up and deleting, printing, and other peripheral computer skills. Presently the only general computer class begins in ninth grade and is entirely on the Macintosh.

1. Upgrade the Technical Drawing area:

Equipment: 9-IBM 486DX33, 8 MB RAM, 120 MB HD, 14" SVGA w/ 1 MB VRAM

Mr. Kuhn has a curriculum plan that involves on and off computer work. He feels that nine computers will suffice at the present time. These computers have the specific requirements for his CAD programs. He will also be able to expand his independent study students as they can use his room while his beginning classes are doing work on their drafting tables. I feel Mr. Kuhn has made an incredible contribution to our students' advancement of learning with technology through a great deal of personal effort and resources.



2. Create a Business Office Lab that will run Windows applications.

Equipment: 18-486SX25, 4 MB RAM, 120 MB HD, 14" VGA monitors, 24 pin dot matrix printer, laser printer.

Mr. Stewart and Ms. Kahn have managed to stretch their 286 computers and Citizen printers to provide service for the past six years. Ms. Kahn has used an older version of WordPerfect for her Word Processing and Office Practice classes. Mr. Stewart has investigated accounting programs but most require more processing speed or memory. Their curriculum has literally come to a stand still because of the hardware limitations. It was the strong recommendation of the Business Education Committee that MRHS offer students more exposure to DOS and Windows based applications for exposure to the realities of the business and educational world beyond high school. Software companies practically give away latest version of word processing, database and spreadsheet programs to education (in hopes of propagating their product). Markem, Troy Mills and Kingsbury have expressed an interest in purchasing lab time in the evenings for their own employees to train and would include MRSD staff for free.

3. Create a general purpose lab with the outdated equipment under the supervision of the newly hired computer aide. The 286 and 088 machines can still serve us well as word processors for a keyboarding-computer skills class for the seventh and eighth grade. Even DOS based programs like Quicken, Ainsworth Typing Tutor, and WordPerfect 5.1 will function well as introduction to the function of the computer in text and numerical processing.

Long Range:

As the price and complexity of networking decreases, we will be able to take advantage of shared environments to facilitate printing, CD ROM access, telecommunications and other modern information skills that are becoming affordable for schools to integrate into their curriculum. Many individual teachers are experimenting (Valerie Gill with National Geographic's Kids Net and Jim Harris with science work on Internet) with such technologies and the implementation of this technology plan will facilitate the access to technologies that are now unavailable to students and teachers.

FUNDING:

In anticipation of this project, we have trimmed \$12,000 from the Computer budget in the math department. We have three options:

1. To fund the total amount in this year's budget. This would allow for us to put the plan in place in one year and not further delay these long overdue resources for our students.



2. Fund the entire plan over three years (actually four payments). IBM's payment plan allows for retraction of funds due to budgetary cuts. They would simply take back equipment not funded. My experience is that they will give us a year's grace, but continue to charge interest.

3. Fund the Technical Drawing plan which will free up computers for the Business Department. The problem with this plan is that it will not allow enough equipment for the business department to implement Windows versions of Lotus, WordPerfect and Word, until they have their new computers and printers. The development of the 7-8th grade program would also be delayed. The Business Dept would then be funded over the next two years.

Submitted: September 1993
Tom Warner
Ralph Worden

MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
January 18, 1994

MEETING AT

Monadnock Regional High School

CALL TO ORDER AT 7:30 PM

1. CONSENT AGENDA
 - a. Minutes of previous meeting
 - b. Approval of reimbursement requests
 - c. Correspondence/announcement
 - 1) Budget note sent to the staff (see attachment)
 - 2) Monadnock Mutterings (see attachment)
 - 3) Update on curriculum work by Kathy Holt (see attachment)
 - d. Board committee reports
2. CITIZEN CONCERNS:
3. STUDENT COUNCIL CONCERNS
4. OTHER SCHOOL BOARD BUSINESS
 - a. St. Paul Scholarship. (Material introduced at last meeting)
 - b. Budget summary presented to the Budget Committee.
 - c. Presentation and discussion of the District Assessment Plan.
(Document handed out at last meeting)
 - d. Computer/technology report, Tom Warner (see attachment)
 - e. Update on principalship for Troy and Emerson
 - f. Action on the manifests.
5. SUPERINTENDENT'S REPORT
 - a. The Northern Schools Story with Dave Mousette (really)
6. NON PUBLIC SESSION
 - a. Personnel Contract
 - b. Legal issues
7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, *Assistant Superintendent*
John M. Menton, *Business Manager*

Kathy Holt, *Assistant Superintendent*
Kenneth R. Dassau, *Director of Special Services*

To: Monadnock Regional School District Board Members
Date: January 11, 1993
Topic: Discussion of the Board's Agenda items
From: Bill Wheeler

One committee member said to another, "I wish I had enough money to buy an elephant." To which the other questioned, "Why do you need an elephant?" The first replied, "I don't. I just need the money."

As we proceed through the money season and approach the mud season, see I do remember things, at least if they are not more than one year ago, we continue to look for the money tree. The last meeting seemed to be very stressful for the board. It is always difficult to see needs and wants without having the means to address them. Therefore, it is important to think of what we do for one another. The caring and sharing is great in this district. Our budget does address many programs which greatly benefit the staff and students. I, for one, applaud your efforts to maintain a balance between what is good for students and what is reasonably expected from the taxpayers. From a rational point I know education is a social investment. I just don't know at what point the best return on the dollar occurs.

4a. Tom read a letter from St. Paul's at the last meeting. Essentially, they are asking that you allocate money in next year's budget to fund part of Monadnock Regional School District student costs for the summer program. We have several students who have attended the program in the past. I am not sure how they are selected or how many attend each year. I have visited with several of the students who have participated in the past and they were very complimentary of the program.

4b. This is just a follow up to the decision which the board made at the last meeting concerning the budget. Included will be the superintendent's budget message to the budget committee.

4c. I encourage you to read the document which I handed to you at the end of the last meeting. Although, it was late in the night perhaps you can find it in the pile of paper which you received through the night. If not, please give Terry a call and she will send you another copy. I will bring extras to the meeting. The staff has had an opportunity to review the document both in copy and by meeting with Kathy and I at one of their school level staff meetings. The Curriculum Coordinating Team has also reviewed the document. The Administrative Team had worked on constructing the document for the past year and half. I will attempt to fill in the pieces during the meeting.

4e. I have met with the Troy and Emerson staffs to describe the principals for their schools. A copy of the qualifications, action and timelines will be presented to you for your approval. SAU #38 has signed a contract with TRACE to conduct searches and submit candidates for certified positions in the three districts. They are the company we used to hire Kathy.

January 12.1994
Mt. Caesar School

Dear Dr. Wheeler,

Some time ago you asked the school nurses to mull over some questions and come up with some thoughts we had on these issues.

#1 What are the broad categories/areas of concern with children and youth health care?

For several reasons` many children do not have timely access to health care. In part this is due to lack of health insurance, the extremely high cost of medical care and/or the inability of parents to have release time from work . It is apparent that our students go to a physician to receive care when there is an illness or crisis rather to go for preventive care. This is particularly true in dental care. More and more the school nurse is becoming the decision maker when the child MUST see the physician/dentist .

Classrooms are becoming the caregivers for children who are not feeling well. In our economy , mothers must hold a job and that job is in jeopardy when mother has to stay home with a sick child. The school then becomes the breeding ground for the spread of viruses.

Lack of before and after school Day Care is particularly worrisome. Unrestricted TV becomes the babysitter for latchkey kids exposing them to untherapeutic programming. Safety for unsupervised children is a great health risk.

When schools implement comprehensive health and safety curriculums where students learn early about taking responsibility for their own welfare and bodies and the rights of others the spread of dread diseases and crime might lessen.

#2 Are there specific problems such as:
a. Health records for school entry?

Obtaining health records for school entry is sometimes difficult for a small percentage of the school entrants. Getting the message across that the repeat MMR is necessary before entering 7th grade has been very difficult. Repeated notices and personal phone calls and letters have not been successful in getting the students immunized properly before the opening day of school in 7th grade. Again, the lack of preventive care hinders children being immunized properly. If children went to the physician for regular checkups the 2nd MMR would be given in due time.

b. Specific diseases/ailments which have worsened in the past decade?

Obviously HIV/AIDS ,venereal diseases and Hepatitis have increased. Despite proper immunizations Pertussis has surfaced among school aged population.

Tuberculosis had almost been irradiated but is now on the upswing particularly among alcohol and drug abusers. We will be seeing more of this disease as the drug and alcohol abuse increases in our families and students.

Asthma is either increasing or is being diagnosed more frequently. Each year the percentage of children needing asthma care at school is increasing.

Obesity and physical unfitness seems particularly prevalent in our schools at the present time. Children in regional schools are bused or transported to school and out of school activities.

With the advent of Inclusion more and more children with profound health care needs are entering school. Ten years ago children who needed invasive procedures done to carry on basic needs of living would not have been able to attend public schools.

c. Nutrition? Lifestyles?

Nutrition and making healthy choices should be part of the Comprehensive Health Curriculum. The American diet is very high in fats and perhaps we should teach children about healthy diets by having less fats in school lunches.

Many of our children do not have nutritional breakfast before coming to school. They also do not have somebody at home to start their day with kind caring words. What a wonderful start for the student to come to school to find that nurturing and healthy meals right here at school. With that nurturing children learn to deal with stress and have self esteem.

Karen Andrew RN
Judy Bohannon RN
Carol Parkman RN
Bev Soderberg RN

David and Nancy Callender
1161 Route 12A
Surry, NH 03431

Chairman of the Board
SAU 38
Monadnock Regional High School
Old Homestead Highway
East Swanzey, NH 03446

Dear Chairman of the Board:

On Wednesday, January 12, 1994 I attended a regularly scheduled Surry PTC meeting. At this meeting Surry School Board Member, Laura Barrett, and Northern School Principal Dave Moussette, informed the few parents in attendance (the item was added to an agenda that went home the same day as the meeting, some parents were called the night before and told it would be on the agenda) that:

1. A teacher position at Surry Elementary School had been eliminated, in the budget cuts, because the student teacher ration for the next few years did not support 3 teachers. Pat Small would be transferred to Gilsum and Mary Fosher and JC Russell would stay at Surry.
2. All Surry Elementary students were staying at Surry School and grades 1-6 would be taught by 2 teachers, 3 support personnel and as deemed necessary, the Reading Specialist. (This position can be used for providing whatever type of assistance is needed most even if that is not reading.)
3. These decisions were made without exploring and evaluating other alternatives to changing the student/teacher ratio and utilizing the space available at the school.
4. These decisions were made without reviewing the educational impact on the children in the school.
5. These decisions were made without knowing how a complete education will be provided to 6 different grade levels and ensure that they will have learned the skills needed to successfully complete the rest of their education.
6. These decisions provided Surry Elementary School the opportunity to develop their own curriculum, explore new learning avenues and experiment with new methods of teaching. Mr. Russell, Mrs. Fosher and Mr. Moussette would begin exploring them and visiting schools in the area where they are practiced.

7. This new program will be explored, decided upon, materials ordered (for which sufficient money exists in the budget) etc., between now and September 1 and the current year's educational program will not suffer because of this additional planning.
8. Surry Elementary School has no conflicts between students or its students and its teachers and alternatives such as having the younger children "learn from" the older children can be explored. The potential of a student having to have the same teacher for 6 years is not a concern.
9. There are 19 children from Surry who do not attend the school. This is mainly due to religious preference.

It is my understanding that the responsibility of the School Board is to make those decisions which are necessary to ensure that the children in the school district receive a good education. It is my understanding based upon prior comments made and the number of students who excel academically that the methods used to teach the children in the Northern schools is successful and other schools wish to emulate it. If this is true would you please explain to me:

1. How this decision is in the best interest of the children's education?
2. Why other alternatives to the student/teacher ratio were not explored and approved/disapproved based on this analysis?
3. Why it was decided that a program which is successful (based upon the results achieved by the students in junior and senior high school) in educating our children needs to be replaced.
4. How do we actually know we have enough money in the budget to fund the necessary changes when we don't even know what they are?
5. Why it is in the best interest of the district for the children in the Surry school to adopt curriculums that differs from the rest of the district?
6. Why it is in the best interest of the district to allow specialists to be used for what ever type of assistance is needed at a school instead of for their specialty area?
7. How many Surry parents were polled to determine that they prefer this arrangement to some sort of solution which might involve busing of Surry and/or non Surry children?
8. Is it the practice of the Board to make decisions without evaluating the educational impact of their choices?
9. What will be the impact of additional children being put into private schools and/ or taught at home to ensure that they receive a proper education as a result of this decision?
10. How can parents ensure that they will have input and say in the education of their children, specifically as it relates to these type of major changes?

11. Is this new educational system a short term or long term solution? Can it work if additional students enter Surry School?

We are hopeful that you will be able to tell us that there was a big misunderstanding and that these things were considered prior to the decisions being made. We hope that you can provide us with a synopsis of this analysis. We look forward to hearing about the research you did which provided evidence that 6 grade levels can successfully be taught by two teachers. We would like to be reassured that the decisions you make are not made based on numbers alone but also consider the educational consequences.

Please feel free to contact us in the evenings at 357-1223 if you have any questions on our comments. We will be attending the February 1, 1994 Board meeting to listen to your responses to our questions. Thank you for your assistance in this matter.

Sincerely,

A handwritten signature in cursive script that reads "David & Nancy Callender".

David and Nancy Callender

CC: Dr. Wheeler
Mr. Moussette

Please Post

**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
January 25, 1994**

MEETING AT

Monadnock Regional High School

CALL TO ORDER AT 7:30 PM

1. **CONSENT AGENDA**
 - a. Minutes of previous meeting
 - b. Approval of reimbursement requests
 - c. Correspondence/announcement
 - 1) Budget note sent to the staff (see attachment)
 - 2) Monadnock Mutterings (see attachment)
 - 3) Update on curriculum work by Kathy Holt (see attachment)
 - d. Board committee reports
2. **CITIZEN CONCERNS:**
3. **STUDENT COUNCIL CONCERNS**
4. **OTHER SCHOOL BOARD BUSINESS**
 - a. St. Paul Scholarship. (Material introduced at last meeting)
 - b. Budget summary presented to the Budget Committee.
 - c. Presentation and discussion of the District Assessment Plan.
(Document handed out at last meeting)
 - d. Update on 1994-1995 budget
 - e. Update on principalship for Troy and Emerson
 - f. Action on the manifests.
5. **SUPERINTENDENT'S REPORT**
 - a. The Northern Schools Story with Dave Mousette (really)
6. **NON PUBLIC SESSION**
 - a. Personnel Contract
 - b. Legal issues
7. **ADJOURNMENT**

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
January 24, 1994, M.R.H.S.

In the absence of the Chair, Vice Chair and a quorum, J. Carnie requested that only informational matters be considered for discussion.

Dr. Wheeler and K. Holt described the effort and the work being done toward developing a health education/wellness curriculum for students Pre K - 12.

D. Mousette made a presentation on happenings in the Northern Schools. He described in detail the Northern Schools' version of the Early Prevention of School Failure Program and the so-called School Improvement Program. He described the schools' participation in the University of New Hampshire Mentor Program and the Markem Core Program. Printed material was distributed supportive of each of the topics.

At 8:50 P.M. a quorum was achieved.

PRESENT:

B. Ballou, L. Barrett, J. Carnie, J. Fallon, D. Keating, and G. White. Dr. W. Wheeler, Superintendent of Schools, K. Holt, Assistant Superintendent, J. Menton, D. Bell, L. DeCoste, D. Mousette and D. Stockwell.

CONSENT AGENDA

B. Ballou MOVED: The approval of the minutes of December 21, 1993; SECONDED by L. Barrett
VOTED: 6-0-0-4.

G. White MOVED: That the request for course reimbursements be approved as recommended (T. Majoy, \$119.00; E. Merrifield, \$500.00 and B. O'Leary, \$100.00) SECONDED by B. Ballou.
VOTED: 6-0-0-4.

D. Keating reported on the recent activities of the Facilities Committee and the "Citizen Committees", presented an overview of the building proposal to be presented at the Annual District Meeting and described the results of inviting interested parties to present Contract Management proposals for the first year of the building plan. Five proposals were received and reviewed by members of the Committees. The nature of the proposals and the role of an architect were discussed.

D. Keating MOVED: That the Board authorize Roy Banwell of Banwell, White, Arnold & Hemberger, Inc. of Hanover, New Hampshire to develop schematic drawings for the first three years of the construction building plan; SECONDED by B. Ballou. VOTED: 6-0-0-4.

D. Keating MOVED: That Dr. Wheeler be authorized to write a letter of intent to engage Ingram Associates of West Swanzey, New Hampshire as construction Manager for the first year of the building plan; SECONDED by B. Ballou. VOTED: 5-1-0-4.

Dr. Wheeler reported that the Discipline Committee Report will be made available at the next meeting of the Board.

Dr. Wheeler was asked to talk with W. Wright regarding negotiations and a joint press release.

CITIZEN CONCERNS

L. Sicotte of Swanzey submitted to the Board two petitioned warrant articles requiring that wage and benefit increases for the 1994-1995 school year be voted by special article.

STUDENT COUNCIL CONCERNS

None

OTHER SCHOOL BOARD BUSINESS

The Board reviewed a letter of December 15, 1993 regarding Saint Paul's Advanced Studies Program and discussed the possibility to providing tuition assistance for students accepted into the program. D. Stockwell was asked to obtain further information and report back to the Board at its next meeting.

The Board reviewed and discussed the District's Assessment Plan as presented by Dr. Wheeler. He asked that the Board endorse the plan. He noted that it has been two years in development, working with staff and the administration.

B. Ballou MOVED: That the administration proceed with the District's Assessment Plan as presented; SECONDED by L. Barrett. VOTED: 6-0-0-4.

G. White MOVED: That the Board accept the manifest as presented (Lunch Program Voucher dated 1/13/94 for \$21,758.64; Payroll No. 14 for \$174,191.94; Payroll No. 15 for \$199,776.37; Payorder dated 1/6/94 for \$296,225.; Payorder dated 1/13/94 for \$260,756.52 and Payorder dated 1/20/94 for \$435,519.14); SECONDED by D. Keating. VOTED: 6-0-0-4.

SUPERINTENDENT'S REPORT

Dr. Wheeler reported to the Board on the process and the progress for seeking applicants for the Troy and Emerson school principal vacancies. He reported that Hugh Watson of the firm TRACE was engaged to conduct the search. Qualifications, salary ranges, and action/time lines for the positions were presented to the Board.

NON PUBLIC SESSION

At 10:07 P.M., G. White MOVED: That the Board enter into non public session for the purpose of discussing personnel matters and legal issues; SECONDED by L. Barrett. VOTED: 6-0-0-4 by a roll call vote. Dr. Wheeler requested that L. DeCoste be present.

Legal questions regarding disciplinary issues were discussed.

B. Ballou MOVED: To accept the letter of J. Bardis notifying the Board of his intentions to resign at the close of the 1994-95 school year; SECONDED by L. Barrett. VOTED: 6-0-0-4.

B. Ballou MOVED: That the Board approve K. Nonken's request for maternity leave for the remainder of the 1993-94 school year, through the 1994-95 school year and returning to her position with the start of the 1995-96 school year; SECONDED by L. Barrett. VOTED: 6-0-0-4.

G. White MOVED: That the Board approve D. Brnger's request for medical disability and maternity leave returning to her teaching position at the beginning of the 1995-96 school year; SECONDED by B. Ballou. VOTED: 6-0-0-4.

The Board returned to public session at 10:35 P.M.

ADJOURNMENT

There being no further business the Board adjourned.

Respectfully Submitted,

John Merton

MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
February 1 1994

MEETING AT

Monadnock Regional High School

CALL TO ORDER AT 7:30 PM

1. CONSENT AGENDA
 - a. Minutes of previous meeting
 - b. Approval of reimbursement requests
 - c. Correspondence/announcement
 - 1) Nurses Report (see attachment)
 - d. Board committee reports
2. CITIZEN CONCERNS:
 - 1) Surry 1-26-94 1994-1995 staffing at Surry
Elen
3. STUDENT COUNCIL
4. OTHER SCHOOLS
 - a. Disc. Minutes not ready from last night's mtg. Report (see attachment)
 - b. Pro. "Medical Leaves of Absence" policy. (see attachment)
 - c. Set Warrant Articles. (see attachment)
 - d. St. Pauls Scholarship Action.
 - e. Action on the manifests.
5. SUPERINTENDENT'S REPORT
 - a. Some students are just a lot of trouble.
6. NON PUBLIC SESSION
 - a. Personnel Contract
 - b. Legal issues
7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: Monadnock Regional School District Board Members
Date: January 26, 1994
Topic: Discussion of the Board's Agenda items
From: Bill Wheeler

Speakers who have trouble holding an audience might remember the story of the speaker who complained, "There are so many rude interruptions, Mr. Chairman, that I can hardly hear myself speaking."

"Don't let it bother you," came a voice from the rear. "You ain't missin' nothin!" - Louisville Courier-Journal Magazine

1.c.1) Recently I asked the nurses for a response to several questions which dealt with the health and welfare of students in the schools. Their response speaks far better than I can on perceptions of what is happening with several students. This is a part of my continued efforts to direct resources toward creating a more healthful group of entering school aged children. At the present time I am working with the Southwest Health Forum and the Keene Rotary Club to establish a children's medical screening program for birth through school entry ages.

2.1) The parents are obviously concerned with our decision to use two teachers for Surry Elementary School students. It will provide a good opportunity to continue the question of budget vs. educational services for the district.

4.a. The board should be prepared to react to the contents of the report. Representatives from the committee will be present to discuss their efforts with you. It's good reading.

4.b. The district's need to have a policy addressing family leave is directed by Federal Law. The policy as presented complies with the law's requirements.

4.c. This is the usual procedure to develop the Articles which will be presented at the Annual District Meeting. The buildings/bond issues seem to be the only worrisome items. I think John has given us enough to decide direction. A meeting will be held with Bill Prigge, Tom, John and myself at the Wyman House, 5:00 PM, Tuesday, February 1, 1994 to obtain legal opinions about the Articles.

5.a. Just to let you know that we have options and that exercising them is our choice. What do we need to do to be more successful more often? Holy misbehaving teenager, Batman, you mean there is hope? YUP!

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
February 1, 1994, M.R.H.S.

The meeting was called to order by T. Britton at 7:35 PM.

PRESENT: B. Ballou, L. Barrett, T. Britton, J. Carnie, J. Fallon, B. Hamill, D. Keating, W. Wright, J. Young and E. Barrett, student representative. Dr. W. Wheeler, Superintendent of Schools, K. Holt, Assistant Superintendent, J. Menton, D. Bell, N. Evans, D. Mousette and D. Stockwell were also present.

CONSENT AGENDA

J. Fallon MOVED: The approval of the minutes of January 24, 1994; SECONDED by J. Carnie. VOTED: 4-0-3-3. (B. Ballou, and B. Hamill were not in attendance at the time of the vote.)

J. Fallon MOVED: That the request for course reimbursements be approved as recommended (R. Blackadar, \$99. and Diane Hardy, \$500.); SECONDED by L. Barrett. VOTED: 7-0-0-3. (B. Ballou and B. Hamill were not in attendance at the time of the vote.)

Dr. Wheeler reported on his continued efforts to direct resources toward creating a more healthful group of entering school age children. He noted that he is working with the Southwest Health Forum and the Keene Rotary Club to establish a medical screening program for children. In response to questions that been directed to them, the school nurses support such an effort.

Dr. Wheeler distributed copies of the proposed 1994 - 1995 school calendar for the Board's consideration. He asked that it be placed as an item on the February 15th agenda.

Dr. Wheeler noted that Lil DeCoste reported that enrollment at Mt. Caesar has reached the 500 mark.

L. Barrett reporting for the Curriculum Sub Committee of the Facilities Committee noted that even with the additional classrooms any additional course offerings for grades 7-8 would be highly unlikely.

D. Keating reported that the Facilities Committee and the administration met with Jeff Ingram and Roy Banwell to discuss the first year of the building proposal.

T. Britton reported on the last meeting of the Budget Committee and its discussion regarding support for the Board's capital reserve article. He noted that the Budget Committee will hold its public hearing on Monday, February 7, 1994 in the high school auditorium.

CITIZEN CONCERNS:

Nancy Callender of Surry asked the Board to respond to her concerns contained in a letter to the Board regarding the elimination of a teaching position at the Surry Elementary School. She cited that parents were not involved in the decision making; the Board's decision was made without reviewing the educational impact on the children; other alternatives were not considered and the decision lacked planning for the education of the students. Responses by the School Board and the administration were generally deemed unacceptable. Invitations by the Board and the administration to scheduled meetings to discuss the concerns were not accepted. The administration was asked to provide an opportunity for the administration, teachers and parents to discuss the situation. Other parents present expressed support of N. Callender's concerns. T. Britton was of the opinion that the decision was the right decision. He further indicated that other alternatives were considered; the administration did assess the educational impact and that parents should have been involved earlier in the decision making process.

STUDENT COUNCIL CONCERNS - E. Barrett expressed concern that computers with graphic and enhancement capabilities are not available to students other than class time. The computers available to students for purposes of homework are limited to word processing. D. Stockwell was asked to address the concern.

OTHER SCHOOL BOARD BUSINESS

T. Britton requested that discussion on the 94-95 budget be placed on the agenda as item "F". W. Wright MOVED: That the Board add to the agenda an item "F" for the purpose of taking action on the 1994 - 95 budget; SECONDED by J. Young. VOTED: 8-1-0-1.

Dr. Wheeler, Peggy Richmond, a parent and Brian Snider, a student participated in presenting an overview of the written report of the District's Discipline Committee. Emphasis was placed on the conclusions and the recommendations of the Committee, and particular attention was paid to the broad representation of the Committee. Results of a survey were discussed, and it was recommended that a presentation be made at the March Annual Meeting. The work of the Committee and the report received praise from the Administration and school board members.

Dr Wheeler presented to the Board for its approval a policy on "Family and Medical Leaves of Absence". B. Hamill MOVED: That the Board adopt the proposed policy "Family and Medical Leaves of Absence"; Seconded by J. Young. VOTED: 8-0-1-1.

J. Menton presented to the Board a draft of the warrant for the District's Annual Meeting. Each article was reviewed by the Board and discussed. It was noted that the bond issue article submitted by petition would require a hearing and be presented and voted as required by statute. L. Barrett MOVED: That the Board approved the warrant as presented; SECONDED by J. Young. VOTED: 8-1-0-1.

D. Stockwell reported to the Board on the availability of financial assistance for students attending Saint Paul's Advance Studies Program. Questions of giving public money to a private institution or to a student were raised. Dr. Wheeler was asked to consult with the Board's attorney. J. Carnie MOVED: That One thousand Dollars be made available to students to attend Saint Paul's Advanced Studies Program; SECONDED by B. Hamill. VOTED: 1-8-0-1.

B. Hamill MOVED: That the Board approve the manifest as presented; SECONDED by D. Keating. VOTED: 9-0-0-1.

T. Britton expressed concern that due to the projected increase in the tax rates for the District's towns an effort will be made at Annual meeting to either vote against salary increases for staff or vote not to approve the building proposal. He suggested that consideration be given to delaying the Troy School heating proposal and shifting more capital reserve funds to the building proposal. W. Wright MOVED: That the Board vote to reconsider the 1994 - 95 budget proposal. There was no SECOND.

SUPERINTENDENT'S REPORT

Dr. Wheeler made a brief comment regarding student issues.

NON PUBLIC SESSION

At 9:50 PM, J. Carnie MOVED: That the Board enter into non public session for the purpose of discussing personnel matters; SECONDED by B. Ballou. VOTED: 9-0-0-1 by a roll call vote.

Dr. Wheeler requested that D. Stockwell be present.

D. Stockwell requested that a student who has moved out of the District be allowed to remain in school for the rest of the school year.

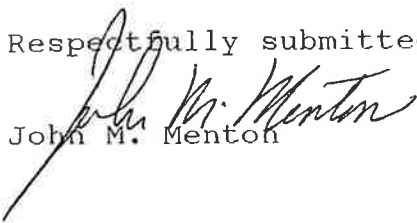
B. Ballou MOVED: That the request for the student to remain in school for the remainder of the school year be approved; subject to attendance, passing grades and being in compliance with the school's rules of conduct; SECONDED by J. Carnie. VOTED: 9-0-0-1.

The Board returned to public session at 10:20 PM.

ADJOURNMENT

There being no further business the Board adjourned.

Respectfully submitted,


John M. Menton

Information for the School Board regarding filing for School
Office vacancies:

Fitzwilliam:

John Tommila	School Board
Winston Wright	School Board

Richmond:

James Carnie	School Board
Lewis Whittum	Budget Committee

Swansey:

Myron Steere	Moderator
Jane Galbraith-Krisch	School Board
William Hammill	School Board
Lawrence Sicotte	School Board
Barbara Sherman Glidden	Budget Committee

M.R.S.D. February 9, 1994.

STATE OF NEW HAMPSHIRE
SCHOOL DISTRICT
MONADNOCK REGIONAL SCHOOL DISTRICT

To the inhabitants of the Cooperative School District in the Towns of Fitzwilliam, Gilsum, Richmond, Roxbury, Sullivan, Surry, Swanzey and Troy qualified to vote in District affairs:

You are hereby notified to meet at the Monadnock Regional High School, Swanzey Center, New Hampshire on Saturday the 5th day of March, 1994 at 11:00 o'clock in the forenoon to act upon the following subjects:

NOTICE: School District officers to be elected at the Town Meeting of each member town in accordance with the statutory election procedures adopted by the District at its Annual Meeting on March 7, 1992 (RSA 197:1). The School District Warrant for the election of school officials has been posted in each of the District's member towns.

1. To see if the District will authorize the construction of a new Grade 6 - 8 Middle School with adjoining construction for Grade 5, including furnishings, equipment, architectural and other fees, site development and any other items incidental to and necessary for such construction, on land presently owned by the Monadnock Regional School District, and furthermore to appropriate and raise a sum not to exceed Seven Million Two Hundred Thousand Dollars (\$7,200,000.00) by issue and sale of bonds or notes of the School District in accordance with provisions of Chapter 33 of the Revised Statutes Annotated as amended; to expend toward cost of the project interest earned from the proceeds from the sale of the bonds or notes not to exceed One Hundred Seventy Six Thousand Dollars (\$176,000.00) of the interest earned; and to authorize the Monadnock School Board to contract for and expend any federal and state aid available for the project.
(By Petition)
2. To see if the Monadnock Regional School District will vote to raise and appropriate the sum of Five Hundred Fifty-eight Thousand Seven Hundred Twenty Dollars (\$558,720.00) to be used for the construction of classrooms and cafeteria expansion at the Monadnock Regional High School, including site development, and any other items incidental to and necessary for such construction and authorize for such purpose the withdrawal of Fifty-eight Thousand Seven Hundred Twenty Dollars (\$58,720.00) from the Capital Reserve Fund, created under Article 5 of the 1975 Annual District Meeting of the Monadnock Regional School District. The balance of Five Hundred Thousand Dollars (\$500,000.00) is to come from general taxation.
(Recommended by the School Board)
(Budget Committee recommends \$298,720. to be withdrawn from the Capital Reserve Fund and the balance to come from general taxation.)

3. To see if the District will vote to authorize the Monadnock School Board to withdraw Two Hundred Sixty-four Thousand Three Hundred Dollars (\$264,300.00) from the Capital Reserve Fund, created under Article 5 of the 1975 Annual District Meeting of the Monadnock Regional School District for the specific purpose of upgrading the heating and ventilation system that serves the Troy Elementary School at a cost of Two Hundred Forty Thousand Dollars (\$240,000.00); to replace the high school leach fields at a cost of Ten Thousand Dollars (\$10,000.00); to replace the kitchen steamer in the high school at a cost of Nine Thousand Eight Hundred Dollars (\$9,800.00) and to install heating valves in the Gilsum, Sullivan and Surry Schools at a cost of Four Thousand Five Hundred Dollars (\$4,500.00).
(Recommended by the School Board)
(Budget Committee does not recommend the Troy School Project.)

4. To see if the Monadnock Regional School District will vote to approve the cost items included in the collective bargaining agreement reached between the Monadnock School Board and the Monadnock District Education Association which calls for the following increases in salaries and benefits:

Year	Estimated Increases
1994 - 95	\$ 275,000.00
1995 - 96	\$ 300,000.00
1996 - 97	\$ 325,000.00

and further to raise and appropriate the sum of \$275,000.00 for the 1994 - 95 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits over those of the appropriation at current staffing levels paid in the prior fiscal year.
(Recommended by the School Board)
(Not recommended by the Budget Committee)

5. To see if the Monadnock Regional School District will vote to approve the cost included in the collective bargaining agreement reached between the Monadnock school Board and the Monadnock District Education Association which calls for increases in salaries and benefits, and further to raise and appropriate monies for the 1995 Fiscal Year, which sum represents the additional cost attributable to increases in salaries and benefits over those paid in the prior Fiscal Year.
(By Petition)

6. To see if the Monadnock Regional School District will vote to approve the cost item which calls for increases in wages and benefits for all Monadnock School District staff, except staff members covered by the collective bargaining agreement between the Monadnock School Board and the Monadnock District Education Association, and further to raise and appropriate monies for the 1995 Fiscal Year, which sums represents additional cost attributable to increase in wages and benefits over those paid in the prior Fiscal Year.
(By Petition)
7. To see what sum of money the District will vote to raise and appropriate for the support of schools, for the payment of salaries for the school district officials and agents, and for payment of statutory obligations of the district.
8. To see if the District will vote to authorize the School Board of the Monadnock Regional School District to transfer any of its unencumbered surplus funds, if any, remaining on hand at the end of the fiscal year June 30, 1994, to the capital reserve fund created under Article 5 of the 1975 Annual Meeting of the Monadnock Regional School District, or take any action thereon.
9. To see if the District will vote to authorize the School Board of the Monadnock Regional School District to borrow money for the purpose of paying estimated special education costs for the 1994-1995 school year pursuant to the provisions of RSA 198:20-D as amended (effective July 1, 1992) upon terms and conditions determined by the School Board to be in the best interest of the District: and furthermore, to authorize the School Board to execute such notes and related documents as may be required to accomplish the borrowing; and to take any other action in relation thereto.
10. To listen to opinions of a purely advisory nature with regards to the conduct of school affairs for the ensuing school year.

Given under our hands and seals this 15th day of February, 1994.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Monadnock Regional School Board

**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
February 15, 1994**

MEETING AT

Monadnock Regional High School (note change)

BOND HEARING AT 7:00 PM (QUORUM OF THE BOARD REQUIRED)

CALL TO ORDER AT 7:30 PM

1. **CONSENT AGENDA**
 - a. Minutes of previous meeting
 - b. Approval of reimbursement requests
 - c. Correspondence/announcement
 - 1) List of Candidates for School District Offices (see attachment)
 - d. Board committee reports
2. **CITIZEN CONCERNS:**
3. **STUDENT COUNCIL CONCERNS**
4. **OTHER SCHOOL BOARD BUSINESS**
 - a. Discussion of and decision on Annual District Meeting Articles and discussion on the meeting procedure. (see attachment)
 - b. Parent's request to have child attend MRHS. (see attachment)
 - c. Technology report by Tom Warner. (Material sent in Jan. 18th packet)
 - d. Approval of 94-95 MRSD Calendar. (As presented at last meeting)
 - e. Action on the manifests.
5. **SUPERINTENDENT'S REPORT**
6. **NON PUBLIC SESSION**
 - a. Personnel Contract
 - b. Legal issues
7. **ADJOURNMENT**

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: February 9, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

Please note the change of site for the meeting. It was changed to coincide with the bond hearing site.

I neglected to warn you that I would be at the National Convention through the next meeting. So Kathy will take my place. I will be back in the office on February 17, 1994.

4.a. You need to approve of the Articles. John will discuss the actions of the Budget Committee. He will discuss the meeting we had with Bill Prigge concerning the voting procedure for the district offices.

4.b. Dan will address this request. I am not sure whether the discussion will be in the open meeting or the non-public meeting. The letter is sent just to board members.

4.c. Tom will present a synopsis of happenings and plans for MRSD's computer/technology plans. A note was sent in the January 18th packet describing his intent. If you do not have that copy please call Terry and she can provide you with a copy.

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
February 15, 1994, M.R.H.S.

The meeting was called to order by T. Britton at 7:34 PM.

PRESENT: B. Ballou, L. Barrett, T. Britton, J. Carnie, J. Fallon, B. Hamill, D. Keating, W. Wright, G. White and E. Barrett, student representative. K. Holt, Assistant Superintendent, J. Menton, D. Bell, L. DeCoste, D. Mousette, J.C. Russell and D. Stockwell were also present.

CONSENT AGENDA

B. Ballou MOVED: The approval of the minutes of February 1, 1994; SECONDED by G. White. VOTED: 9-0-0-1.

T. Britton made note of the list of candidates who filed for school district offices. He also referenced a letter from Matt Burke of Sullivan asking that the effort of communicating with parents be improved.

D. Keating reported that R. Banwell has indicated that his fees for preparing drawings and documents for the building proposal are not likely to exceed \$2000. He has been meeting each Monday with the administration, R. Banwell and C. Ingram and plans to do so until annual meeting. The next meeting will be at 2:00 PM on February 28th at the Wyman House. The administration is to notify "Citizen" members of the meetings.

D. Keating informed the Board that he met recently with the CVC Advisory Committee and that a Career Choice Day is being planned for the High School in March. The construction of the CVC's 12th house is in process. The Advisory Board will be meeting on May 5th at Thayer High School, Winchester.

CITIZEN CONCERNS:

L. Sicotte asked that the Board change the format of the annual district meeting so that it would be similar to the Keene School District. He noted that the hall is secured after voters check-in with the checklist supervisors. T. Britton noted that the decision is ultimately the moderator's and indicated the matter will be discussed with the moderator.

STUDENT COUNCIL CONCERNS - There were no concerns.

OTHER SCHOOL BOARD BUSINESS

J. Menton distributed the 12/31/93 financial statement for the District's Capital Reserve Funds. He also notified the Board that town clerks, checklist supervisors and interested town officials were invited to meet on February 17th, 7:00 PM, at the Wyman House with the administration and B. Prigge to discuss election procedures. The administration will be meeting with T. Britton and W. Prigge on March 1st, 6:00 PM at the Wyman House to set plans for the annual meeting. The meeting will be on video and lunch planned as in the past.

J. Menton reviewed with the Board the action of the Budget Committee to not recommend the \$240,000 Troy Elementary School heating proposal; to increase the withdrawal from the capital reserve fund by \$240,000 for the building project and to not recommend the teacher's three year contract. The Revenue Administration MS-27 form was reviewed with the Board highlighting the Budget Committee's recommendations. He noted that the Budget Committee recommended only \$132,000 for salary and benefit increases; \$100,000 to provide additional Jr HS/HS staff and \$20,000 for two additional modular classrooms. The Budget Committee specifically did not recommend funds for the Emerson School principal. J. Menton noted that all other decisions "not to recommend" seemed to be more arbitrary in an effort to reduce the Board's budget by more than \$300,000.

In discussing the warrant articles, financial support for the Claremont litigation was discussed. L. Barrett, who said she supports the cause, suggested that the public might be asked to make contributions at the annual meeting. B. Ballou MOVED: That the Board support a warrant article in the amount of \$2500. for the support of the Claremont court decision; SECONDED by G. White. VOTED: 6-2-1-1. T. Britton asked that the Board consider a warrant article that would use a three year average of each town's ADM to determine their annual apportionment. The matter was discussed but no action was taken.

G. White MOVED: That the Board approve the 1994-95 School District Warrant as amended; SECONDED by D. Keating. VOTED: 9-0-0-1. Warrant articles will be presented as follows: Article 1, B. Hamill; Article 2, D. Keating, Article 3, G. White; Article 4, W. Wright; Article 5 & 6 by petition; Article 7, L. Barrett; Article 8, B. Hamill; Article 9, B. Hamill; Article 10, T. Britton and Article 11, J. Fallon.

B. Hamill MOVED: That the Board approve the manifest as presented (Lunch Program Voucher dated 2/14/94, \$23,871.97; Payroll No 16, \$190,250.12; Payorder dated 2/2/94, \$317,307.76; Payorder dated 2/9/94, \$140,546.84; Payorder dated 2/9/94, \$140,546.84 and Manual Ck #9819, \$4,000.) SECONDED by J. Carnie. VOTED: 9-0-0-1.

T. Warner, Technology Coordinator for the SAU, reported to the Board on the progress of employing computers in the District. He indicated plans for the use of computers are driven more by the curriculum than a master plan to achieve certain goals. He indicated that curriculum areas that lend themselves more to the use of computers are targeted for teacher training and the acquisition of hardware. Teacher interest and computer advocates are also instrumental in advancing the use of computers. He noted that the 94-95 budget focuses on making greater use of computers in the Business Department, upgrading the computers in the Industrial Arts Department and providing keyboarding training for the junior high students. T. Warner demonstrated the use of a computer software program for teaching geometry. Board members confirmed their support for his efforts and encouraged a more aggressive stand.

K. Holt requested that the Board approve the school calendar for the 1994-95 school year. L. Barrett MOVED: That the Board adopt the 1994-95 school year calendar as presented; SECONDED by B. Ballou. VOTED: 9-0-0-1.

SUPERINTENDENT'S REPORT

Dr. Wheeler was attending the national conference for school superintendents and administrators.

NON PUBLIC SESSION

At 9:05 PM, B. Ballou MOVED: That the Board enter into non public session for the purpose of discussing personnel; SECONDED by L. Barrett. Questions were raised and K. Holt noted that the issue pertained to a student, subject to the right of privacy and confidentiality. VOTED: 9-0-0-1 by a roll call vote.

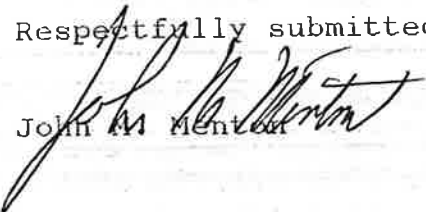
The Board considered a parent request for a student who has moved from the district be allowed to attend classes for the remainder of the school year. The student is maintaining good grades. B. Ballou MOVED: That the request for the student to remain in school for the remainder of the school year be approved; subject to attendance, passing grades and being in compliance with the school's rules of conduct; SECONDED by L. Barrett. VOTED: 9-0-0-1.

The Board returned to public session at 9:25 PM.

ADJOURNMENT

There being no further business the Board adjourned.

Respectfully submitted,


John M. Menton

**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
March 1, 1994**

MEETING AT

Monadnock Regional High School

CALL TO ORDER AT 7:30 PM

1. CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Correspondence/announcement
 - 1) New Hampshire report on School Board Members Stipends
 - 2) Announcement of DOE Chapter 1 On-site Visit, Mar. 3, 1994
- d. Board committee reports

2. CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. OTHER SCHOOL BOARD BUSINESS

- a. Discussion of and decision on Annual District Meeting Articles motions for action.
- b. Presentation of 1994-1995 School Board Meeting Schedule.
- c. Action on the manifests.

5. SUPERINTENDENT'S REPORT

'Stormin Normin' talks about Troy and Emerson Elementary Schools.

6. NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues
- c. Personnel recommendations

7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, *Assistant Superintendent*
John M. Menton, *Business Manager*

Kathleen Holt, *Assistant Superintendent*
Kenneth R. Dassau, *Director of Special Services*

To: MRSD Board Members
Date: February 23, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

*My bill for taxes riled me some-
Since it was more than I expected-
But he to whom I raved was calm-
And collected.*

-Archer T. Spring

1.c.1) How do you think you compare to other board members? How many school districts have a student representative? How many have support service contracts? Stay tuned for these and other interesting data from the NHSBA.

4.a. Action has been taken on the warrant articles. They are set for presentation - - pending changes or amendments at the District meeting. In addition we would like to have the discipline report presented. Peggy Richmond, who presented the report to the Board is prepared to do so. Also, we should recognize the efforts of Tricia Lorandean for her success with "Monadnock Connection".

4.b. A copy will be presented at the meeting for your review. Action should be taken at the board's organization meeting, which is March 15, 1994.

6.c. Principals' list of teacher recommendations will be presented for your review with action requested at the March 15, 1994 meeting.

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
March 1, 1994, M.R.H.S.

The meeting was called to order by W. Wright at 7:40 PM.

PRESENT: B. Ballou, L. Barrett, T. Britton, J. Fallon, B. Hamill, D. Keating, G. White, W. Wright and J. Young. Dr. W. Wheeler, Superintendent, K. Holt, Assist Superintendent, J. Menton, D. Bell, L. DeCoste, D. Mousette, and D. Stockwell were also present.

CONSENT AGENDA

G. White MOVED: The approval of the minutes of February 15, 1994; SECONDED by L. Barrett. VOTED: 7-0-0-3. T. Britton and D. Keating not present to vote.

G. White MOVED: That the administration's recommendations for course reimbursements be approved (C. Burrows, \$37.00; Wm. O'Connell, \$99.00; M. Eckhard, \$107.50; M. Szymcik, \$160.18; A. Anderson, \$254.47; S. Armstrong, \$240.18; C. Ansaldo, \$180.72; S. Megas-Russell, \$171.92; B. Audette, \$160.18 and E. Baker, \$173.73); SECONDED by J. Fallon. VOTED: 8-0-0-2. T. Britton not present to vote.

Dr. Wheeler distributed a report prepared by the School Board's Association regarding stipends paid to New Hampshire school board members. He announced that a Chapter I on-site visit is scheduled for March 3, 1994. Announcements for the 1994 N.H. School Administrators Association Conference, Shared Responsibility for New Hampshire's Children were distributed to board members. Interested board members are to contact Dr. Wheeler to register. Dr. Wheeler noted that the Keene Rotary is making a similar effort to mobilize communities with a program, Success By Six. Copies of the Abstract of the Discipline Committee Report and the "Monadnock Mutterings" were distributed to board members.

D. Keating reported that a meeting was held on Monday, February 28th with R. Banwell, J. Ingram and the administration to further discuss the building proposal and to plan for the annual district meeting. J. Tommila and B. Hasbrouck were also in attendance. Dr. Wheeler noted that R. Banwell and J. Ingram are optimistic that costs will be within budget. It is expected that a building proposal and specifications will be ready for Board approval by the end of March. D. Keating noted that he has been making comparisons between the Tucker Anthony financial proposals and the impact of the building proposal costs on taxes.

CITIZEN CONCERNS:

L. Sicotte expressed concern that the Budget Committee's recommendations regarding the school district warrant were not printed in the annual report. He stated that he was speaking for the Budget Committee and demanded that the warrant be corrected. W. Wright explained that the posted warrant is correct and any omissions will be noted by the moderator.

STUDENT COUNCIL CONCERNS - There were no concerns.

OTHER SCHOOL BOARD BUSINESS

Details regarding the March 5th Annual District Meeting were reviewed and discussed. Packets of information were distributed to board members and a flyer outlining the five year building proposal and its cost. B. Hamill reported that he will move to pass over indefinitely Article 1 and that he has prepared a pass-out explaining his motion.

Dr. Wheeler presented to the Board a schedule of 1994-1995 school board meetings to be acted upon at the March 15th meeting.

B. Hamill MOVED: That the Board approve the manifest as presented (Payroll No 17, \$201,673.99; Payorder dated 2/16/94, \$333,936.16; Payorder dated 2/24/94, \$9,423.75; Payorder dated 2/25/94, \$465.24 and Payorder dated 3/1/94, \$61,507.81); SECONDED by L. Barrett. VOTED: 9-0-0-1.

L. Barrett reported that progress is being made and parents are receptive to plans for the Surry School next year.

SUPERINTENDENT'S REPORT

Norman Evans, principal, talked about his perceptions of events and the progress achieved in the Troy Elementary School and the Emerson School. He praised the concept of teaching critical skills and the commitment made by his staff. He spoke highly of the program, Activities Introducing Mathematics and Science (AIMS) and that reading, writing and literature are strong aspects of the curriculum. Much progress is evident utilizing computers in the classrooms. He continually focused on teacher activities and their successes. He noted that it is his opinion that teachers who are vested in programs become much better teachers.

NON PUBLIC SESSION

At 9:03 PM, G. White MOVED: That the Board enter into non public session for the purpose of discussing personnel and legal matters; SECONDED by J. Young. VOTED: 9-0-0-1 by a roll call vote.

The Board heard from the administration resolutions to pending legal issues. Board was advised as to the disposition of staff for the 1994-95 school year.

The Board returned to public session at 9:37 PM.

ADJOURNMENT

There being no further business the Board adjourned.

Respectfully submitted,


John W. Mercer

MONADNOCK REGIONAL SCHOOL DISTRICT
ANNUAL MEETING
MARCH 5, 1994

The Annual School District Meeting was held in the gymnasium of the Monadnock Regional High School on Saturday, March 5, 1994. Moderator William Prigge called the meeting to order at 11:05 AM. He announced he had a signed petition requesting a written ballot on Article 4. He said that all amendments to articles must be presented in writing.

ARTICLE 1: To see if the District will authorize the construction of a new Grade 6-8 Middle School with adjoining construction for Grade 5, including furnishings, equipment, architectural and other fees, site development and any other items incidental to and necessary for such construction on land presently owned by the Monadnock Regional School District, and furthermore to appropriate and raise a sum not to exceed Seven Million Two Hundred Thousand Dollars (\$7,200,000.00) by issue and sale of bonds or notes of the School District in accordance with provisions of Chapter 33 of the Revised Statutes Annotated as amended; to expend toward cost of the project interest earned from the proceeds from the sale of the bonds or notes not to exceed One Hundred Seventy Six Thousand Dollars (\$176,000.00) of the interest earned; and to authorize the Monadnock School Board to contract for and expend any federal and state aid available for the project. (By Petition)

William Hamill moved to indefinitely postpone this Article. Seconded.

Bruce McCulley, Troy, offered an amendment that there be no reconsideration of this Article. The moderator called his amendment out of order explaining that only after an Article is voted on can you vote to not reconsider it.

The School Board recommended indefinite postponement. If passed, the money to fund this Article must come from the proposed operating budget because the additional \$7 Million dollars to fund the petition article was not included in either the Board's budget proposal or the Budget Committee's recommended budget.

*The motion to indefinitely postpone Article 1 was voted in the affirmative.

ARTICLE 2: To see if the Monadnock Regional School District will vote to raise and appropriate the sum of Five Hundred Fifty-eight Thousand Seven Hundred Twenty Dollars (\$558,720.00) to be used for the construction of classrooms and cafeteria expansion at the Monadnock Regional High School, including site development, and any other items incidental to and necessary for such construction and authorize for such purpose the withdrawal of Fifty-eight Thousand Seven Hundred Twenty Dollars (\$58,720.00) from the Capital Reserve Fund, created under Article 5 of the 1975 Annual District Meeting of the Monadnock Regional School District. The balance of Five Hundred Thousand Dollars (\$500,000.00) is to come from general taxation. (Recommended by the School Board.) (Budget Committee recommends \$298,720. to be withdrawn from the Capital Reserve Fund and the balance to come from general taxation.)

Dennis Keating moved passage of Article 2. Seconded. He recognized the two citizens' groups and the architect who have worked on these plans. He explained the five year facility expansion plan and referred to the pamphlet prepared for the voters. Each year a plan would be voted on and funded - there would be no bond issue. The School Board supports this plan because it needs only a 50% vote rather than a two-thirds vote, and it is not tied to a bond issue.

Thomas Britton moved to amend Article 2 to withdraw \$368,720. from the CRF, the remainder to be raised through taxation. Seconded. Otherwise the impact on taxpayers would be too great. Mr. Britton explained he would be offering other alternatives to reduce the proposed budget as subsequent Articles were considered. He asked voters to support this amendment to Article 2. Myron Steere, Budget Committee, supported this amendment.

*The amendment to Article 2 to withdraw \$368,720. from the Capital Reserve Fund was voted in the affirmative.

*Article 2, as amended - to withdraw \$368,720. from the CRF was voted in the affirmative.

ARTICLE 3: To see if the District will vote to authorize the Monadnock School Board to withdraw Two Hundred Sixty-four Thousand Three hundred Dollars (\$264,300.00) from the Capital Reserve Fund, created under Article 5 of the 1975 Annual District Meeting of the Monadnock Regional School District for the specific purpose of upgrading the heating and ventilation system that serves the Troy Elementary School at a cost of Two Hundred Forty Thousand Dollars (\$240,000.00); to replace the high school leach fields at a cost

of Ten Thousand Dollars (\$10,000.00); to replace the kitchen steamer in the high school at a cost of Nine Thousand Eight Hundred Dollars (\$9,800.00) and to install heating valves in the Gilsum, Sullivan and Surry Schools at a cost of Four Thousand Five Hundred Dollars (\$4,500.00).

(Recommended by the School Board)

(Budget Committee does not recommend the Troy School Project.)

Glenn White moved passage of the Article. Seconded. Mr. White had asked the Maintenance Department if any of these projects could be put off. Maintenance said the Troy project could possibly be postponed, but the leach field at the high school had to be done right away. Heating valves at the northern schools would allow heat to be dropped down at night, thus saving on fuel costs.

Myron Steere moved to amend Article 3 to remove the \$240,000. item for the Troy project. Seconded.

*The amendment to Article 3 to remove the \$240,000. for Troy project was voted in the affirmative.

*Article 3, as amended, to withdraw \$24,300. from the CRF to replace the high school leach fields, replace the kitchen steamer at the high school and to install heating valves in the Gilsum, Sullivan and Surry Schools, was voted in the affirmative.

ARTICLE 4: To see if the Monadnock Regional School District will vote to approve the cost items included in the collective bargaining agreement reached between the Monadnock School Board and the Monadnock District Education Association which calls for the following increases in salaries and benefits:

Year	Estimated Increases
1994-1995	\$ 275,000.00
1995-1996	\$ 300,000.00
1996-1997	\$ 325,000.00

and further to raise and appropriate the sum of \$275,000.00 for the 1994-95 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits over those of the appropriation at current staffing levels paid in the prior fiscal year.

(Recommended by the School Board)

(Not recommended by the Budget Committee)

Winston Wright moved passage of the Article. Seconded. He explained the School Board had negotiated a three-year contract with the teachers at a figure the board felt was reasonable, and the teachers had agreed to contribute 10% toward their Blue Cross coverage.

William Hasbrouck, Gilsum, Budget Committee, said that committee did not recommend passage of this Article. The committee got the impression last year that a one year contract would be negotiated, it was concerned by the budget increase, and taxes had gotten to an unbearable point. He noted that the beginning salary at Monadnock was at the top compared to other Cheshire County districts.

Thomas Britton said the School Board over the years has tried to invest in the teachers as they are the critical part of the educational process. He noted that teachers had received no increase two years ago, and he urged support of this Article. Dennis Keating explained the Board had to deal with a union, and by negotiating a contract for three years allowed the Board more time to concentrate on other matters. Superintendent Wheeler urged support of the Article saying with the 3-year contract the costs would be known and the Board would not have to negotiate each year.

Voters expressed concerns such as what would be the impact of additional staff for the additional rooms, where would the money come from another year for the Troy project, the contract was not relative to the resources of the community, could the teachers go back to handling more students in a classroom. Another urged the voters to support the teachers with the 3-year contract. Another hoped that however the vote went, teachers would know the district appreciated them and owed them a great deal of gratitude.

Judy Lefebvre, Swanzey, moved to amend Article 4 to read a 2.5% total increase - salary and benefits - for the 1994-1995 school year only, and to address each year at the annual district meeting. Seconded.

Thomas Britton said if this amendment passed, the School Board would have to go back to negotiations with the teachers and then return for a special district meeting. James Carney noted that negotiations in this district have been very good - a good relationship exists between teachers and school board. He supported the Article and thinks this contract will offer stability in the District.

Richard Martin, Troy, moved to stop debate and vote on the amendment to Article 4. Seconded.

*The motion to stop debate was voted in the affirmative.

*The amendment to Article 4 to read a 2.5% total salary and benefit raise for the 1994-1995 year only, and to address each year at the annual district meeting, was voted in the negative.

There was a request to poll the petitioners who had asked for a ballot vote on Article 4 to see if they would now agree to a voice or standing vote. They would not and the ballot vote proceeded.

*Article 4, as proposed in the warrant, was voted in the negative by ballot:

NO	333
YES	260

Bruce McCulley moved to restrict reconsideration of Article 4. Seconded.

*Motion to restrict reconsideration of Article 4 was voted in the affirmative.

ARTICLE 5: To see if the Monadnock Regional School District will vote to approve the cost included in the collective bargaining agreement reached between the Monadnock School Board and the Monadnock District Education Association which calls for increases in salaries and benefits, and further to raise and appropriate monies for the 1995 Fiscal Year, which sum represents the additional cost attributable to increases in salaries and benefits over those paid in the prior Fiscal Year. (By Petition)

Lawrence Sicotte, Swanzey, moved to pass over Article 5. Seconded.

Winston Wright moved to amend the Article to add \$275,000: to fund the 1994-95 school year. The moderator said the amendment was out of order at the moment. Mr. Wright said it was his understanding if the \$275,000. was voted, the school board would go back to the teachers and if accepted by the teachers there would not have to be a special district meeting.

Matthew Burke, Sullivan, said the contract was not ratified by the people present, but by the school board. Dave Adams, Troy, asked John Menton for a clarification. Mr. Menton felt if Article 4 (the three year contract) failed, the board and teachers would have to go back to the negotiating table.

*The motion to pass over Article 5 was voted in the negative by a standing vote:

NO	246
YES	186

Judy Lefebvre moved Article 5 with a one year contract for 1994-1995 with a 2.5% salary and benefit increase. Seconded. James Carney questioned whether this motion was out of order as it was defeated earlier. Moderator Prigge said that Article 4 as amended was defeated; now Article 5 was on the floor and the motion was in order.

Tom Britton said the 2.5% increase represented a \$220,000. increase for one year and he supported it.

Dave Adams, Troy, Budget Committee, moved to amend the increase to \$175,000., in line with the Budget Committee's recommendation. Seconded.

*The amendment to change the increase to \$175,000. was voted in the negative.

*The motion to pass Article 5 with a one year contract for 1994-1995 with a 2.5% salary and benefit increase was voted in the affirmative.

ARTICLE 6: To see if the Monadnock Regional School District will vote to approve the cost item which calls for increases in wages and benefits for all Monadnock School District staff, except staff members covered by the collective bargaining agreement between the Monadnock School Board and the Monadnock District Education Association, and further to raise and appropriate monies for the 1995 Fiscal Year, which sums represents additional cost attributable to increase in wages and benefits over those paid in the prior Fiscal Year. (By Petition)

Lawrence Sicotte, Swanzey, moved the same 2.5% increase for salary and benefits for one year, at a cost of \$47,000. Seconded.

Asked for a definition of the staff covered under Article 6, Mr. Britton said this staff included cooks, aides, maintenance people, principals. He noted that not everyone in this group would necessarily receive a 2.5% increase.

*Article 6 reading a 2.5% increase for salary and benefits for one year was voted in the affirmative.

William Hasbrouck, Gilsum, Budget Committee, moved to restrict reconsideration of Articles 5 and 6. Seconded.

*Motion to restrict reconsideration of Articles 5 and 6 was voted in the affirmative.

ARTICLE 7: To see if the District will vote to raise and appropriate the sum of Twenty-five Hundred Dollars (2500.00) to help support with other school districts the case of the Claremont School District et al v. Governor et al, a court challenge to the constitutionality of New Hampshire's method of funding public education through near total reliance on local property taxes.

Laura Barrett moved passage of the article. Seconded. William Hasbrouck said this article and amount of money had not been submitted to the Budget Committee.

Bruce McCulley, Troy, moved to amend the appropriation to \$5,000. Seconded. Matthew Burke did not support suing ourselves.

*The amendment to increase the appropriation under Article 7 to \$5,000. was voted in the negative.

*Article 7, to appropriate \$2,500. was voted in the affirmative.

ARTICLE 8: To see what sum of money the District will vote to raise and appropriate for the support of schools, for the payment of salaries for the school district officials and agents, and for payment of statutory obligations of the district.

William Hamill moved the District raise and appropriate \$14,388.546. Seconded.

Thomas Britton moved to amend the figure to \$14,283,546. With this reduction the total original budget would be reduced by \$400,000. Seconded. David Adams, Troy, Budget Committee, supported this reduced figure.

*The motion to amend the amount to be raised and appropriated under Article 8 to \$14,283,546. was voted in the affirmative.

It was asked if the budget included money for modular classrooms at the elementary schools. Dr. Wheeler said there would be funds for three modular classrooms at Mt. Caesar and two at the high school.

Laura Barrett asked Tom Britton where he would cut the budget. She noted the originally proposed budget had been supported by the school board 9-1. Mr. Britton responded he felt it was his responsibility to the voters to do the best he could to keep the budget down. He proposed cuts in the area of computers and special education. Myron Steere, Budget Committee and Dennis Poirier, Troy, supported Mr. Britton's position.

Linda Smith, Swanzey Center, moved to reconsider the vote to amend the budget figure to \$14,283,546. Seconded.

Robert Soucy said he thought Tom Britton had been speaking for the school board when he moved a reduction in the budget, but Mr. Britton said he had explained during discussion under Article 2 why he was not in favor of the school board's budget. His goal was to reduce the overall budget by \$400,000.

Janet McCullough, Troy, asked what amount of surplus from the school year 1992-93 had been transferred to the Capital Reserve Fund last year. The answer was \$240,000.

Thomas Warner, the Computer/Technology Coordinator, but not a resident of the district, asked to speak. The moderator received approval from the voters for Mr. Warner to speak about the technology plan and the importance of the computers for this program.

*The motion to reconsider the vote amending the budget figure to \$14,283,546. was voted in the negative.

Judy Lefebvre moved to stop debate and vote on Article 8. Seconded.

*Motion to stop debate and vote on Article 8 voted in affirmative.

*Article 8, as amended, to raise and appropriate the sum of \$14,283,546 for the support of schools was voted in the affirmative.

ARTICLE 9: To see if the District will vote to authorize the School Board of the Monadnock Regional School District to transfer any of its unencumbered surplus funds, if any, remaining on hand at the end of the fiscal year June 30, 1994, to the Capital Reserve Fund created under Article 5 of the 1975 Annual Meeting of the Monadnock Regional School District, or take any action thereon.

William Hamill moved passage of the article. Seconded.

*Article 9 was voted in the affirmative.

It was moved to restrict reconsideration on any articles that have been passed by the meeting so far. Seconded.

*This motion was voted in the affirmative.

ARTICLE 10: To see if the District will vote to authorize the School Board of the Monadnock Regional School District to borrow money for the purpose of paying estimated special education costs for the 1994-1995 school year pursuant to the provisions of RSA 198:20-D as amended (effective July 1, 1992) upon terms and conditions determined by the School Board to be in the best interest of the District; and furthermore, to authorize the School Board to execute such notes and related documents as may be required to accomplish the borrowing; and to take any other action in relation thereto.

Thomas Britton moved passage of the article. Seconded.

*Article 10 was voted in the affirmative.

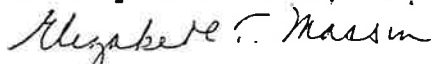
ARTICLE 11: To listen to opinions of a purely advisory nature with regards to the conduct of school affairs for the ensuing school year.

James Fallon moved the article. John Tommila, Fitzwilliam, thanked all the people who served on the two committees - Friends of Education and Monadnock Citizens for Quality Education; the Troy Town Hall where they held meetings; and to Tom Britton for standing by his convictions.

Winston Wright, Fitzwilliam, said the other nine school board members voted for the original budget because they felt their budget amount was necessary for the support of the schools.

*It was voted to adjourn the meeting at 2:50 PM.

Respectfully submitted,



Elizabeth T. Massin, Clerk
Monadnock Regional School District

MONADNOCK REGIONAL SCHOOL DISTRICT
ANNUAL MEETING
MARCH 5, 1994

ADDENDUM: Results of Election of School Board Members and School
Budget Committee Members (Ballots Cast at Town Meetings)

Moderator: Myron Steere 1,223

School Board:

Fitzwilliam	John Tommila	982	(Elected)
	Winston Wright	510	
Richmond	James Carnie	1,062	
Swanzey	Jane Galbraith-Krisch	459	
	William Hamill	582	(Elected)
	Lawrence Sicotte	340	

Budget Committee:

Fitzwilliam	*Jane Roberts	217	(Elected)
	*Ann Berard	48	
Richmond	Lewis Whittum	1,103	
Swanzey			
3-year term	Barbara Sherman Glidden	975	
Swanzey			
2-year term	*Barbara Matteson	38	(Elected)
	*Lawrence Sicotte	19	
	*Myron Steere	19	

*Write-in. No candidates on the ballot.

Respectfully submitted,

Elizabeth T. Massin

Elizabeth T. Massin, Clerk
Monadnock Regional School District

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: March 9, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

A lifetime of happiness! No man alive could bear it: it would be hell on earth.

-- George Bernard Shaw

So, we attempt to put the pieces together describing what transpired with the 1994-1995 MRSD Budget since its presentation to the Budget Committee. They changed it to some extent: which we know the numbers but not the impact and it was changed Saturday by the legislative body: which we know the numbers but not the intent. With all due respect for George there is more than one hell on earth. Also, there is a heaven, it is when you have taken the final step in exposing the intent and impact of action on the budget. I know something more will be cut from the budget, but not the amount nor the items.

1. My moment in the sun, but not long enough to get blistered. Mr. Menton and I would like to visit with you on the subject of fiscal efficiency pertaining to office procedure related to the Treasurer's position. We believe that bank deposits, check signing, and reconciliation of funds could be improved. The Treasurer performs the duties of the office very well, I hasten to say. We think that time and effort is lost in the way in which the office and the Treasurer conduct business. It is our hope that we could visit with you on this subject during the presentation of the SCHOOL BOARD ORGANIZATION section.

5.a. To continue with my opening comments, District action on the 1994-95 budget has presented this office with a dilemma which you need to resolve. The action will reflect on what numbers are presented on the MS 23. John and I have given considerable thought as to the particulars of the action, as well as, the intent of the action as presented by the Budget Committee and the legislative body. Three documents are attached for your review (an expenditures report, a revenue report and a Tax Assessment impact report). Essentially, as I understand it, the Budget Committee's budget is presented at the District's Annual Meeting, legally speaking. In the recent past the Board has presented a dollar value which was different from the bottom line of the Budget Committee's budget. Although, a different number was presented the law permits no more than a 10% increase over the Budget Committee's budget. Therefore, the Board has increased the Budget Committee's budget by some amount less than the 10%. That happened Saturday. The dilemma relates to action on Articles #'s 4, 5, 6 and 8. On Article # 4: \$275,000 was removed from the budget. The Budget Committee had not recommended this Article, however, when they took action on the budget not all of the \$275,000 was taken from the budget. Some dollar amount was taken. On Article #5: \$220,000 was appropriated to fund an increase in Teacher Contract salary and benefits. As the Budget Committee did not act to remove all of the \$275,000 from the submitted budget so too action on Article #5 may not have added the whole of \$220,000 to the budget. Action on Article #6 appropriated \$47,000 to fund an increase in all other employees salary and benefits or \$10,000 less than budgeted by the Board and some dollar value greater than budgeted by the Budget Committee. So, the School Board's budget included the \$332,000, the Budget Committee's budget included some of the \$332,000. The voters removed \$332,000 and added \$267,000 on the floor by vote. Who's budget was affected by what amount? So what did we legally do and what did we intend to do?

One has to struggle to rationalize what is needed to resolve the issue. So let us review two possible scenarios: one scenario would present a budget which reflected the difference between what the

Budget Committee presented and what the voters acted on Saturday. That difference is \$135,000 or the difference between the Budget Committee's recommendations on salary and benefits and what they removed from the budget. One may reason that action on Articles #5 and #6 restored that money to the budget. If the Board chooses to follow this logic then part of the \$14,283,546 amount which was acted on with Article #8 contained \$132,000 for salary and benefits or the difference between the \$267,000 appropriated in Articles #5 and #6 and the \$135,000. If this path is followed we would need to cut \$72,800 from the expenditures for 1994-1995 budget. In this scenario \$31,000 is included to fund Worker's Compensation. It is difficult to distill whether there is \$100,000 for the operation of the MRHS additions. In reality it probably does not matter as we need to cut the budget by some amount. In other words if it is in the budget then something else is not.

A second scenario would be that the \$332,000 was removed from the Budget Committee's budget and \$267,000 was returned to the budget by action on Articles #'s 4, 5 and 6. Two views exist under this scenario; A) the voters approved Article #8 for \$14,283,546 plus Articles # 5 and 6 for \$267,000; or B) the Board had included the \$267,000 in the \$14,283,546. We know that \$132,000 does exist in the \$14,283,546 for salary and benefits. Armed with that data one may conclude that following (A) we would have \$132,000 more than was intended to fund salary and benefits or (B) we are short \$135,000 to fund salary and benefits. If (B) is true then we would have to cut \$207,800 from the budget in order to meet the obligations as acted on Saturday.

If you think this is confusing to read you should be inside of this computer writing this stuff.

Scenario #1 was used to compute data presented in the reports attached.

The board needs to decide how to address this dilemma. The Administrative Team has met on the subject and are prepared to deal with it as you direct. We resurrected the priority list which was presented to the Board and values will be restated on those items as well as any changes which have transpired since last we addressed the list.

5.b. It seems that the only question presented was the date of the Annual Meeting in relation to first and third Tuesday meetings.

5.c. Lil has applied to attend a Literacy Learning in the Classroom Workshop (Reading Recovery) in New Zealand. I have approved the trip. An agenda is attached for your review. It is our belief that Reading Recovery will reduce the incidents of students being placed in Special Education programs but more importantly it will assist many students toward attaining the literacy level we are expecting for all children. I think it important for the Board to understand the significance of this effort and Lil's leadership role in targeting the whole district in expansion of the Reading Recovery program. I have agreed with Lil to have the district share the expenses of the trip.

6. I wish to discuss with the board some thoughts on the format and procedure used to evaluate my performance. Perhaps we could discuss what you expect of me, whether or not I can/will deliver and how you will know. I would like to take the time to review each of the 14 items for clarity in order to specify expectations or remove them from the document. I have been very happy with the narrative form which you have used in the past and if you choose to use it in the future I would be happy, it just seems incongruent with the form handed out each year. Principals will be in attendance and I think they should hear and participate in this exercise. I also ask them to evaluate me each year. From the two reports I attempt to set my personal goals for the future.

Non-public Session

7. The principals and I will present recommendations for renewal of teacher contracts for 1994-1995. We will be happy to address any concerns which the Board has concerning the matter

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
March 1, 1994, M.R.H.S.

The meeting was called to order by W. Wright at 7:40 PM.

PRESENT: B. Ballou, L. Barrett, T. Britton, J. Fallon, B. Hamill, D. Keating, G. White, W. Wright and J. Young. Dr. W. Wheeler, Superintendent, K. Holt, Assist Superintendent, J. Menton, D. Bell, L. DeCoste, D. Mousette, and D. Stockwell were also present.

CONSENT AGENDA

G. White MOVED: The approval of the minutes of February 15, 1994; SECONDED by L. Barrett. VOTED: 7-0-0-3. T. Britton and D. Keating not present to vote.

G. White MOVED: That the administration's recommendations for course reimbursements be approved (C. Burrows, \$37.00; Wm. O'Connell, \$99.00; M. Eckhard, \$107.50; M. Szymcik, \$160.18; A. Anderson, \$254.47; S. Armstrong, \$240.18; C. Ansaldo, \$180.72; S. Megas-Russell, \$171.92; B. Audette, \$160.18 and E. Baker, \$173.73); SECONDED by J. Fallon. VOTED: 8-0-0-2. T. Britton not present to vote.

Dr. Wheeler distributed a report prepared by the School Board's Association regarding stipends paid to New Hampshire school board members. He announced that a Chapter I on-site visit is scheduled for March 3, 1994. Announcements for the 1994 N.H. School Administrators Association Conference, Shared Responsibility for New Hampshire's Children were distributed to board members. Interested board members are to contact Dr. Wheeler to register. Dr. Wheeler noted that the Keene Rotary is making a similar effort to mobilize communities with a program, Success By Six. Copies of the Abstract of the Discipline Committee Report and the "Monadnock Mutterings" were distributed to board members.

D. Keating reported that a meeting was held on Monday, February 28th with R. Banwell, J. Ingram and the administration to further discuss the building proposal and to plan for the annual district meeting. J. Tommila and B. Hasbrouck were also in attendance. Dr. Wheeler noted that R. Banwell and J. Ingram are optimistic that costs will be within budget. It is expected that a building proposal and specifications will be ready for Board approval by the end of March. D. Keating noted that he has been making comparisons between the Tucker Anthony financial proposals and the impact of the building proposal costs on taxes.

CITIZEN CONCERNS:

L. Sicotte expressed concern that the Budget Committee's recommendations regarding the school district warrant were not printed in the annual report. He stated that he was speaking for the Budget Committee and demanded that the warrant be corrected. W. Wright explained that the posted warrant is correct and any omissions will be noted by the moderator.

STUDENT COUNCIL CONCERNS - There were no concerns.

OTHER SCHOOL BOARD BUSINESS

Details regarding the March 5th Annual District Meeting were reviewed and discussed. Packets of information were distributed to board members and a flyer outlining the five year building proposal and its cost. B. Hamill reported that he will move to pass over indefinitely Article 1 and that he has prepared a pass-out explaining his motion.

Dr. Wheeler presented to the Board a schedule of 1994-1995 school board meetings to be acted upon at the March 15th meeting.

B. Hamill MOVED: That the Board approve the manifest as presented (Payroll No 17, \$201,673.99; Payorder dated 2/16/94, \$333,936.16; Payorder dated 2/24/94, \$9,423.75; Payorder dated 2/25/94, \$465.24 and Payorder dated 3/1/94, \$61,507.81); SECONDED by L. Barrett. VOTED: 9-0-0-1.

L. Barrett reported that progress is being made and parents are receptive to plans for the Surry School next year.

SUPERINTENDENT'S REPORT

Norman Evans, principal, talked about his perceptions of events and the progress achieved in the Troy Elementary School and the Emerson School. He praised the concept of teaching critical skills and the commitment made by his staff. He spoke highly of the program, Activities Introducing Mathematics and Science (AIMS) and that reading, writing and literature are strong aspects of the curriculum. Much progress is evident utilizing computers in the classrooms. He continually focused on teacher activities and their successes. He noted that it is his opinion that teachers who are vested in programs become much better teachers.

NON PUBLIC SESSION

At 9:03 PM, G. White MOVED: That the Board enter into non public session for the purpose of discussing personnel and legal matters; SECONDED by J. Young. VOTED: 9-0-0-1 by a roll call vote.

The Board heard from the administration resolutions to pending legal issues. Board was advised as to the disposition of staff for the 1994-95 school year.

The Board returned to public session at 9:37 PM.

ADJOURNMENT

There being no further business the Board adjourned.

Respectfully submitted,


John M. Menzies

MRSO 03/08/94

MONADNOCK REGIONAL SCHOOL DISTRICT
MS-23
1994 - 1995

1	2	3	4	5	6	7	8	9	10
FUNCTION	DESCRIPTION	BUDGET COM RECOMMEND	NOT RECOMMEND	TOTAL AMT ACT VOTED	SPEC ARTICLES	GROSS BUDGET	* *	ANTICIPATED REVENUES	GROSS REVENUES
1000	INSTRUCTION						*	Foundation Aid	\$881,440
1100	REG. INSTRUCT	\$6,853,307	\$100,000	\$7,022,728	\$135,000	\$7,157,728	*		
1200	SPEC. EDUC.	\$1,850,120	\$25,000	\$1,850,120	\$0	\$1,850,120	*	Sch Build Aid	\$58,087
1300	VOCAL EDUC.	\$38,171	\$0	\$38,171	\$0	\$38,171	*		
1400	CO-CURR.	\$170,000	\$6,004	\$170,000	\$0	\$170,000	*	Area Voc Sch	\$16,000
2000	SUPPORT SER.						*	Driver Educ	\$26,480
2110	ATTENDANCE	\$0	\$0	\$0	\$0	\$0	*		
2120	GUIDANCE	\$400,000	\$18,784	\$400,000	\$0	\$400,000	*	Catastrophic Aid	\$214,382
2130	HEALTH	\$120,000	\$1,938	\$120,000	\$0	\$120,000	*		
2140	PSYCHOLOGY	\$60,000	\$1,319	\$60,000	\$0	\$60,000	*	Child Nutrition	\$4,500
2150	SPEECH	\$100,000	\$4,495	\$100,000	\$0	\$100,000	*		
2190	OTHER PUPIL SER.	\$7,500	\$360	\$7,500	\$0	\$7,500	*	Gas Tax	\$7,500
2210	CURR. DEVEL'T	\$65,000	\$762	\$65,000	\$0	\$65,000	*	Spec Educ	\$40,000
2220	EDUC MEDIA	\$165,000	\$25,384	\$165,000	\$0	\$165,000	*		
2310	SCHOOL BOARD	\$50,000	\$22,530	\$50,000	\$2,500	\$52,500	*	ECIA I & II	\$138,000
2320	SUP'T'S OFFICE	\$380,142	\$0	\$380,142	\$0	\$380,142	*	Fed Child Nutrition	\$100,500
2400	PRIN OFFICE	\$729,743	\$65,000	\$729,743	\$0	\$729,743	*	Trans Cap Reserve	\$333,020
2540	OPER. & MAINT.	\$1,150,000	\$13,955	\$1,150,000	\$0	\$1,150,000	*	Tuition	\$14,000
2550	TRANSPORTATION	\$975,000	\$13,853	\$975,000	\$0	\$975,000	*		
2560	OTHER BUS. SER.	\$25,000	\$2,957	\$25,000	\$0	\$25,000	*	Investments	\$20,000
2600	MANAGERIAL SER.	\$5,000	\$0	\$5,000	\$0	\$5,000	*		
**4000	CAPITAL OUTLAY	\$228,217	(\$20,000)	\$228,217	\$583,020	\$811,237	*	Pupil Activities	\$7,600
5100	DEBT PRINCIPAL	\$103,500		\$103,500	\$0	\$103,500	*	Food Service	\$303,020
5100	DEBT INTEREST	\$80,000		\$80,000	\$0	\$80,000	*	Trust	\$20
5220	TRANS FED PROJ	\$138,000		\$138,000	\$0	\$138,000	*	Total Credits	\$2,224,669
5240	TRANS FOOD SER	\$420,345	\$20,000	\$420,345	\$0	\$420,345	*	Total Appropriation	\$15,004,066
3	TOTAL APPROPRIATION	\$14,120,125	\$302,421	\$14,283,546	\$720,520	\$15,004,066	*	Total Assessment	\$12,779,397

MONADNOCK REGIONAL SCHOOL DISTRICT
BUDGET PROPOSAL: PROJECTED SCHOOL TAX RATES
1994 - 1995
(REVISED)

GROSS BUDGET-----\$15,345,566.
Revised-----\$15,004,066.
Variance (341,500.)

TOTAL OF EACH TOWN'S NET ASSESSMENT-----\$13,179,767.
Revised-----\$12,779,397.
Variance (\$400,370.)

THE IMPACT ON EACH MEMBER TOWN'S TAX RATE PER \$1000. OF ASSESSMENT

TOWN	ASSESSMENT 93 - 94	ASSESSMENT 94 - 95 (revised)	ASSESSMENT INCREASE (revised)	CURRENT TAX RATE	INCREASE (revised)	% +/-	Orig INCREASE	% Variance
William	\$1,823,956	\$1,996,996	\$173,040	\$12.21	\$1.19	9.7%	\$1.67	-29.0%
Gilsum	\$512,084	\$588,894	\$76,810	\$32.50	\$4.73	14.6%	\$6.06	-22.0%
Richmond	\$793,135	\$887,467	\$94,332	\$15.94	\$1.92	12.0%	\$2.56	-25.1%
Roxbury	\$230,916	\$286,112	\$55,196	\$17.74	\$4.31	24.3%	\$5.13	-16.1%
Sullivan	\$591,431	\$586,977	(\$4,454)	\$26.29	(\$0.20)	-0.8%	\$0.77	-126.2%
Curry	\$569,589	\$606,315	\$36,726	\$14.61	\$0.96	6.6%	\$1.50	-36.1%
Wanzey	\$5,481,968	\$5,953,346	\$471,378	\$22.96	\$2.02	8.8%	\$2.94	-31.2%
Proy	\$1,594,496	\$1,873,290	\$278,794	\$18.75	\$3.52	18.8%	\$4.38	-19.6%
	<u>\$11,597,575</u>	<u>\$12,779,397</u>	<u>\$1,181,822</u>					

NOTE:

	93 - 94	94 - 95	\$ INCREASE	% INCREASE
TOTAL BUDGET	\$13,951,710	\$15,004,066	\$1,052,356	7.54%
CURRENT ASSESSMENT	\$11,597,575	\$12,779,397	\$1,181,822	10.19%

Richard C. Owen Publishers presents a special opportunity for Workshop Alumni...

LITERACY LEARNING IN THE CLASSROOM

Summer 1994

Nelson, New Zealand

June 16-July 3, 1994

New Zealand boasts one of the world's highest literacy rates in the world. As a past participant* of the Whole Language in the Classroom summer workshop, based on the New Zealand model of literacy learning, you will have the opportunity to further explore this model first-hand.

Each workshop participant is placed in a mentoring relationship with a New Zealand teacher in his or her classroom. They work side-by-side with the teacher during the two week institute. General sessions and dialogue groups are interspersed with classroom observation days. The workshop, led by Bas Stevenson, District Advisor on Reading and Language, and two American facilitators, takes place at the Nelson Campus of the Christchurch College of Education.

* Attendance at the 4-day summer workshop is a prerequisite to this course. Registrations for non-participants will be returned.

Space is very limited. Registrations accepted upon receipt of a non-refundable \$500.00 deposit, on a first come, first served basis.

EXPLORE ♦ EXPERIENCE ♦ UNDERSTAND

The New Zealand Framework ♦ Conditions for Learning ♦ Reading Process ♦ Cuing Systems ♦ Structure in Whole Language ♦ Evaluation ♦ Running Records ♦ Criteria for Book Selection ♦ Supports and Challenges ♦ Shared Reading ♦ Guided Reading ♦ Independent Reading ♦ Writing Process ♦ Child-Centered Curriculum ♦ Scheduling the Day ♦ Communication with Administrators and Parents ♦ Ongoing Teacher Development

TENTATIVE SCHEDULE

Thurs., June 16	Depart Los Angeles, California Airport
Fri., June 17	Travel Day
Sat., June 18	Arrive Nelson, New Zealand Orientation/Meet Homestay Host Families
Sun., June 19	Free Day
Mon., June 20	Workshop-Christchurch College of Education, Nelson
Tues., June 21	New Zealand Classroom Observation
Wed., June 22	Workshop-Christchurch College of Education, Nelson
Thurs., June 23	New Zealand Classroom Observation
Fri., June 24	New Zealand Classroom Observation
Sat., June 25	Free day: optional tours
Sun., June 26	Free day: optional tours
Mon., June 27	Workshop-Christchurch College of Education, Nelson
Tues., June 28	New Zealand Classroom Observation
Wed., June 29	New Zealand Classroom Observation
Thurs., June 30	Workshop-Christchurch College of Education, Nelson
Fri., July 1	Workshop-Christchurch College of Education, Nelson (1/2 day)
Sat., July 2	Free Day: optional tours
Sun., July 3	Depart Nelson/Arrive Los Angeles

form B
Monadnock Superintendent's Evaluation

Evaluate the superintendent's performance on the the following characteristics.

mark either a (1 - poor), (2 - fair), (3 - good), (4 - very good), or (5 - outstanding).

Date: _____

1 2 3 4 5

1. Attends and participates in meeting of the Board
and its committees

— — — — —

2. Recommends new and revised policies and sees that all
policies of the Board are implemented

— — — — —

3. Prepares and submits to the Board necessary facts,
information, reports and recommendations necessary
to make informed decisions

— — — — —

4. Secures and nominates for employment the best qualified
teachers, supervisory, and administrative personnel

— — — — —

5. Assigns and transfers employees as the best interest
of the district dictates

— — — — —

6. Keeps the public informed about educational practices,
policies and problems in the districts' schools

— — — — —

7. Delegates to other employees the exercise of any powers
or the discharge of duties with the knowledge that
the superintendent has the final responsibility for
the action taken under such delegation

— — — — —

8. Keeps informed of education practices and trends and keeps the Board informed of those practices and trends

— — — — —

9. Makes recommendations with reference to the location and size of new school sites and or additions to existing sites; the location and size of new buildings; the plans for new school buildings; all appropriations for sites and buildings; and improvements, alterations, and changes in buildings and equipment of the district

— — — — —

10. Recommends to the Board for its adoption all courses of study, curriculum guides, major changes in texts and time schedules

— — — — —

11. Prepares, submits and recommends the school budget for the Board's consideration.

— — — — —

12. Maintains adequate records, including a system of financial accounts, business and property records, and personnel, school population and scholastic records. Acts as custodian of such records and all contracts, securities, documents, titles, and other papers belonging to the board.

— — — — —

13. Provides suitable instruction and regulations to govern the use and care of the school properties

— — — — —

14. Attends, or delegates a representative to attend, all meetings called by the Commissioner of Education or other agencies at which matters pertaining to the schools are to be raised.

— — — — —

THE FRANK MASSIN AGENCY, INC.



"FACSIMILE MESSAGE"

FITZWILLIAM, NEW HAMPSHIRE 03447
TELEPHONE 603-585-3411

DATE: 3-21-94

TIME: 11:00 AM

SENDING TO: Bill Wheeler

FAX NUMBER: 358-6708

FROM: Liz Massin

TOTAL PAGES: 8

SENDER REFERENCE: Election Results (in writing
from Town Clerks of Fitzwilliam,
Richmond, Sullivan & Swanzy

QUESTIONS, ERRORS, POOR TRANSMISSIONS, ETC. PLEASE FAX TO:
603-585-3413 OR CALL: 603-585-3411



TOWN OF FITZWILLIAM, NEW HAMPSHIRE

03447

OFFICE OF THE TOWN CLERK — TAX COLLECTOR

MARCH 1994

CANDIDATES FOR OFFICES FOR THE MONADNOCK REGIONAL SCHOOL DISTRICTS ARE AS FOLLOWS:::

MODERATOR

1 yr

MYRON S. STEERE III

W. Prigge

175
60

BUDGET COMMITTEE

3 yr

FITZWILLIAM

Jane Roberts

Ann Brand

117
28

RICHMOND

LEWIS N. WHITTUM

147

SWANZEY 3 YEAR TERM

BARBARA SHERMAN GLIDDEN

134

SWANZEY 2 YEAR TERM

Farry Lucette

Gerry Bell

Myron Steels

7
3
6

SCHOOL BOARD

3 yr

FITZWILLIAM

JOHN W. TOMMILA

230

WINSTON A. WRIGHT

115

RICHMOND 3YEAR TERM

JAMES I. CARNIE

145

SWANZEY 3 YEAR TERM

JANE GALBRAITH-KRISCH

WILLIAM A. HAMILL

LAWRENCE SICOTTE

82
56
49

SIGNED

MODERATOR

SIGNED

TOWN CLERK

CANDIDATES OF THE MONADNOCK REGIONAL SCHOOL DISTRICT

MODERATOR

Vote for one / one year term

25 Myron S. Steere III ☐
 1 TED ALDRICH | CHARLES GILMAN
 3 BILL PRIGER | ED CAMPBELL ☐

Write In

BUDGET COMMITTEE

FITZWILLIAM: (three year term)

10 ANN BEARD | JANE BEARD
 1 DICK WEBSTER | LARRY COUCHENO
 4 JANE ROBERTS | DON CROTHLEY ☐
 1 K GILLESPIEL

Write In

RICHMOND: (three year term)

Vote for one person

170 Lewis N. Whittum ☐
 2 KATHY WARME
 1 DAVE BERMAN
 1 DAVE JACOBSON ☐
 1 TED ALDRICH
 1 WILLIAM PEARSALL

Write In

3 SWANZEY: (three year term)

Vote for one person

87 Barbara Sherman Glidden ☐
 1 TONY DUBOIS
 2 LAWRENCE SICOTTE ☐

Write In

SWANZEY: (two year term)

1 RICHARD ALLEN | JANE BEARD
 1 HAZEL YOUNG | LARRY COUCHENO
 MYRON STEERE
 L. SICOTTE
 J. WHITE ☐

Write In

FITZWILLIAM: (three year term)

Vote for one person

* 63 John W. Tommila ☐

53 Winston A. Wright ☐

1 ANN BEARD
 1 JANE BEARD ☐

Write In

RICHMOND: (three year term)

Vote for one person

James I. Carnie | WGA SELEN ☐
 * 148 KATHY WARME | JANE JILSON ☐
 22 DIANE JACOBSON
 1 J.C. BODREAU
 1 N. THIBODEAU
 1 D. KOCHMAN
 1 L. WHITMAN
 1 M. KNOWLTON

Write In

SWANZEY: (three year term)

Vote for one person

* 39 Jane Galbraith-Krisch ☐

* 44 William A. Hamill ☐

26 Lawrence Sicotte ☐

1 RAE CURRIER ☐

Write In

Frank M. White MODERATOR

Pamela R. Goodell
 Town Clerk Richmond

Total Ballots Rec'd.

$$\begin{array}{r} 480 \text{ reg.} \\ + 25 \text{ ab} \\ \hline 505 \end{array}$$

Total Ballots Cast

$$\begin{array}{r} 206 \text{ reg} \\ 0 \text{ ab} \\ \hline 206 \end{array}$$

Total Ballots Uncast

$$\begin{array}{r} 274 \text{ reg} \\ 25 \text{ ab} \\ \hline 299 \end{array}$$

Pam Goodell

SULLIVAN

Results of the Monadnock Regional School District

Ballots cast March 08, 1994

MODERATOR - MYRON STEERE	111
WM. PRIGGEE	4
RICHARD CUMMINGS	1
TED PARKER	1
BUDGET COMM - FITZWILLIAM	
ANN BERARD	6
JANE ROBERTS	8
JOHN TOMMILA	3
BILL WYNAN	1
WIN WRIGHT	1
BILL PRIGGEE	1
FRANK TOMMILA	1
- RICHMOND -	
LEWIS WHITTUM	102
RUDY FLANDERS	1
- SWANZEY 3 YRS -	
BARBARA SHERMAN-GUDDEN	97
DEB CROWDER	1
- SWANZEY 2 YRS -	
MYRON STEERE	1
BARBARA DUNHAM	1
SINO FARINA	1

continued

BUDGET COMMITTEE:

Swansey - 2 Yrs cont.

Stephen Russell	2
A. James McClure	1
Raymond Thompson	1
Diane Lamontagne	1
Steven Stepenuck	1
Larry Sicotte	10
Ron Beauregard	1
Mark dorcus	1
Timothy Paddock	1
James LaMothe	1
Barbara Matteson	34
Ken Colby	2
Herb Armstrong	1
don simeneau	1
Bill Smith	1
Martha Waters	1
Ann Berard	1
Linda smith	1
Alan Tong	1
David Thompson	1
Al Blood	1
Bob Ballou	2
Barbara Glidden	1
Larry Moren	1
Gerry Bussiere	1
Ann Bernard	1

SCHOOL BOARD

Fitzwilliam:

Debbie Reynolds	1
-----------------	---

Richmond:

Mary Carnie	1
Linda Bigda	1
Roger Brooks	1
Donald Jarvis	1
Dana flanders	1
Karen Erickson	1

SCHOOL BOARD

Swansey:

James Peale	1
Gene White	2
Diane Bennett	1
Arnold Johnson	1
Gary Boes	1
Larry Sicotte	1
Larry Hackler	1
Judith Lefbvre	1
Bill Hasbrouck	1
Barbara Matteson	1
Michael Stryker	1

RESULT OF THE VOTING AT THE
SWANZEY TOWN MEETING FOR THE
MONADNOCK REGIONAL SCHOOL DISTRICT
MARCH 8, 1994

WRITE - IN'S

BUDGET COMMITTEE:

Swanzy - 3 Yrs.

Mark Dorcus	4
Albert Parsons	1
Bill O'Meara	1
Barbara Matteson	9
Chris Hunt	1
Doreen Secotte	1
Greg Johnson	1
William Whitcomb	1
Eugene White	3
Myron Steere	2
Rosemary Kingsbury	1
Scott Self	1
Gary Boes	2
Carol Roosa	1
Larry Sicotte	1
Gerald Bell	3
Sandy Page	1
Jim Leahy	1
Ann Bernard	3
Ed Dunham	1
Jane Krisch	1
Diane Lamontagne	1
Richard Lane	2
Bill smith	1
Bob Mattison	1
Bill Hamill	1
Ann Berrard	1

Swanzy - 2 Yrs.

Gary Preston	1
Richard Lane	1
George Fuerderer	1
Ken Hewitt	1
Gerald Bell	2
Sandy Allen	1
George Van Dam	1
Steve Stowell	1
Gus Lerandeau	1
Myron Steere	9
Daniel Springer	1
diane Gale	1
Robert Therrian Jr.	2
William Hamill	5
Eugene White	4
David Krisch	2
Jane Krisch	2

MODERATOR:

William Prigge	36
Richard Talbot	1
Larry Waters	1
Larry Sicotte	1
Ken Colby	2
Ed Dunham	1
Charles Prigee	1
Gene White	1
Gerald Bell	1
Jeremy Craig	1
Gus Lerandeau	2
Tom Britton	1
Scott Self	1
Bill Smith	1
Peter Wilson	1
Sam Goode	1

BUDGET COMMITTEE:

Fitzwilliam: 3 Yrs.

Ann Berard	9
John tommla	21
Ronald Sullivan	1
Larss Ogren	1
Barbara Waldnon	1
Jane roberts	6
Barbara Matteson	23
Barbara Jackson	1
Mary Roberts	1
Winston Wright	4
Barbara Mattson	17
David Holmes	2
Hugh Van Brocklin	1
Robert Cunningham	1
Debbie Reynolds	1
Norman Dion	1
Dan Baker	1

RICHMOND:

robert Colby	1
Richard Britt	1
Bruce Carrier	1
Cathy Blanchard	1
Harold Blair	1

BUDGET - SWANZEY 24RS

JOE FITZPATRICK 1

JUDY LEFEBVRE 1

FITZWILLIAM - SCHOOL BOARD

JOHN TOMMINS 91

WIN WRIGHT 31

ANN ROBERTS 1

RICHMOND - SCHOOL BOARD

JAMES CARLIE 97

RUDY FLANDERS 1

TERRY ROWOFF 1

SWANZEY - SCHOOL BOARD

JANE GAILBRATH-KISCH 29

WILLIAM ~~HAMIL~~ HAMILL 61

LAWRENCE SCOTT 26

DEB CROWDER 1

KIM WELCH 1

Lois Woodbury

Town Clerk - Lois Woodbury

Witnessed by:

Richard Labadie

Richard Labadie - Moderator, Pro Tem.

**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA**

March 15, 1994

MEETING AT

Monadnock Regional High School

CALL TO ORDER AT 7:30 PM

1. SCHOOL BOARD ORGANIZATION (Action Required)

Swearing in of recently elected members

Selection of the following offices for the ensuing year

Chairman _____

Vice-chairman _____

School District Clerk _____

School District Treasurer _____

2. CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Correspondence/announcement
- d. Board committee reports

3. CITIZEN CONCERNS

4. STUDENT COUNCIL CONCERNS

5. OTHER SCHOOL BOARD BUSINESS

- a. Presentation of the MS 23 for 1994-1995.
- b. Action on the 1994-1995 School Board Meeting Schedule.
- c. Report on Mrs. DeCoste's Literacy Learning in the Classroom Workshop.
- d. Action on the manifests.

5. SUPERINTENDENT'S REPORT

Superintendent's written evaluation, discussion of format and procedure.

6. NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues
- c. Personnel recommendations

7. ADJOURNMENT

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
March 15, 1994, M.R.H.S.

PRESENT: L. Barrett, T. Britton, J. Carnie, J. Fallon, B. Hamill, D. Keating, J. Tommila, J. Young and E. Barrett, Student Representative. Dr. W. Wheeler, Superintendent, K. Holt, Assist Superintendent, J. Menton, D. Bell, L. DeCoste, D. Mousette, and D. Stockwell were also present.

At 7:40 PM, T. Britton called the meeting to order and offered congratulations to J. Carnie, B. Hamill for their successful reelection to the Board and to J. Tommila, newly elected Board member. The Board and the administration expressed their appreciation to Winston Wright for his years of service on the Board and service to the District. A special event will be planned in recognition and an expression of appreciation.

The election of School Board Officers were as follows:

Dennis Keating, Chairman
Laura Barrett, Vice Chairman

The Board appointed Elizabeth Massin of Fitzwilliam to serve as School District Clerk and Arlene Perry of West Swanzey to serve as School District Treasure.

Dr. Wheeler advised the Board of the administration's plans to explore the kinds of technological advances that can best serve the management of the District's financial resources. He indicated he would be discussing these matters with Mrs. Perry and plan for her to meet with the Board at a later date.

CONSENT AGENDA

J. Young MOVED: The approval of the minutes of March 5, 1994; SECONDED by J. Fallon. VOTED: 8-0-0-2.

B. Hamill MOVED: That the administration's recommendations for course reimbursements be approved (M. Pride, \$431.20; L. Watkins, \$157.00 and \$157.10; M. Caldwell, \$395.00; and G. Kuhn, \$30.00); SECONDED by J. Carnie. VOTED: 8-0-0-2.

The Board was provided the detailed results of the election of school district officers. Dr. Wheeler noted that L. Massin, District Clerk, was not informed by the town clerks of the election results in a timely manner and in some instances had to call for the results. J. Young noted that candidate information was being distributed within the Gilsum polls.

Dr. Wheeler distributed a listing of school board members and addresses, a budget planning calendar, a telephone chain, current committee appointments and a comparison of Monadnock District's average per pupil costs to other districts in the region. J. Carnie requested that the school board meeting

scheduled for Richmond on April 19th be scheduled on May 3rd and the Fitzwilliam meeting be scheduled for April 19th. D. Keating suggested that a budget presentation and planning meeting be held in early October.

D. Keating reported that the Building Planning Committee did not meet this week. J. Tommila reported on the meeting of March 7th outlining items contained in Meeting Memo prepared by G. Hemberger of Banwell, White and others.

CITIZEN CONCERNS: None

STUDENT COUNCIL CONCERNS - E. Barrett reported on the success of the XCountry ski teams and in particular K. Woodbury of the girls ski team. Dr. Wheeler was asked to write a letter on behalf of the Board acknowledging their success.

OTHER SCHOOL BOARD BUSINESS

Dr. Wheeler reviewed with the Board questions regarding the filing of the MS-23, District Meeting Budget Report, particularly with respect to voter approval for teacher salary increases. It was agreed the matter should be reviewed by the Finance Committee for study. The Finance Committee will meet on Monday, March 21, 1994, 7:00 PM, at the Wyman House.

Before excusing himself for evening, T. Britton expressed his feelings of what he thought he had to do leading up to the outcome of the Annual Meeting. He commended the Board members for their efforts and thanked them for their support while serving as chairman.

B. Hamill MOVED: That the school board meetings scheduled for Richmond and Fitzwilliam be reversed; Seconded by J. Carnie. VOTED: 7-0-0-3.

There was some discussion on the pros and cons of holding the election of school district officials on town meeting day.

Dr. Wheeler informed the Board of plans for L. DeCoste to attend a Literacy Learning in the Classroom Workshop in New Zealand scheduled for the summer. Benefits to the District were discussed. Dr. Wheeler indicated that he had approved to have the district share the expenses of the trip.

B. Hamill MOVED: That the District pay for the cost of the trip not to exceed \$5,000.00; Seconded by J. Young. VOTED: 7-0-0-3.

B. Hamill MOVED: That the Board approve the manifest as presented (Lunch Program Voucher dated 3/16/94, \$18,095.16; Payroll No 18, \$181,425.07; Payroll No 18 (coaches) \$14,678.35; Payorder dated 2/2/94, \$325,728.61; Payorder dated 3/10/94, \$140,537.33 and Payorder dated 03/15/94, \$427,864-.77); SECONDED by J. Carnie. VOTED: 7-0-0-3.

SUPERINTENDENT'S REPORT

Dr. Wheeler reviewed with the Board the process and the form used for evaluating his performance. There were no objections to the continued use of the form. Board members are to give their responses to D. Keating who will prepare a summary for the second meeting in April. A non public

session will be scheduled for the Board's meeting on April 5th to meet with Dr. Wheeler.

J. Carnie asked to discuss the format of the Board's agenda at the April 5th meeting.

NON PUBLIC SESSION

At 9:35 PM, B. Hamill MOVED: That the Board enter into non public session for the purpose of discussing personnel, negotiations and legal matters; SECONDED by L. Barrett. VOTED: 7-0-0-3 by a roll call vote.

The Board heard from the administration regarding a potential legal issue. The Board was advised as to status of teacher negotiations.

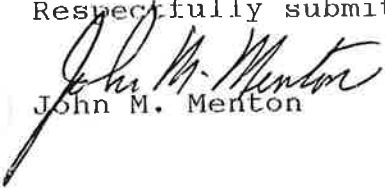
J. Young MOVED: That the Board approve the Superintendent's recommendation to rehire all current teaching staff for the 1994 - 1995 school year; SECONDED by B. Hamill. VOTED: 7-0-0-3.

The Board returned to public session at 10:05 PM.

ADJOURNMENT

There being no further business the Board adjourned.

Respectfully submitted,


John M. Menton

1 MRSD 03/08/94
2 Revised: 03/22/94

3 MONADNOCK REGIONAL SCHOOL DISTRICT
4 MS-23
5 1994 - 1995

6 FUNCTION	DESCRIPTION	BUDGET COM RECOMMEND	NOT RECOMMEND	TOTAL AMT ACT VOTED	SPEC ARTICLES	GROSS BUDGET	* ANTICIPATED * REVENUES	GROSS REVENUES
8 1000	INSTRUCTION						* Foundation Aid	\$881,440
9 1100	REG. INSTRUCT	\$6,859,307	\$100,000	\$7,022,728	\$100,000	\$7,122,728	*	
10 1200	SPEC. EDUC.	\$1,850,120	\$25,000	\$1,850,120	\$0	\$1,850,120	* Sch Build Aid	\$58,087
11 1300	VOCA EDUC.	\$38,171	\$0	\$38,171	\$0	\$38,171	*	
12 1400	CO-CURR.	\$170,000	\$6,084	\$170,000	\$0	\$170,000	* Area Voco Sch	\$16,200
13							*	
14 2000	SUPPORT SER.						* Driver Educ	\$26,480
15 2110	ATTENDANCE	\$0	\$0	\$0	\$0	\$0	*	
16 2120	GUIDANCE	\$400,000	\$18,784	\$400,000	\$0	\$400,000	* Catastrophic Aid	\$214,302
17 2130	HEALTH	\$120,000	\$1,938	\$120,000	\$0	\$120,000	*	
18 2140	PSYCHOLOGY	\$60,000	\$1,319	\$60,000	\$0	\$60,000	* Child Nutrition	\$4,500
19 2150	SPEECH	\$100,000	\$4,495	\$100,000	\$0	\$100,000	*	
20 2190	OTHER PUPIL SER.	\$7,500	\$360	\$7,500	\$0	\$7,500	* Gas Tax	\$7,500
21							*	
22 2210	CURR. DEVEL'T	\$65,000	\$762	\$65,000	\$0	\$65,000	* Spec Educ	\$40,000
23 2220	EDUC MEDIA	\$165,000	\$25,384	\$165,000	\$0	\$165,000	*	
24							* ECIA I & II	\$138,000
25 2310	SCHOOL BOARD	\$50,000	\$22,530	\$50,000	\$2,500	\$52,500	*	
26 2320	SUPT'S OFFICE	\$380,142	\$0	\$380,142	\$0	\$380,142	* Fed Child Nutrition	\$100,500
27							*	
28 2400	PRIN OFFICE	\$729,743	\$65,000	\$729,743	\$0	\$729,743	* Trans Cap Reserve	\$393,020
29							*	
30 2540	OPER. & MAINT.	\$1,150,000	\$13,955	\$1,150,000	\$0	\$1,150,000	* Tuition	\$14,000
31 2550	TRANSPORTATION	\$975,000	\$13,853	\$975,000	\$0	\$975,000	*	
32 2560	OTHER BUS. SER.	\$25,000	\$2,957	\$25,000	\$0	\$25,000	* Investments	\$20,000
33 2600	MANEGERIAL SER.	\$5,000	\$0	\$5,000	\$0	\$5,000	*	
34							* Pupil Activities	\$7,600
35 **4000	CAPITAL OUTLAY	\$228,217	(\$20,000)	\$228,217	\$583,020	\$811,237	*	
36							* Food Service	\$303,020
37 5100	DEBT PRINCIPAL	\$103,500		\$103,500	\$0	\$103,500	*	
38 5100	DEBT INTEREST	\$80,080		\$80,080	\$0	\$80,080	* Trust	\$20
39							* =====	
40 5220	TRANS FED PROJ	\$138,000		\$138,000	\$0	\$138,000	* Total Credits	\$2,224,669
41 5240	TRANS FOOD SER	\$420,345	\$20,000	\$420,345	\$0	\$420,345	* Total Appropriation	\$14,969,066
42		=====	=====	=====	=====	=====	*	
43 TOTAL APPROPRIATION		\$14,120,125	\$302,421	\$14,283,546	\$685,520	\$14,969,066	* Total Assessment	\$12,744,397

1	2	3	4	5	6	7	8	9	10	11	
1	MONADNOCK REGIONAL SCHOOL DISTRICT										
2	1994 - 1995 BUDGET ANALYSIS										
3								Salary	Benefits	Budget	
4	FUNCTIONS	100	200	300,400 &500	600	700	800	TOTAL	Adj	Adj	Adjust
5	***INSTRUCTION	SALARIES	BENEFITS	PURCHSD SER	SUPPLIES	PROPERTY	OTHER				
6	1100 REG INSTRUCT	\$5,090,650	\$1,249,305	\$71,230	\$245,730	\$78,524	\$425	\$6,735,864	\$159,846	\$23,362	\$6,919,072
7	1200 SPECIAL EDUC	\$806,780	\$207,519	\$805,685	\$16,714	\$1,844	\$300	\$1,838,842	\$25,333	\$3,881	\$1,868,055
8	1300 VOCA EDUC	\$0	\$0	\$38,171	\$0	\$0	\$0	\$38,171	\$0	\$0	\$38,171
9	1400 CO-CURR ACCT	\$108,929	\$9,850	\$30,938	\$23,602	\$1,765	\$0	\$175,084	\$0	\$0	\$175,084
10											
11	TOTAL 1000 INSTRUCT	\$6,006,359	\$1,466,674	\$946,024	\$286,046	\$82,133	\$725	\$8,787,961	\$185,179	\$27,243	\$9,000,383
12											
13	***SUPPORT SERVICES										
14	2110 ATTENDANCE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15	2120 GUIDANCE	\$321,957	\$74,902	\$1,505	\$6,391	\$0	\$20	\$404,775	\$10,109	\$1,401	\$416,285
16	2130 HEALTH SER	\$86,846	\$21,345	\$5,117	\$2,080	\$2,831	\$0	\$118,219	\$2,727	\$399	\$121,345
17	2140 PSYCH SER	\$0	\$0	\$61,319	\$0	\$0	\$0	\$61,319	\$0	\$0	\$61,319
18	2150 SPEECH & LANG.	\$0	\$0	\$104,495	\$0	\$0	\$0	\$104,495	\$0	\$0	\$104,495
19	2190 OTHER SER	\$0	\$0	\$100	\$660	\$0	\$7,100	\$7,860	\$0	\$0	\$7,860
20	SUB TOTAL	\$408,803	\$96,247	\$172,536	\$9,131	\$2,831	\$7,120	\$696,668	\$12,836	\$1,800	\$711,304
21											
22	2210 INSTRUCT/STAFF	\$31,450	\$3,002	\$29,300	\$2,010	\$0	\$0	\$65,762	\$0	\$0	\$65,762
23	2222 LIBRARY MEDIA	\$95,460	\$29,491	\$240	\$29,216	\$10,646	\$0	\$165,053	\$2,997	\$551	\$168,602
24	2223 AUDIO VISUAL	\$0	\$0	\$2,500	\$5,304	\$9,018	\$0	\$16,822	\$0	\$0	\$16,822
25	SUB TOTAL	\$126,910	\$32,493	\$32,040	\$36,530	\$19,664	\$0	\$247,637	\$2,997	\$551	\$251,186
26											
27	2310 SCHOOL BOARD	\$7,375	\$155	\$55,000	\$4,400	\$0	\$5,600	\$72,530	\$0	\$0	\$72,530
28	2320 SAU SERVICES	\$0	\$0	\$380,142	\$0	\$0	\$0	\$380,142	\$0	\$0	\$380,142
29	SUB TOTAL	\$7,375	\$155	\$435,142	\$4,400	\$0	\$5,600	\$452,672	\$0	\$0	\$452,672
30											
31	2400 OFFC PRINCIPALS	\$547,849	\$151,967	\$47,300	\$7,900	\$11,000	\$4,880	\$770,896	\$17,202	\$2,842	\$790,940
32	2540 OPER. & MAINT.	\$442,793	\$152,060	\$192,469	\$340,690	\$14,350	\$150	\$1,142,512	\$13,904	\$2,445	\$1,158,861
33	2550 PUPIL TRANS	\$0	\$0	\$988,853	\$0	\$0	\$0	\$988,853	\$0	\$0	\$988,853
34	2560 FOOD SERVICES	\$0	\$27,957	\$0	\$0	\$0	\$0	\$27,957	\$0	\$0	\$27,957
35	2640 STAFF SERVICES	\$0	\$0	\$3,500	\$1,500	\$0	\$0	\$5,000	\$0	\$0	\$5,000
36	SUB TOTAL	\$442,793	\$180,017	\$1,184,822	\$342,190	\$14,350	\$150	\$2,164,322	\$13,904	\$2,445	\$2,180,671
37											
38	TOTAL SUPPORT SER.	\$1,533,730	\$460,879	\$1,871,840	\$400,151	\$47,845	\$17,750	\$4,332,195	\$46,940	\$7,638	\$4,386,773
39											
40							Sub Total Sal & Benefits		\$232,119	\$34,881	
41											
42	4000 CAPITAL OUTLAY	\$0	\$0	\$208,217	\$0	\$0	\$0	\$208,217	\$583,020	\$0	\$791,237
43	5100 DEBT SERVICE	\$0	\$0	\$0	\$0	\$0	\$183,580	\$183,580	\$0	\$0	\$183,580
44	5220 TRANS FED PROJ	\$0	\$0	\$0	\$0	\$0	\$138,000	\$138,000	\$0	\$0	\$138,000
45	5240 TRANS FOOD SER	\$0	\$0	\$0	\$0	\$0	\$440,345	\$440,345	\$0	\$0	\$440,345
46											
47	6000 INTER'L TRANS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$102,500	\$31,000	\$133,500
48											
49	*****TOTAL*****	\$7,540,089	\$1,927,553	\$3,026,081	\$686,197	\$129,978	\$780,400	\$14,090,298	\$917,639	\$65,881	\$15,073,818
50									Less Approved Budget		\$14,969,066
51											=====
52									Variance		\$104,752

Revised: 3/22/94

MONADNOCK REGIONAL SCHOOL DISTRICT
1994 - 1995
PROPOSED REVENUES

LOCAL REVENUES	1993 - 1994 BUDGET	10/18/93 REVISED	1994 - 1995 PROPOSAL	VARIANCE	% +/-
Unreserved Fund Bal.	\$0	\$0	\$0	\$0	0.00%
Current Assessment	\$11,774,710	\$11,597,575	\$12,733,267	\$1,135,692	9.79%
Tuition, Other LEAS	\$14,986	\$14,986	\$14,000	(\$986)	-6.58%
Interest	\$24,000	\$20,000	\$20,000	\$0	0.00%
Pupil Activities	\$7,600	\$7,600	\$7,600	\$0	0.00%
Food Service, Sales	\$314,150	\$314,150	\$314,150	\$0	0.00%
Capital Reserve Fund	\$0	\$225,000	\$393,020	\$168,020	74.68%
Trust Fund	\$20	\$20	\$20	\$0	0.00%
TOTAL LOCAL REVENUES	\$12,135,466	\$12,179,331	\$13,482,057	\$1,302,726	10.70%
STATE REVENUES					
Spec. Educ.	\$0	\$0	\$40,000	\$40,000	100.00%
Foundation Aid	\$1,044,767	\$1,218,010	\$881,440	(\$336,570)	-27.63%
School Building Aid	\$80,087	\$58,087	\$58,087	\$0	0.00%
Catastrophic Aid	\$184,410	\$214,302	\$214,302	\$0	0.00%
Driver Educ	\$19,380	\$19,380	\$26,480	\$7,100	36.64%
Area Voc. Sch.	\$12,100	\$12,100	\$16,200	\$4,100	33.88%
Gas Tax Refund	\$7,500	\$7,500	\$7,500	\$0	0.00%
Child Nutrition	\$4,500	\$4,500	\$4,500	\$0	0.00%
TOTAL STATE REVENUES	\$1,352,744	\$1,533,879	\$1,248,509	(\$285,370)	-18.60%
FEDERAL REVENUES					
ECIA Chapt I & II	\$138,000	\$138,000	\$138,000	\$0	0.00%
Child Nutrition	\$100,500	\$100,500	\$100,500	\$0	0.00%
Total Federal Rev.	\$238,500	\$238,500	\$238,500	\$0	0.00%
GROSS REVENUES	\$13,726,710	\$13,951,710	\$14,969,066	\$1,017,356	7.29%

Warren Smith
Social Studies Teacher, MRHS
RR 2, Box 112
Peterborough NH 03458
15 March 1994

Dear Mr. Stockwell,

Earlier this week I received a call from American members of the Joint Committee on POW and MIA Issues. They have requested that I come to Washington to work on the Committee for the next 139 days. This work would be with the military portion of the Committee. This requires a 139-day period of active military duty. I feel that this would be good for the school, district and me as a social studies teacher. I therefore request that the district grant me the appropriate amount of military leave to fulfill this commitment. Listed below are some reasons why I feel the leave would be mutually beneficial.

The position I would fill on the committee would enhance my ability to teach civics, geography and history. The committee was founded by Senator Bob Smith-NH who is also a member of the Committee as is Senator Kerry-MA. Experience working at this position within the federal government would be an invaluable asset to any civics teacher.

The Committee meets regularly in Moscow and Washington. Travel to the capital of Russia and its surrounding areas will enhance my ability to teach World Geography and to offer first hand experience when presenting lessons. Few teachers in New Hampshire could offer similar experiences.

The historical perspective that I will gain by working jointly with Russian representatives, both civilian and military, is immeasurable. The Committee is investigating the fate of American Prisoners of War and Missing in Action from World War II, the Korean Conflict, the Cold War and the Viet Nam War who may have found their way to the former Soviet Union by one means or another. It is highly unlikely that any social studies teacher in New Hampshire will ever have an opportunity to work in such an environment.

It would be a personal honor for me to be able to be a part of an organization that relieves the agony felt by POW-MIA family members. Imagine how they have suffered over the long years since their loved ones disappeared. It would undoubtedly be a public relations coup for MRHS to have a faculty member engaged in this type of humanitarian effort.

As a Viet Nam veteran this venture will help me do something to help my comrades who were not lucky enough to return home. The personal satisfaction I will gain will help me lay to rest a myriad of mental goblins that find their way into my consciousness from time to time. From a very personal point of view it will have benefits only a POW-MIA family or another veteran would understand.

Upon my return, MRHS will have a rested, more knowledgeable, more at peace individual to

teach for the future. This will not cost the district any money and will probably save the district several thousand dollars.

Finally, during my fourteen years at MRHS my attendance has been quite good. Throughout the period I have gone to great lengths to plan my annual training and active duty periods to coincide with summer vacation. The Desert Shield/Storm conflict was the only major exception. Other teachers in past years have had sabbaticals awarded to them, at district expense. This has increased their value to MRHS. I feel that this period of active duty would benefit the district without cost. Surely, this opportunity would be of benefit to all concerned. It should be clear to all that it is the right thing for me to do.

Warren Smith

cc: Dr. Bill Wheeler

Monadnock Regional School District School Board

BOARDS/COMMITTEES

SAU #38

- School Board - three members each from Hinsdale, Monadnock Regional, and Winchester School Districts. Three regularly scheduled meetings a year.
- Administrative Team - building principals, some program directors, and SAU administrators. Meetings held quarterly and one workshop during the summer months.

MONADNOCK REGIONAL SCHOOL DISTRICT

- School Board - one member each from Fitzwilliam, Richmond, Gilsum, Roxbury, Sullivan, and Surry; two members each from Swanzey and Troy. Regular meetings held first and third Tuesdays at 7:30 PM. Special meetings called as needed. Board committees' meetings called as needed.
- Administrative Team - MRSD building principals, directors, and SAU assigned administrators or as needed. Meets third Wednesday of the month at 9:30 AM. Workshops and special meetings as determined by the team.
- Budget Committee - one member each from Fitzwilliam, Richmond, Gilsum, Roxbury, Sullivan, and Surry; two members each from Swanzey and Troy. Meetings as set by calendar and chairman.
- Curriculum Coordinating Team - five teachers, two principals, and two SAU administrators. Meetings set as needed by the team.
- Business/Ed Group - area business representatives, principals, SAU's assistant superintendent, computer/technology coordinator and superintendent. Meetings held at 8:00 AM of the second Friday of each month.
- Critical Skills Committee - 15 teachers, assistant superintendent, superintendent and Antioch College's Peter Eppig working on delivery of a "Critical Skills Classroom" environment with assessment of student achievement.
- Other district committees and groups as requested or needed. Wellness, Safety, Staff Development, Discipline, etc.

NEW HAMPSHIRE

- New Hampshire School Administrators Association
 - § Instructional Trends Committee - Chairperson meetings as needed.
 - § Executive Board - meets on the first Friday of the month.

SOUTHWEST REGION

- Southwester's School Administrators Association - meets on the third Friday of each month.
- Southwest Health Forum - meetings as called by chairperson.
- Chamber of Commerce, Educational Committee Co-Chair, meets on the first Wednesday of each month.
- Keene Rotary Club - meets Monday for lunch.
Rotary Scholarship Foundation - Chair
- Cheshire Center for Science and Technology Advisory Committee.
- KSC Professional Development Committee meets a couple of times a year.
- Connecticut River Tech Prep Consortium, Executive Council member.

**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
April 5, 1994**

MEETING AT

Cutler Elementary School

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Decision on the MS 23 for 1994-1995. (see attachment)
- c. MRHS teacher's involvement with POW/MIA's from WWII, Korean Conflict and the Vietnam War. (see attachment)
- d. Committee assignments. (see attachment)
- e. Action on the manifests.
- f. Correspondence/announcement

5. 8:45P SUPERINTENDENT'S REPORT

Discussion on what the Board wishes to know about the District and how best may they participate in finding what they wish to know.

6. 9:00P NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues
- c. Personnel resignation
- d. Superintendent's evaluation

7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: March 29, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

It is not true that life is one damned thing after another--it is one damn thing over and over.
- Edna St. Vincent Millay

Did Edna know something about New Hampshire school budgets?

Chairman Dennis wishes for you to observe the new agenda format and be prepared to submit opinions. Me thinks!

4.b. This is a piece of cake after the last budget pronouncement. Do you know that some people did not understand my proclamation on the budget? Perhaps it has something to do with the fact that I grew up on a tributary of the "Muddy MO".

Attached documents indicate that we will have a budget totaling \$14,969,066 for 1994-1995. A total of \$104,752 needs to be removed from our last budget. The Board's finance committee concluded the budget total to most accurately reflect what occurred at the District Meeting. John has proceeded toward completion of the MS 23 which reflects the budget total. The administrative team members have met to address the \$104,752 cut. We are prepared to recommend the following:

Reduce each elementary principals' budget by \$4,000	\$16,000
Reduce the MRHS budget by	\$6,000
Reduce the \$100,000 approved for expansion of the MRHS program by	\$44,752
Option of either --	
Canceling midday kindergarten transportation,	\$38,000
Not adding an additional MRHS teacher, or remove	\$36,000
the 1/2 Special Ed teacher at Emerson	\$25,000
repair the Troy Library floor and	\$6,000
computers in the Northern Schools	<u>\$7,000</u>
subtotal	\$38,000
option	<u>\$38,000</u>
	\$104,752

The \$100,000 added to accommodate the additions at MRHS supposedly included two staff members and furniture for the four classrooms. To cut one or more existing programs to accomplish this makes little sense to us. One additional teacher could be added if either kindergarten transportation or the three items were cut from the budget. The assignment of the teacher would be reflected by work presently being done by Dan, Kathy and some MRHS teachers. A final decision would not be presented for Board action until student registration for 1994-1995 classes is completed. The registration would indicate the most critical need. If the position is withdrawn student registration would reflect that decision. Each principal will cut the amount indicated and advise John and myself of that cut, it would then be properly entered in the budget.

4.d. Mr. Smith has received military orders to report for duty. His last day of teaching will be Friday, April 1, 1994. The date is a coincidence not intentional. He will return to employment at the

beginning of the 1994-1995 school year.

4.e. Please review the committee assignments for concurrence or disagreement. Please call Dennis, if need be, prior to the meeting.

5. In the past you have advised me of issues/items which you wished to have brought to the Board. Perhaps we could expand that thought this time and include a format in which you would like for the material to be presented. I would like to explore this topic with you.

Non-Public Session (For Board Members only)

A MRHS teacher has resigned her position as of March 25, 1994. The presumption of the cause for this resignation will be presented to you at the meeting.

A copy of **BOARDS/COMMITTEES** which I am involved with is attached for your review. It has seemed to be of some assistance in your evaluation of my past performance. Dennis has asked to remind you that my evaluation should be completed at this meeting. The SAU Board meets on the first Monday in May.



beginning of the 1994-1995 school year.

4.e. Please review the committee assignments for concurrence or disagreement. Please call Dennis, if need be, prior to the meeting.

5. In the past you have advised me of issues/items which you wished to have brought to the Board. Perhaps we could expand that thought this time and include a format in which you would like for the material to be presented. I would like to explore this topic with you.



every one
else

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
April 5, 1994, Cutler Elem. School

Meeting was called to order by D. Keating, Chairman, at 7:35 P.M..

PRESENT: B. Ballou, L. Barrett, T. Britton, J. Fallon, B. Hamill, D. Keating, J. Tommila, G. White, Dr. W. Wheeler, Superintendent and K. Holt, Assist. Superintendent. J. Menton, D. Bell, L. DeCoste, N. Evans, D. Mousette, D. Stockwell, C. Roosa, R. Soucy and W. Smith were also present.

CONSENT AGENDA:

B. Ballou MOVED: The approval of the minutes of March 15, 1994; SECONDED by J. Fallon. VOTED: 6-0-1-3. J. Tommila was not present to vote.

G. White MOVED: That the administration's recommendation for course reimbursements be approved (T. Majoy, \$347; T. Fosher, \$89; J. Minnich, \$89; T. Raffelt, \$89; K. Stewart, \$89; M. Fosher, \$161 and E. Corindia, \$25); SECONDED by B. Hamill. VOTED: 8-0-0-2

D. Keating requested that the Board be provided at its next meeting an update on the organization and assignment of the Surry School staff for the next school year.

CITIZEN CONCERNS:

L. Kolarik, Cutler School Assist. Principal, on behalf of the staff and the administration welcomed the School Board and expressed their appreciation for the Board's support of a proposed all-purpose facility for the Cutler School. He offered the assistance of the staff to research and promote the proposal.

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS:

J. Tommila and D. Keating reported that Ingram Construction Corp. of West Swanzey submitted a cost proposal for the construction of the proposed high school addition (see attached document). Options were discussed and it was recommended that the Texture 1-11 on an end wall be replaced by an insulated block for an additional \$3,000, and that the cafeteria addition be acted upon at a later date and after further study. J. Tommila noted that the cost for the fixed, science room furniture and Ingram's fees are included in the project cost and that the architect's fees will require an additional \$23,500.

J. Tommila MOVED: That the Board approve a Contract with Ingram Construction Corp. of \$429,482. for the high school addition as recommended; SECONDED by L. Barrett. VOTED: 8-0-0-2.

L. Barrett MOVED: That D. Keating and Dr. Wheeler be authorized to sign the contract with Ingram Construction for the new construction as recommended; SECONDED by B. Ballou. VOTED: 8-0-0-2

The Board discussed the MS-23 Financial Report resulting from a meeting of the Finance Committee meeting of March 21st. Included in the discussion were the Administration's recommendations to reduce the Board's budget by \$104,752 so as to arrive at a final budget of \$14,969,066, as approved by district voters. Discussion included the canceling of midday kindergarten, high school staffing and proposed course offerings, special education needs, computers for the Northern schools and the position of principal proposed for the Emerson School in Fitzwilliam. It was a consensus of the Board that the purchase of classroom furniture for the new construction would be charged against the building project. It was also discussed that a grant would be written to provide computers for the Northern schools.

B. Ballou MOVED: That the Board cancel midday kindergarten transportation; SECONDED by L. Barrett. VOTED: 1-7-0-2.

L. Barrett MOVED: That the elementary school budgets be reduced by \$16,000; the high school budget by \$6,000; the high school building/staff proposal by \$64,752; the Troy library renovation project by \$6,000 and the computers in the Northern schools by \$7,000; SECONDED by J. Fallon. VOTED: 7-1-0-2.

Dr. Wheeler advised the Board that W. Smith's request for military leave for the remainder of the school year fell within the terms of the Master Contract and therefore did not require a vote of the Board. B. Soucy, Social Studies Department Head, stated that he opposed W. Smith's military leave request indicating that he was too valuable a teacher to lose for such a length of time; the military assignment was voluntary and not required, students would not do as well with substitute teachers and W. Smith's request is in violation of his teacher contract. W. Smith described his assignment to work with public officials and military personnel in a joint effort with Russian counterparts to identify and locate Vietnam and Korean War MIA(s). He indicated he was chosen by military intelligence for his ability to speak Russian and Vietnamese. W. Smith holds the rank of Major and served in Vietnam and Desert Storm. He described his obligation to the military and to the families of the MIA(s). W. Smith expressed concern for the hard feelings he may have caused as none were intended. Dr. Wheeler spoke in support of W. Smith's request and that students in his classes will benefit by this experience.

D. Keating spoke specifically about each committee and his expectations for the ensuing school year. He emphasized the need for committees to prioritize their goals, prepare plans for action and to work toward meeting the Board's objectives for the 1995 annual meeting. He noted that the Negotiations, Communication, Finance and the Facilities Committees have added responsibilities preparing for the annual meeting. He appointed B. Hamill chairman for Negotiations; J. Fallon for Communications; J. Tommila for Facilities and T. Britton for

Finance. The Board endorsed the continuation of the Transportation Committee and L. Barrett volunteered to fill the vacant position on the committee. J. Carnie will be the Board's representative to the Budget Committee. D. Keating, B. Hamill and G. White will serve on the SAU Board. (see attached list).

B. Hamill MOVED: That the Board approve the manifest as presented (Payroll No. 19, \$199,569.59; Payroll No. 20, \$205,910.33; Payorder dated 3/16/94, \$330,324.04; Payorder dated 3/30/94, \$335,379.34 and Payorder dated 4/5/94 \$191,162.96); SECONDED by G. White. Voted: 8-0-0-2.

Dr. Wheeler informed the Board of the NHSBA annual convention on May 13th. Interested board members are to contact Dr. Wheeler to register. Board members were reminded of the April 25th Spring Law Conference.

Plans were discussed to plan a gathering at the Fitzwilliam Inn, April 28th, 7:00 PM to recognize and honor Winston Wright for his years of service on the Board.

Dr. Wheeler outlined his plans for principal candidates to meet with staff and board members. Board members will meet with candidates at 5:00 PM at the school site starting April 12th.

SUPERINTENDENT'S REPORT

Dr. Wheeler informed the Board that future meetings will include D. Stockwell on April 19th, Paula Baldwin and C. Roosa on May 3rd. D. Keating requested that time be scheduled for the Board to review its goals. K. Holt indicated that the new Health Curriculum will be ready for presentation in early June. Dr. Wheeler expressed an interest in scheduling a session with the District's Business Committee. Board members also expressed an interest in follow-up sessions regarding computers, facilities and gifted and talented.

NON PUBLIC SESSION

At 9:10 PM, G. White MOVED: That the Board enter into non public session for the purpose of discussion personnel, negotiations and legal matters; SECONDED by J. Fallon.
VOTED: 8-0-0-2 by a roll call vote.

G. White MOVED: That the Board accept the resignation of Jessica Petrella effective March 28, 1994; SECONDED by B. Hamill.
VOTED: 8-0-0-2.

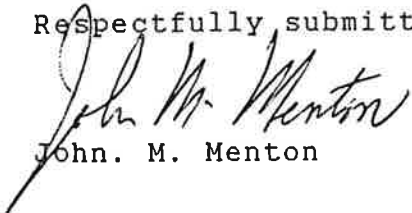
L. Barrett MOVED: That the Board approve D. Brnnger's, Emerson Kindergarten teacher, request for maternity leave starting the 1st of May and for the 1994- 95 school year; SECONDED by B. Hamill. VOTED: 8-0-0-2.

The Board was advised as to the current status of negotiations.

The Board and Dr. Wheeler met to review his performance and to set goals for the ensuing year.

The Board returned to public session at 10:00 PM. There being no further business, the meeting was adjourned.

Respectfully submitted,



John. M. Menton

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Kathleen Holt, *Assistant Superintendent*
John M. Menton, *Business Manager*

Richard T. McCarthy, *Assistant Superintendent*
Kenneth R. Dassau, *Director of Special Services*

To: SAU #38 School Board Members
Date: April 13, 1994
Topic: Agenda For the May 4, 1994 Meeting
From: Dr. Bill Wheeler

The meeting is scheduled to convene at 7:30 PM, Wednesday, May 4, 1994 at the Fitzwilliam Inn preceded by dinner at 6:00 PM.

Agenda:

1. Approval of minutes for the December 6, 1993 meeting.
2. End of year (1993-1994) SAU #38 financial statement. Mr. Menton will present a discussion on the issue.
3. Discussion of SAU business:
 - a. Computerization of the fiscal program
 - b. Filing system update
 - c. Special Education update
5. SAU #38 organization for 1994-1995. This consists of voting for officers and setting meeting dates for 1994-1995.

Chairperson _____

Vice Chairperson _____

Secretary _____

Treasury _____

Vice Treasury _____

Corresponding dates

Place

November 2, 1994 _____

December 5, 1994 _____

May 3, 1995 _____

Non-Public Session

6. Approval of SAU #38 1994-1995 employee contracts and setting of salaries.
7. Evaluation of superintendent's performance.

MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
April 19, 1994

MEETING AT

Emerson School, Fitzwilliam

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Jim Harris update on curriculum changes in his classroom.
- c. Request from Troy teacher to enroll her child in the Troy School.
- d. Action on the manifests.
- e. Correspondence/announcement
 - 1) SAU #38 Agenda

5. 8:45P SUPERINTENDENT'S REPORT

- a. Report on the status of MRHS by Dan Stockwell.

6. 9:00P NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues
- c. Superintendent's evaluation

7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: April 13, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

The most savage controversies are about those matters as to which there is no good evidence either way.
— Bertrand Russell

4.b. Jim will be present to discuss what has transpired within his classroom as a result of his schooling efforts during the summer and corresponding with others during the school year.

4.c. Kelly Wichland, Troy Kindergarten Teacher and a Sullivan resident, requests that the Board permit the enrollment of her child into the Troy Kindergarten program next school year. She will provide the transportation. By appearances the kindergarten classes will be small in size at Troy next year.

4.e.1) The SAU agenda is attached for your review. It provides you with an opportunity for input on any item on the agenda or any other good business you wish to have addressed at the SAU level.

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
April 19, 1994, Emerson Elem. Sch.

Meeting was called to order by D. Keating, Chairman, at 7:35 PM.

PRESENT: B. Ballou, L. Barrett, J. Fallon, B. Hamill, D. Keating, J. Tommila, G. White, Dr. W. Wheeler, Superintendent and K. Holt, Assist Superintendent. J. Menton, and C. Roosa were also present.

CONSENT AGENDA:

G. White MOVED: The approval of the minutes of April 5, 1994; SECONDED by B. Hamill. VOTED: 7-0-0-3.

G. White MOVED: That the administration's recommendation for course reimbursements be approved (D. Elkavitch, \$99; L. Evans, \$135; K. Holt, \$40 B. Tom, \$60 and A. Monether, \$99); SECONDED by J. Fallon. VOTED: 7-0-0-3.

J. Tommila raised a number of questions regarding the clear cutting of trees behind Mt. Caesar School. One question pertained specifically to the Board's formal vote to remove the trees. It was explained that the Board's approval came with the approval to meet the need for additional athletic teams and the need for additional playing fields. C. Roosa reported that Wayne Young of Swanzey, a forest manager, was contracted to oversee the tree harvest, including the bid process, permit applications, selective cuttings and specific conditions contained within the contract.

Dr. Wheeler, responding to D. Keating's question, indicated that he did not know if the new budget committee members were notified of their election.

Dr. Wheeler indicated that D. Mousette will provide an update on the Surry staffing and organization for 1994-95 at the May meeting of the Board.

J. Menton informed the Board that the MS-23 Financial Report of the Annual Meeting has been replaced by the MS-22 and requested Board members to sign the new reporting form.

J. Tommila asked if the Board voted to approve the principal position for the Emerson School. D. Keating explained it was approved as part of the budget building process.

CITIZEN CONCERNS:

J. Fallon presented a request of the Troy Parents Association for approval to construct a baseball backstop, fencing and additional playground swings on the site of the Troy School. J. Fallon MOVED: That the Board approve the request of the Troy Parents Association subject to a cooperative working arrangement with C. Roosa; SECONDED by G. White. VOTED: 7-0-0-3.

J. Tommila asked if consideration could be given to connecting the portable classroom at the Emerson School to the main building with a covered walkway. C. Roosa indicated the matter will be addressed.

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS:

D. Keating reported that he and Dr Wheeler had signed a contract with Ingram Construction for the high school addition.

The administration informed the Board that proposals for the additional modular classrooms to be installed this summer at Mt Caesar were being received. C. Roosa presented a request from the high school science department for two, teacher science room desks at a cost of \$1740. The process for approving change orders was discussed. C. Roosa informed the Board that the administration will be holding weekly meetings with the project supervisor to assess the progress of the high school project. It was agreed that the Facilities Committee will meet on May 2nd, 5:00 PM at the Wyman House to review the matters discussed.

J. Harris, high school science teacher, described his summer experiences studying at the University of Wisconsin - LaCrosse and activities his students are experiencing as a result of his studies.

Dr. Wheeler presented K. Wichland's request for her child to attend the Troy Kindergarten next year. K. Wichland is a Sullivan resident and a Troy teacher. Transportation will be K. Wichland's responsibility. B. Hamill MOVED: That the Board approve K. Wichland's request; SECONDED by B. Ballou. VOTED: 7-0-0-3.

Dr. Wheeler presented L. Scarborough's request for permission for her two sons to finish the school year at Mt. Caesar School. The family has moved to Troy. B. Ballou MOVED: That the Board approve the request of L. Scarborough; SECONDED by L. Barrett. VOTED: 7-0-0-3.

Dr. Wheeler presented the request of H. Mercer, a Gilsum resident and a Mt. Caesar teacher, for her daughter to attend the 2nd Grade at Mt. Caesar in September. The Board took no action on the request and asked that it be provided projected enrollments for September of '94 before making a decision.

B. Hamill MOVED: That the Board approve the manifest as presented (Lunch Program Voucher dated 4/20/94, \$31,733.77; Payroll No 21, \$203,209.01; Payorder dated 4/13/94, \$424,463.83 and Payorder dated 4/19/94, \$57,988.63) SECONDED by G. White. VOTED: 7-0-0-3.

SUPERINTENDENT'S REPORT

Dr. Wheeler reported that the State Board of Education will be holding a meeting on April 27th at the Keene High School.

Matthew Gagne has been nominated by WMUR-TV as one of the Top Ten Graduating Seniors in New Hampshire.

G. Kuhn, advisor to the Technology Student Association, notified Dr. Wheeler that fourteen MRHS students participated in the competitive events at the annual conference scoring 7, 1st; 7, 2nd and 5, 3rd place finishes.

G. Kuhn, Odyssey of the Mind Building Coordinator, also informed Dr. Wheeler of the activity of the Jr. H.S and High School teams commending the student participants for their success and thanking the teachers for their cooperation and support.

The Board asked that its congratulations to the students and appreciation to the staff be expressed in a letter to them.

Dr. Wheeler reviewed the process for the selection of the new principals for the Troy and Emerson schools. He expects that recommendations will come before the Board no later than May 19th. J. Tommila requested that he be given the criteria prepared for the interview and selection process.

NON PUBLIC SESSION

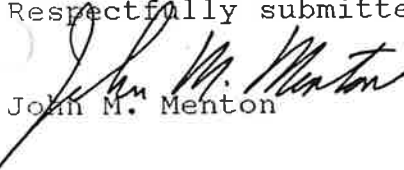
At 9:05 PM, L. Barrett MOVED: That the Board enter non public session for the purpose of discussing personnel and negotiations; SECONDED by J. Fallon. VOTED: 7-0-0-3 by a roll call vote.

The Board was advised as to the current status of negotiations.

The Board and Dr. Wheeler met to review his performance and to set goals for the ensuing year.

The Board returned to public session at 9:40 PM. There being no further business, the meeting was adjourned.

Respectfully submitted,


John M. Menton

Curtis J. & Rosanne T. Cardine
167 Old Richmond Rd
East Swanzey, NH 03446

Mr. Dan Stockwell
Monadnock Regional High School
580 Old Homestead Hwy
East Swanzey, NH 03446

Mr. Stockwell;

This school year has been an exceptionally trying one for our son, Tony Cardine. Beginning in February Tony was struck by a fever and flu which was followed by severe headaches. He has been out of school more in the past several months than in his entire school career put together. Needless to say this has been a difficult period for our entire family with many visits to the doctor and specialists trying to ascertain what was wrong with our son. He has been to several doctors, had dozens of tests, and missed many school days during this period.

Yesterday, while driving Tony to Hanover for an MRI and a consultation with the neurologist at Mary Hitchcock Hospital, it occurred to me that you may not be aware of the extra time and energy that your staff has provided to my son and to us as parents. Dan, your teachers have been wonderfully kind and helpful to Tony. They have made every effort to help him keep up to date and to continue his academic progress.

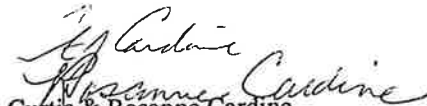
Mrs. Bohannon, your school nurse, and Mrs. Watkins, Tony's school counselor, have been right there to provide us with answers and to alleviate Tony's apprehensions about falling behind in his school work. As you know he is a consummate scholar. He was quite concerned about missing school.

Mr. Brennan called to assure him of his spot on the team and to offer moral support. Mr. and Mrs. Kuhn, and Mrs. Sciuto are people I would gladly have on my own staff. They went out of their way to help him compete at the OM championships with his team.

Mrs. Fay, Tony's English teacher, called often to make sure he was okay and to encourage him. This has been true of all of his teachers. They have encouraged Tony and worked to assist him on his work. Your secretarial staff always greeted me with concern and kindness when I called in to tell them Tony was still sick.

Rosanne and I would appreciate it if you read this note to your staff during a staff meeting. So often your staff hears what is wrong with education and what they do. I hope this lets them know that we do appreciate the everyday things that they strive to provide our children. I know that their kindness to Tony is typical of the dedication that they put into every child in the Monadnock School System.

With sincere appreciation,


Curtis & Rosanne Cardine
04/14/94

cc: William Wheeler

Learning Fair

4/10/94

Dr. Wheeler,

Monadnock Regional High School held its 2nd Learning Fair April 7th 1994. I would like to acknowledge the work done by the members of the Learning Fair Committee, the Volunteer Judges, the work done by the teachers in organizing the exhibits and demonstrations, and those who donated prizes.

Learning Fair Committee: Sue Sciuto, Chana Robbins, Steve Streeter, Tonya LeCour, Deb Crowder, Joe Smith, Kathy Holt, Walt Greiner, Kathy O'Brien, Paul Breckell, & Bernadette Kuhn

Judges: Dave Adams, Laura Barrett, Gary Bednarski, Dave Bell, Tom Britton, Allan Corindia, Jim Fallon, Francis Faulkner, Barbara Glidden, Kathy Holt, Mike Neylan, Dennis Poirier, Jane Roberts, Jim Sweeney, William Wheeler, Louis Whittum

Prizes donated by: MRSD Staff (\$50 Savings Bond), Markem Corp. (\$50 Savings Bond), Troy Mills (\$50 Savings Bond), MPB (\$30 Toadstool g.c.), MRHS Student Council (\$30 Toadstool g.c.), Papa Gino's, Karl Roberts, Hairport (Gift Certificates), Norm's Ski & Bike Shop (Bike Equipment)

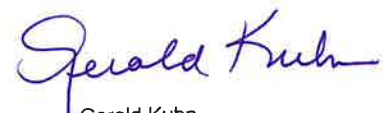
In the Independent Research Projects, prizes were awarded to the following students:

Junior High:

- 1st Ian Frazier /Steam Locomotion
- 2nd Kate Fallon /History of Roxbury
- 3rd Kirk Callender /M&M Math

High School

- 1st Lura Rogers /Mayan Architecture & Culture
- 2nd Tracy Bleau / Biology & Mathematics
- 3rd David Pantzer /Heraldry
- 4th Erik Russell /Comic books as Literature



Gerald Kuhn
Learning Fair Co-ordinator

cc: Kathy Holt
Dan Stockwell

International Comparisons

Education at a Glance: OECD Indicators examines aspects of education policy — such as financing, staffing, decision-making, level of participation, and student tracking — in 26 member countries of the Organization for Economic Cooperation and Development.

The table below, reproduced from information in the report, indicates levels of educational attainment in the OECD countries. In most of the countries, more than half of the population 25 to 64 years of age has completed at least upper secondary education. In five countries — Canada, Germany, Norway, Switzerland, and the United States — more than 75 percent of the population have attained this level. The table shows large differences in all countries in the educational attainment of young and older age groups; younger people have benefited from the expansion of education that has occurred since the 1960s.

In a finding not shown in this table, the report points out that the United States is the only country where more than 20 percent of all men and women 25 to 34 years of age have obtained a university education; 26 percent of men and 21 percent of women in the U.S. have obtained this level.

Percent of Persons Having Attained at Least Upper Secondary Education, by Age Groups, 1991

Country	Age Groups				
	25-34	35-44	45-54	55-64	25-64
Australia	64	62	54	40	56
Austria	79	70	63	49	68
Belgium	58	49	37	22	44
Canada	86	82	68	54	76
Denmark	75	64	57	43	61
Finland	81	67	50	30	60
France	66	56	45	27	50
Germany	88	86	79	67	82
Greece	-	-	-	-	-
Iceland	-	-	-	-	-
Ireland	54	41	33	24	40
Italy	43	34	20	12	28
Japan	-	-	-	-	-
Luxembourg	-	-	-	-	-
Netherlands	67	59	50	40	57
New Zealand	59	58	51	-	56
Norway	88	83	75	61	79
Portugal	12	8	5	3	7
Spain	40	23	12	8	22
Sweden	85	73	61	45	67
Switzerland	88	84	77	69	80
Turkey	22	17	13	11	17
United Kingdom	79	69	58	48	65
United States	86	88	81	72	83
Country Mean	66	59	49	38	55

- data not available.

SOURCE: *Education at a Glance: OECD Indicators* (253 pages) is available for \$30.00 prepaid from OECD Publications & Information Center, 2001 L Street, NW, Suite 700, Washington, DC 20036-4910. Phone: (800) 456-6323. Fax: (202) 785-0350.

**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
May 3, 1994**

MEETING AT

Veterans Hall, Richmond

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Electronic Communications affecting the Fiscal Program.
- c. Accounting procedure for managing Building Construction Fund.
- d. Action on the manifests.
- e. Correspondence/announcement
 - 1) Parents' Letter on teachers at MRHS
 - 2) Learning Fair report
 - 3) *Education at a Glance: OECD Indicators*, attainment of Upper Secondary Education comparison report.

5. 8:45P SUPERINTENDENT'S REPORT

- a. Report on the status of MRHS by Dan Stockwell.

6. 9:00P NON PUBLIC SESSION

- a. Nomination of Principal(s)
- b. Personnel Contract
- c. Legal issues

7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: April 27, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

Everything is funny as long as it happens to someone else.

-- Will Rogers

4.b. Arlene Perry will be in attendance to discuss with us the purpose, possibilities, and procedures involved in electronically transferring monies for the District. John will present the issue in some detail. The topic was broached at an earlier meeting. It involves, primarily, the effort to more efficiently handle the District's deposits, reports, and to move monies within the bank accounts. One goal is to take better advantage of interest made from District monies placed with the bank. A second goal is to rely upon the electronics to better account for and report movement of monies with human checks on accuracy of all money transfers. A third goal is to more quickly reconcile accounts for reporting and decision making purposes.

4.c. John is prepared to suggest a procedure for managing the Building Construction Fund. The suggestions will be presented to the Facilities Committee at their Monday, May 2, 1994 meeting. Of some question will be whether payments will be a part of the Manifest acted on separately?

6.a. The sun is rising in the East. If things go as planned I will present at least one nomination for principalship of Emerson Elementary School. If things go very well I will have another nomination for principalship of Troy Elementary School. Staff and community members will have met and selected a candidate for each school to present for Board consideration. I have invited staff and community members to be in attendance for the nomination. It is the Board's option to permit them into a Non-Public Session. My role, as the nominator, is to explain why the candidate is being proposed, describe the procedure used to select the candidate and respond to any question you may have about the candidate or procedure. The community and staff would be able to respond, from their perspective, on the qualities of the candidate and discuss their opinions of the procedure.

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
May 3, 1994, Richmond Veterans Hall

Meeting was called to order by L. Barrett, Vice Chair, at 7:35 PM.

PRESENT: B. Ballou, L. Barrett, J. Carnie, J. Fallon, B. Hamill, D. Keating, J. Tommila, G. White, J. Young, Dr. W. Wheeler, Superintendent and K. Holt, Assist Superintendent. J. Menton, D. Bell, D. Mousette, D. Stockwell and Arlene Perry, School District Treasurer were also present.

CONSENT AGENDA:

G. White MOVED: The approval of the minutes of April 19, 1994; SECONDED by B. Ballou. J. Tommila noted on page one, (See Consent Agenda, paragraph 7) that it should read, "J. Tommila asked if the Board voted to approve the principal positions for both the Troy and Emerson School." VOTED: 8-0-1-1 as corrected.

G. White MOVED: That the administration's recommendation for course reimbursements be approved (J. Barth, \$280; J. Harris, \$95 and K. Wichland, \$109); SECONDED by B. Ballou. VOTED: 9-0-0-1.

G. White reported that the green house located at the High School was damaged by heavy snow and was in need of repair. He indicated that C. Roosa recommended that it be disassembled and placed in storage. G. White MOVED: That the School Board approve the recommendation to disassemble the greenhouse and place it in storage; SECONDED by B. Ballou. VOTED: 9-0-0-1.

Dr. Wheeler presented a request of Mrs. C. Flibotte that her son be allowed to finish the school year at the Cutler School and that she would be responsible for his transportation. Her son is now residing in Keene.

B. Ballou MOVED: That the Board approve Mrs. Flibotte's request for her son to finish the school year at the Cutler School; SECONDED by J. Young. VOTED: 9-0-0-1.

Dr. Wheeler presented a request of Mrs. E. Draper of Fitzwilliam that her son be allowed to remain at the Troy School for the 1994-95 school year for the Sixth Grade and that she will provide transportation. Asked if this request would be precedent setting, Dr. Wheeler described a number of situations of Fitzwilliam students attending the Troy School.

B. Hamill MOVED: That the Board approve Mrs. Draper's request for her son to remain at the Troy School for the 1994-95 school year; SECONDED by J. Young. VOTED: 9-0-0-1.

D. Keating reminded the Board of the CVC meeting scheduled for Wednesday the 4th, 7:00 PM, at Thayer High School, Winchester.

CITIZEN CONCERNS: None

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS:

J. Tommila reported that the Facilities Committee met on Monday, May 2nd to discuss the administration's proposal for additional modular classrooms at the Mt. Caesar School. Plans call for two, 900 sq.ft. classrooms and two, 1200 sq.ft. classrooms, lavatories and a custodial work area. One GELCO, two classroom unit would be replaced and returned to the lessor. The administration is expecting at least four quotes and it has been recommended that North American Timber Frame Company of Keene be invited to submit a proposal. A recommendation will be presented to the Board for approval on May 17th.

D. Keating reported on the progress of the high school building project. J. Menton explained the need for the Board to delegate the responsibility for approving "change orders". It was discussed that the administration would be authorized to approve up to \$1800.

D. Keating MOVED: To authorize a change order of \$7,000. for the installation of chalkboards and tack boards; SECONDED by G. White. VOTED: 9-0-0-1.

G. White MOVED: To authorize the payment of \$34,851.60 to Ingram Construction and a payment of \$18,358 to Banwell, White and Associates for architect fees; SECONDED by J. Fallon. VOTED: 9-0-0-1.

J. Menton presented a number of cost and time saving proposals for transmitting financial transactions electronically, including direct payroll deposit for employees. The Board was also advised of the opportunity to invest District funds in the New Hampshire Public Deposit Investment Pool. Changes in some of the treasure's current practices were discussed such as the use of a electronic check writer. A. Perry expressed concern for the added cost of the proposals. Concern was expressed that any changes must be consistent with the RSA's. J. Menton indicated that any proposals would be reviewed by the District's accountant and with A. Perry.

J. Menton distributed to the Board three financial reports - a trial balance, expenditure report and a revenue report, to illustrate the accounting procedures for managing the Five Year Construction Fund. A copy of a letter to the Swanzey Trustees of the Trust Fund requesting the release of funds for the new construction was distributed to the Board.

B. Hamill MOVED: That the Board approve the manifest as presented (Payroll No 22, \$184,296.90; Payroll dated 5/3/94, \$2,128.31; Payorder dated 4/27/94, \$306,552.88 and Payorder dated 5/3/94, \$332,949.17); SECONDED: by J. Carnie. VOTED: 9-0-0-1.

The administration and board members commented on the success of the High School Learning Fair held on April 7, 1994. G. Kuhn's letter to Dr. Wheeler was referenced during the discussion. Dr. Wheeler also referenced a ERS Bulletin showing an international comparison of educational attainment and a letter from a parent acknowledging the efforts of the high school.

SUPERINTENDENT'S REPORT

D. Stockwell presented a status report on the junior high program planned for the 1994-95 school year. A list of curriculum changes were noted and in addition class time requirements were compared to State minimum requirements; course recommendations for Grade 7 and Grade 8 were outlined and typical student schedules were illustrated. D. Stockwell commented on the District's Assessment Plan and the methods used to determine how well students learn. A chart was distributed showing the assignment of classrooms for high school classes, junior high classes and shared classrooms.

NON PUBLIC SESSION

At 9:30 PM, G. White MOVED: That the Board enter non public session for the purpose of discussing personnel and negotiations; SECONDED by B. Ballou. Dr. Wheeler requested that teachers and citizens who were present and who participated in the process of interviewing principal candidates be present during the non public session. J. Carnie voiced his objection to the request stating that the teachers and citizens were not part of the nominating process. J. Carnie read the RSA relative to the issue and discussion followed. VOTED: 8-1-0-1 by a roll call vote.

B. Hamill MOVED: That the Board accept the nomination of Karen Craig for the position of principal of the Emerson School ; SECONDED by J. Young. VOTED: 9-0-0-1.

B. Hamill MOVED: That the Board accept the nomination of Judy Stettler for the position of principal for the Troy School; Seconded by J. Fallon. VOTED: 9-0-0-1.

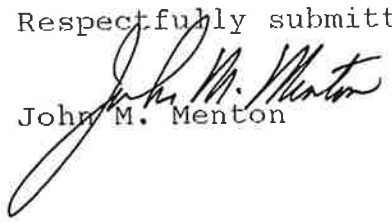
Dr. Wheeler presented the resignation of Alan Putz, Monadnock High School Assistant Principal. B. Ballou MOVED: That the Board accept the resignation of Alan Putz, effective August 1, 1994; SECONDED by G. White. VOTED: 9-0-0-1.

Salary increases for staff not covered by the Master Agreement were discussed.

The Board was advised as to the current status of negotiations.

The Board returned to public session at 10:30 PM. There being no further business, the meeting was adjourned.

Respectfully submitted,


John M. Menton

**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
May 17, 1994**

MEETING AT

Monadnock Regional High School

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Action on the manifests.
- c. Correspondence/announcement

5. 8:45P SUPERINTENDENT'S REPORT

- a. "Success by Six" report on progress

6. 9:00P NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues

7. ADJOURNMENT

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
May 17, 1994, Monadnock Reg. H.S.

Meeting was called to order by D. Keating, Chairman, at 7:35 P.M.

PRESENT: B. Ballou, L. Barrett, J. Carnie, J. Fallon, B. Hamill, D. Keating, G. White, J. Young, E. Barrett, Student Representative, Dr. W. Wheeler, Superintendent and K. Holt, Assist Superintendent. Also present were J. Menton, L. DeCoste, D. Mousette, T. Warner, C. Roosa and A. Corindia.

CONSENT AGENDA:

G. White MOVED: The approval of the minutes of May 3, 1994; SECONDED by J. Carnie. VOTED: 7-0-0-3. B. Ballou was not in attendance at the time of the vote.

E. Barrett introduced Eric Russell and Brian Snyder, new student co-representatives to the Board. Dr. Wheeler suggested that students become representatives to the Board with it's reorganization meeting in March. It was noted that by having co-representatives there would be less conflict with school and individual student activities.

B. Hamill MOVED: That the administration's recommendation for course reimbursement be approved (R. Blackadar, \$25.); SECONDED by L. Barrett. VOTED: 7-0-0-3

Dr. Wheeler noted that D. Mousette will report on 1994-95 plans for the Surry School at the next meeting of the Board.

Dr. Wheeler presented the request of T. Lecour for a sabbatical leave during the second semester of the 1994-95 school year. No action was taken on the request. L. Barrett asked that it be placed on the agenda of the next Board meeting and that copies of the Sabbatical Leave Policy be sent in advance of the meeting to all members.

T. Warner presented an overview of the 2nd draft of the District's Technology Plan Goals. T. Warner spoke specifically to the formation of a steering committee, networking, telecommunications, learning/video education, multi-media, hardware/software interaction, and specific subject areas. He further described the need for staff training, upgrading of the physical plant and the use of resources outside of the District. Board members expressed concern for not having sufficient funding, obstacles to overcome and the need for the Committee to work toward planning and preparing for District meeting in March.

CITIZEN CONCERNS: None

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS:

Mr. Wheeler presented to the Board a document describing the roles and responsibilities of the SAU office and the superintendent of schools. He noted that he had visited with the Hinsdale School Board to discuss the document and will be meeting shortly with the Winchester School Board. Questions were raised regarding the graph contained in the document and the reference to consumer price indexing.

D. Keating gave a progress report on the high school construction project and the Facilities Committee recommendation to implement a plan to upgrade the cafeteria in place of constructing the proposed cafeteria solarium. G. White MOVED: That plans for the construction of the solarium will not be done at the present time; SECONDED by B. Ballou. VOTED: 8-0-0-2.

D. Keating reported that the administration and food service staff will be meeting on June 1st with Bob McGrath of Crabtree McGrath Associates, food service consultant, to finalize the cafeteria upgrading proposal. The proposal will be presented to the Board on the 7th of June.

D. Keating presented a recommendation of the Facilities Committee to locate two, 900 sq.ft classrooms and two, 1200 sq.ft classrooms at Mt Caesar School for the 1994-95 school year. The proposal is to provide also for additional lavatories. Funding options for the first year cost of a five year lease purchase proposal were discussed using a portion of the unused Mt. Caesar heating project funds or funds from the current building project. There appeared to be no support for use of the heating project's unexpended balance. G. White MOVED: That the Board approve the expenditure of \$57,000. as the first year cost of a lease purchase of the modular classrooms proposed for the Mt. Caesar School; SECONDED by J. Young. VOTED: 6-2-0-2.

B. Ballou reported on HB-1584 regarding a state-wide school tax , a topic discussed at a recent NHSBA conference , "Dealing With Controversial Issues Today in Education". L. Barrett and D. Keating also attended the conference. Other topics of interest discussed were year-round schools in Johnson, Vermont, programs of inclusion and the use of community agencies as resources for public schools.

B. Hamill MOVED: That the Board approve the manifest as presented (Lunch Program Voucher dated 5/16/94, \$19,527.82; Payroll No 23, \$208,794.56; Payorder dated 5//11/94, \$340,283.12 and Payorder dated 5/17/94, \$405,711.65); SECONDED: by J. Carnie. VOTED: 8-0-0-2.

J. Menton presented a projection of end-of-year revenues and expenditures for the current year as of April 29, 1994. Estimates show a revenue surplus of \$31,334 and an expenditure surplus of \$8,785. It was explained that the projected surplus was in addition to an estimated \$65,000 of the Mt. Caesar heating project fund to be returned to the Capital Reserve Fund and an estimated \$75,000 carry over from 93-94 expenditures. At the request of the administration, D. Keating, Chairman, appointed B. Hamill, G. White, L. Barrett, J. Fallon and himself to approve and sign manifests at times when the Board is not in session. Three signatures will be required.

D. Mousette presented a proposal to the Board not to fund the assistant principal's position at the Gilsum School for the 1994-95 school year as part of a \$4000. budget reduction. There would be a \$1200. savings.

L. Barrett MOVED: To remove the stipend for the assistant principal position at the Gilsum School for the 1994-95 school year; SECONDED by G. White. VOTED: 0-8-0-2. The Board asked that additional information and other options be made available for the next meeting of the Board.

R. Holt informed the Board of a Wellness Picnic to be held on May 22nd, 1:00 P.M., at Otter Brook State Park. The Board was asked to take note of the survey in the recent issue of "Mutterings". She also reported that the 7th Grade, Pilot Integrated Team Teaching Project will be meeting on May 25th, 7:00 P.M. in the high school cafeteria.

The Board was advised of Dick Furlong's hospitalization and asked that flowers be sent to him on its behalf.

Dr. Wheeler reported that Dan Stockwell and David Bell are being recognized as outstanding New Hampshire school principals for the 1993-94 school. Board members were reminded of the CVC meeting at Thayer H.S., Monday 23rd, 7:00 P.M.

SUPERINTENDENT'S REPORT

Dr. Wheeler reported on the effort of bringing together school board members, business CEO's and leading educators to address the issue of children being prepared to attend school. Reference was made to a local program, "Children Come Prepared For School" and Jim Reiner's program, "Success by Six", a St. Paul Minnesota effort. Dr. Wheeler expressed hope for a late June/early July meeting.

NON PUBLIC SESSION

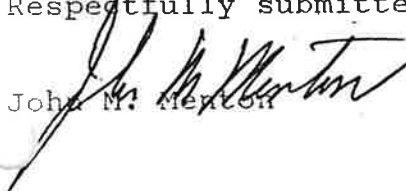
At 9:55 P.M., L. Barrett MOVED: That the Board enter into non public session for the purpose of discussing personnel and negotiations; SECONDED by J. Carnie. VOTED: 8-0-0-2 by a roll call vote.

G. White MOVED: That the Board approve the principals' contracts for the 1994-95 school year as presented; SECONDED by J. Carnie. VOTED: 7-1-0-2.

B. Hamill described changes in the proposed teachers negotiated master agreement including salaries, benefits and language. J. Young MOVED: That the Board ratify the negotiated agreement reached between the Board and the Monadnock Teachers Association for the 1994-95 school year; SECONDED by G. White. VOTED: 8-0-0-2.

The Board returned to non public session at 10:22 P.M. There being no further business the meeting was adjourned.

Respectfully submitted,


John M. Norton

May 12, 1994

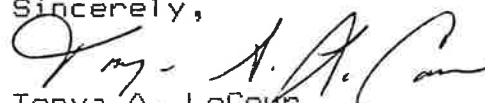
To Whom It May Concern,

I, Tonya LeCour, am enrolled at Keene State College in the Post-Master's Certification Program in Educational Administration. I am requesting permission to take a sabbatical leave during the Spring of 1995 in order to complete the program as advised. I am aware that this request is being made after the date set forth by policy however I was only made aware of the conflict between my advisors recommendation and the schedule of course offerings a few weeks ago. .

In seeking special permission for a sabbatical leave at this time I am requesting release only while the spring semester at Keene State College is in session (January-May). I have contacted Caroline Roosa a retired teacher from the math department at Monadnock Regional High School who has consented to teach my classes during this time should my request be approved. I anticipate spending many hours at the high school during my leave fulfilling my internship and plan to continue coaching Odyssey of the Mind and working with the Learning Fair committee as both events are scheduled in the Spring.

Your consideration of this request is greatly appreciated.

Sincerely,


Tonya A. LeCour



Keene State College

229 Main Street, Keene, New Hampshire 03431-4183
603 352-1909

DATE: May 12, 1994
TO: WHOM IT MAY CONCERN:
RE: Tonya LeCour
SUBJECT: Completion of M. Ed. Degree at KSC

In planning the courses in Educational Administration Certification for Tonya LeCour at KSC I have advised her to complete the program of studies as soon as possible for several reasons. The scope of scheduling problems were not clear until this past month. For example:

1. The scheduling of required courses in her program does not lend itself to a speedy completion of degree requirements. This is not due to any oversight or neglect on her part - it is the irregular scheduling of courses which are required.

2. In order to provide the greatest degree of program cohesiveness I have suggested that she complete all requirements by the Spring Semester 1995.

3. This scheduling will permit her to have a complete semester for EDEA 697 Internship: Principalship which will be devoted to the various duties assigned by the Principal or Superintendent as coordinated with my office. More specifically, she will need to be involved in such activities as:

Budgeting, discipline, scheduling, community relations, staff selection, curriculum development, supervision of staff development, and such other assignments as may be appropriate by her on site supervisor.

4. Required courses for the Spring Semester include:

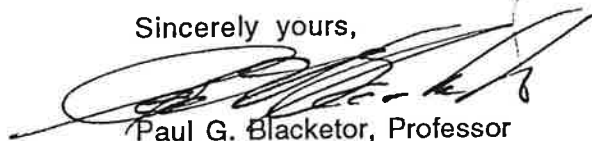
EDEA 621	-	School Law
EDEA 623	-	Staff Selection, Supervision & Evaluation
EDEA 697	-	Internship: Principalship

In order for Tonya to complete her program of studies with the greatest benefit to herself and her school district I have suggested that she apply for a Sabbatical during the Spring 1995.

I am confident that Tonya will distinguish herself throughout the remainder of her graduate studies.

In the event you desire additional information feel free to request the same. I remain

Sincerely yours,



Paul G. Blacketer, Professor

SABBATICAL LEAVE POLICY AND REGULATIONS

Selection Committee

The selection committee shall consist of three members: an elementary school principal, a high school principal or assistant principal, and a superintendent.

Deadline for Applications

All applications must be submitted by December 1 for leave the following school year. The decision of the selection committee will be made by January 1, and its recommendation will be submitted promptly to the School Board. The School Board has final responsibility for approving or disapproving all applications. The successful applicant (or applicants) must make a final decision to accept the leave or refuse it by March 15.

Reason for Leave

Leave will be granted only for graduate study in an accredited college or university.

Number of Persons on Leave

A maximum of two persons may be on leave at one time. Usually, this will mean one elementary teacher (grades 1-6) and one high school teacher (grades 7-12), although the committee could select both persons from the same category if their proposals warrant such selection.

Period of Leave

Preference will be given to full-year applications. However, in cases where two applicants represent the same department or same general grade level, due consideration will be given to such applications for a semester's leave.

Salary

Salary will be based on a full year at half-pay. The basis for computation will be the salary that would have been paid in the coming year (when leave is taken); in short, applicants will advance a step on the salary schedule. Salary will be based upon the total salary, but extra-curricular compensation will not be included.

The school district will make its usual contribution to the teachers' retirement system, based on the half-pay received by the applicant; and the successful applicant shall make his contribution also.

While on leave, the teacher may continue his Blue Cross coverage with the district offering its usual contribution

Salary will be disbursed according to the salary payment plan in effect at the time.

Credit for Leave

Sabbatical leave will count as a year of experience in determining the person's proper step on the salary schedule on his return to the school district.

Length of Stay on Returning

Any person accepting sabbatical leave will agree to return to the school district for the next two full school years.

Prior release will be considered only if the individual re-pays in full the total amount of money expended by the school district toward his sabbatical leave.

Return to Position

The person on leave will return to a position of similar responsibilities.

Reports and Forms Required

Transcripts of grades for each semester must be submitted. A brief outline of the work to be done each semester must also be submitted. A statement from the appropriate college official attesting to the fact that the applicant has enrolled in that college must be sent to the district. A full report to the school board, oral and written, must be given on returning.

In-Service Contribution

The person will be expected to impart or share the results of his study with teachers in the Monadnock Regional School District. This, of course, will take various forms.

Point System

Seven (7) points are required to be eligible to apply for sabbatical leave. The present school year is not counted in determining the point total. Points are awarded on the following basis:

1 point for each year of teaching in the Monadnock Regional School District. Previous teaching experience may be considered for point credit.

Criteria for Selection

The following statement explains the criterion or standards used in judging the merit of proposals: "The proposal judged by the selection committee to be in the best interests of the Monadnock Regional School District, considering the applicant's prior contribution to, and future promise in, the Monadnock Regional School District."

Maximum Age Limit

Generally, the maximum age limit should be such as to allow the successful applicant to meet the obligation to return to the district for the next two full years following the sabbatical leave.

Eligibility

All full-time teachers, administrators, supervisors are eligible to apply for leave.

Limit on Earnings or Financial Aid

No limit is set on the amount of scholarship aid, fellowship grants, graduate assistantships, etc. that may be received by the applicant provided that the satisfactory completion of the proposal is not jeopardized or diminished by part-time work as a graduate assistant, research aide, etc. in earning that grant, fellowship, etc.

Final Determination

The School Board reserves the right to disallow or defer applications if the voters do not approve the total school budget as recommended by the Board.

PERSONNEL

To: Monadnock School Board

From: Business Office

Subject: Payment Schedule - Modular Classrooms

Date: May 24, 1994

At the present time, negotiations are going on with General Electric Capital Public Finance of Minneapolis and Tucker, Anthony, a brokerage firm of Boston, for the financing of the modulars proposed for the Mt. Caesar School. Based on a five year, lease purchase annual payments have been estimated to be \$57,000.

Including the Mt. Caesar proposal, a five year projection of payments for modulars are as follows:

	94-95	95-96	96-97	97-98	98-99
Emerson School					
two classrooms	\$ 9,984.	\$ 9,984.	\$ 9,984.	\$ 9,984.	\$ 9,984.
(GELCO)					
Cutler School					
four classrooms	\$15,600.	\$15,600.	\$15,600.	\$15,600.	\$15,600.
(GELCO)					
Cutler School					
two classrooms					
(Alphabet)	\$22,800.	\$22,800.	(end of 5 yr. lease purchase)		
Mt. Caesar School					
six classrooms					
(Alphabet)	\$66,545.	\$66,545.	\$66,545.	\$66,545.	(see Cutler)
Mt. Caesar School					
four classrooms					
(Pope Co.)	\$57,000.	\$57,000.	\$57,000.	\$57,000.	\$57,000.
Monadnock H.S.					
four classrooms					
(Alphabet)	\$44,352.	\$44,352.	\$44,352.	\$44,352.	(see Cutler)
YEARLY TOTALS	\$216,281.	\$216,281.	\$193,481.	\$193,481.	\$82,584.

*For Bill Wheeler
From Deb Zilske
Thank You*

DATE: MAY 24, 1994

TO: MRS. DECOSTE

FROM: DEB ZILSKE

REGARDING: MT. CAESAR ELEMENTARY SCHOOL LIBRARY

DEAR LIL:

THE 1993-94 SCHOOL YEAR WAS A VERY EXCITING TIME FOR ME. THE BEGINNING OF A NEW PROJECT ALWAYS HAS IT'S CHALLENGES, BUT IT ALSO HOLDS MANY REWARDS. THE FOLLOWING IS AN ACCOUNT OF THE PURCHASES, CIRCULATION, CLASS VISITS AND OTHER LIBRARY FUNCTIONS.

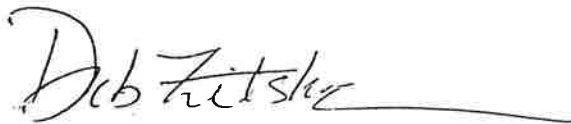
THANK YOU FOR ALLOWING ME TO BE THE ONE TO BEGIN THIS JOURNEY.

PRINT AND NON PRINT PURCHASES:

FICTION:	261
REFERENCE:	8
REL/METHOLOGY:	1
SOCIAL SCIENCES:	23
PURE SCIENCE:	65
APPLIED SCIENCE:	20
ARTS & RECREATION:	17
LITERATURE:	4
HISTORY:	12
GEOGRAPHY:	29
VIDEOS:	6
TOTAL	<hr/> 446

I CANNOT LET THE TREMENDOUS EFFORTS OF MY LIBRARY VOLUNTEERS GO WITHOUT MENTION. MOST OF THE BOOKS THAT WERE IN THE MT. CAESAR ELEMENTARY LIBRARY WERE NOT PROPERLY LABELED AND DID NOT HAVE CARDS/POCKETS THAT ARE NECESSARY FOR LIBRARY RECORDS. MY VOLUNTEERS WORKED "OVERTIME" TO HELP GET THIS PROJECT DONE. WE ARE NOW NEAR COMPLETION OF THIS PROJECT. THE LIBRARY WAS LUCKY TO HAVE MANY FINE VOLUNTEERS, BUT SPECIAL RECOGNITION SHOULD BE GIVEN TO DENISE HITCHCOCK,^f A MOTHER OF TWO BOYS IN OUR SCHOOL SYSTEM. DENISE NOT ONLY CAME EVERY TUESDAY/THURSDAY MORNING, SHE TOOK BOXES OF BOOKS HOME TO DO THIS LABELING. THERE IS NO WAY TO CALCULATE THE HOURS SHE FILLED HELPING THE MT. CAESAR SCHOOL LIBRARY. ALSO, I NEED TO MENTION CHRISTINE SHEEHAN,^f A HIGH SCHOOL SENIOR, WHO VOLUNTEERED EVERY DAY IN THE SCHOOL LIBRARY.

THANK YOU FOR THE SUPPORT YOU HAVE GIVEN ME THIS YEAR.

A handwritten signature in cursive script, reading "Debra M. Zilske", followed by a horizontal line.

DEBRA M. ZILSKE
LIBRARIAN
MT. CAESAR SCHOOL

cc: Bill Wheeler

MT. CAESAR SCHOOL LIBRARY CIRCULATION FOR THE 1993-94 SCHOOL YEAR

CATEGORY	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	TOTALS	CATEGORY
000	8	9	3	6	5	2	5	6	3	47	000
100	4	6	3	2	1	1	1	1	1	20	100
200	1	0	0	0	5	0	0	0	3	9	200
300	57	59	44	56	38	21	57	77	29	438	300
400	4	4	5	0	41	3	3	19	1	80	400
500	283	289	246	163	234	200	358	307	198	2278	500
600	74	43	47	32	78	46	95	98	58	571	600
700	74	78	72	52	57	41	142	78	72	666	700
800	2	1	2	6	20	2	15	15	6	69	800
900	24	28	29	41	29	14	32	17	5	219	900
92	1	15	5	6	17	15	73	6	45	183	92
TOTAL NON-FICTION	532	532	456	364	525	345	781	624	421	4580	TOTAL NON-FICTION
FICTION	790	924	715	648	736	538	942	748	532	6573	FICTION
BOOK/CASSETTES	0	0	0	1	3	7	19	18	0	48	BOOK/CASSETTES
PERIODICALS	13	43	11	4	5	0	3	24	10	113	PERIODICALS
VIDEOS	5	9	5	7	6	5	16	0	1	54	VIDEOS
FILM STRIP CASS.	0	2	0	3	3	1	1	23	7	40	FILM STRIP CASS.
PROFESSIONAL LIB.	0	1	0	0	1	2	10	0	0	14	PROFESSIONAL LIB.
TOTAL CIRCULATION	1340	1511	1187	1027	1279	898	1772	1437	971	11422	TOTAL CIRCULATION
REFERENCE	0	6	0	0	35	20	27	18	19	125	REFERENCE
COMPUTER	31	35	23	21	87	33	39	121	26	416	COMPUTER
A/V EQUIPMENT	0	1	0	0	3	0	2	22	16	44	A/V EQUIPMENT
CLASS VISITS	89	96	73	78	87	54	104	73	46	700	CLASS VISITS



NEW HAMPSHIRE SCHOOLS CELEBRATE WELLNESS

May 1994

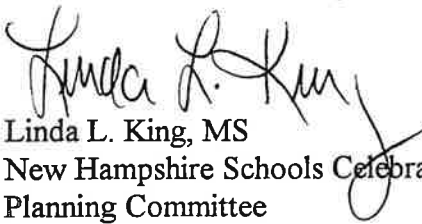
You are cordially invited to the 8th annual **"New Hampshire Schools Celebrate Wellness"** conference on **Wednesday, June 29th** at the **Murdough Center, Dartmouth College, Hanover, New Hampshire.**

You will join 120 enthusiastic representatives of 32 schools/school districts experiencing, "A Week to Build a Lifetime On." During the week the teams will develop action plans for implementing wellness programs in their schools.

Join us on Wednesday, June 29th for a full or partial day of workshops covering a variety of personal and school health promotion issues. I have enclosed a brochure with workshop schedules for your information.

If you would like to be our guest and attend the **New Hampshire Schools Celebrate Wellness** annual conference, please return the enclosed card by May 30, 1994. I look forward to hearing from you and hope to see you on June 29th.

Sincerely,



Linda L. King, MS
New Hampshire Schools Celebrate Wellness
Planning Committee

Enclosures



Board Update

Curriculum, Instruction and Assessment

District Assessment Program

The District Assessment has begun. Most of the "instruments" being used are considered part of the regular classroom instructional program thus reducing time devoted to a "test". The assessment tools were developed by classroom teachers working with students at grades four, eight and twelve. The following briefly outlines assessment tools:

Fourth Grade

Scores for the District Report will be obtained from a random sample of fourth grade students.

- a.) Reading - Four sample stories at the fourth grade reading level have been selected by the Reading Specialists. These stories will be read by *all* fourth grade students who will complete questions related to the stories.
- b.) Mathematics - A cumulative test from the new Scott, Foresman mathematics textbook series will be given to all students.
- c.) Writing - A sample of the student's writing will be placed in the District's blue writing folder.
- d.) Accessing Information
Using Information

The assessment of these two areas for this year will be a checklist indicating the student's abilities to access and use the encyclopedia, dictionary, thesaurus, atlas, globe, maps, newspapers, CD ROM, periodicals, and resource books. Next year, the reports which fourth grade students normally complete will be assessed for their demonstration of the students' ability to access appropriate resources and use the information in developing a report.

Eighth Grade

- a.) Reading - The poem, "Nothing Gold Can Stay" will be handed to students during their English classes. Several questions related to personal meaning from a poem, identifying and explaining the theme, locating an example of alliteration, and explaining symbolism will be answered. Answers will be rated with a ✓-, ✓, or ✓+.
- b.) Writing - A writing sample based upon a "How-to" report will be placed in the District's blue writing folder.
- c.) Mathematics - For this year, sample questions which demonstrate skills in mathematics problem solving, communication, number sense and operations, and computation will be completed weekly and student answers will be kept in a special exam booklet. Scores will be based upon completion of the questions, including demonstrating the ability to use several ways to complete a problem.
- d.) Appreciation for Learning
Striving for Excellence
Both will be assessed by having students use information in their English journals and develop a written essay which explains goals they wanted to accomplish this year, whether they accomplished them, and demonstrate their efforts at the accomplishment.
- e.) Accessing Information
Using Information
Students' skills in these areas will be assessed by using the media center's "Trivia Game", through which students are required, as part of English/Social Studies, to access a variety of materials in the media center to answer specific questions.

Twelfth Grade

- a.) Reading - A reading passage at the twelfth grade level with questions related to district prescribed reading skills will be given to students during their English classes prior to April vacation.
- b.) Writing
 - Access Information
 - Use Information
 - Strive for ExcellenceUsing the district "blue writing folder" a sample of students' writing which demonstrates prescribed writing skills will be kept in the folder. This sample will cover issues related to students plans for their future and their use of their experiences in school. They must defend their plans using appropriate data (ie. Junior year career search information, personal strengths, etc.) and in the process will demonstrate their ability to Access Information, Use Information, and Strive for Excellence. This will be completed during English classes prior to April vacation, with scoring again completed after June 14th.
- c.) Mathematics - A random sample of twelfth grade students was selected for participation in a two part mathematics "test". Part one required students to correctly fill out an IRS Income Tax Form 1040 EZ using the tax tables; part two required students to select from several graphs, charts, tables, etc. taken from "USA Today" and a) tell what the graph was about b) interpret the graph c) make *several* conclusions from the graph d) make some predictions about the information provided in the graph.

New Hampshire Educational Assessment Program

The New Hampshire State Department of Education has developed a plan for educational improvement through assessment of students in grades 3, 6 and 10. This assessment is based upon Curriculum Frameworks developed by several committees of educators and can, at the very least, be considered "challenging". Teachers for grades 6 and 10 met to discuss these Curriculum Frameworks so as to provide feedback to the NHSDE. A letter with a compilation of their thoughts, ideas, concerns, and issues was sent to the Dept. prior to the last date for feedback.

Third grade students participated in the first NHEAP assessment during May 2-13. We expect to receive results back from Advanced Systems, Inc. in Dover sometime in October. Teachers met on May 25th to review the assessment, to talk about how this assessment will be used/reported by the State, and to discuss changes we might need to make in our curriculum to improve our educational program.

*****Other Items for Board Information*****

Health Education

A committee of teachers, administrators, guidance counselors, health professionals, and parents has been meeting monthly since November to determine appropriate grade levels for specific areas of a health curriculum. Much effort is being made to align the health curriculum with the science, social studies and guidance curricula. A draft of the proposed curriculum will be presented to the School Board. Plans for implementation of the curriculum and for related programs and services within the district will be discussed.

We expect to apply for funding to support our efforts at improving the health and well-being of all students, especially as it relates to those sensitive topics which may not normally be discussed by the regular classroom teacher.

Seventh Grade Interdisciplinary Thematic Pilot Program

Six teachers, a guidance counselor, and three administrators have been meeting bi-weekly since January to develop a plan for a pilot program for general level students in grade 7 during the 1994-95 school year. This program will provide for a single block of 105 minutes during which students will master skills in mathematics and social studies through an interdisciplinary, thematic team-teaching approach to instruction. We also are attempting to provide the same Vocational Exploration class for continuation of the Team approach. The staff involved has participated in training meetings, brainstorming sessions, school visitations, and reading articles and resource materials on this concept.

Parents of students who will be in this program for next year were invited to a meeting at the high school on May 25th at which time the pilot project was explained. A commitment from a variety of people has made this possible. It is funded through a competitive grant received under Title 2, Eisenhower Mathematics and Science Act, and the New Hampshire State Department of Education.

Eighth Grade Graduation

This year, students who are in eighth grade will be offered an opportunity to participate in a "moving up" ceremony where their accomplishments in grades 7 and 8 will be recognized and a certificate of completion will be given. Initiated by the 7th and 8th Team, a Committee of teachers and administrators worked on the planning of this opportunity. Parents have volunteered to help in the planning and implementation of this ceremony.

- MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA

June 7, 1994

MEETING AT

Troy Elementary School

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Sabbatical Leave Request for exception to Board policy.
(see attachment)
- c. Funding Mt. Caesar modular classrooms. (see attachment)
- d. Discussion of MRSD fiscal electronics assisted management.
- f. Action on the manifests.
- e. Correspondence/announcement
 - 1) MRHS Inclusion report by Paula Baldwin, Director.
 - 2) Report on Surry School changes - David Mousette
 - 3) Mt. Caesar Elementary School Library Report. (see attachment)
 - 4) New Hampshire Schools Celebrate Wellness Conference
(see attachment)

5. 8:45P SUPERINTENDENT'S REPORT

- a. Student Assessment - What do we know about what they know?
Kathy Holt (see attachment)

6. 9:00P NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues

7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanze, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: May 25, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

A novice parachutist couldn't open his chute on his first jump. As he was falling toward the ground, he saw another individual flying upward past him. Calling out to the passerby, he said, "Do you know anything about parachutes?" The man going up replied, "No-- do you know anything about gas stoves?"

Sometimes we don't know as much as we should.

4.b. Tonya LeCour has been enrolled in a graduate program at KSC. She is requesting that the Board accept her application for Sabbatical Leave. The request is presented late because of Tonya's course scheduling at KSC. I believe the position is stated clearly in Tonya's letter and the accompanying letter from Paul Blacketor.

4.c. At the last meeting you moved to expend \$57,000 in 1994-1995 toward the lease-purchase of four classrooms and restrooms at Mt. Caesar. You wished to review the possible funding scenarios. The attachment reflects the actual cost of the present (1994-1995) modular classrooms projected five years. Funding the \$57,000 could be accomplished by:

1994-1995 Budget:

4000-451-1	\$29,160
4000-451-9	<u>\$179,057</u>
Total	\$208,217

Approved for expenditure	\$216,281
Difference	\$8,064
Cost to move GELCO modulares	\$6,000
Amount needed to balance (difference)	\$14,084

Budget areas for consideration:

Mt. Caesar 1993-1994 Heating and Ventilating Project - Capital Reserve
MRHS 1994-1995 Building Addition Project - Capital Reserve
1993-1994 Fund Balance

4.d. John will visit with Mr. Glukay (Auditor) and Arlene Perry later this week. Therefore, a report will be made at the meeting.

5.a. Kathy will present the Board with a discussion of the fourth, eighth and twelve grade assessments. This is tough going. Some teachers jump in and are enthusiastic, creative, and productive members of the effort, while others - - - -. My what an improvement. To become effective requires a commitment to continuous improvement. This is a good first step toward accounting for what we expect students to know and be able to do.

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
June 7, 1994, Troy Elem. Sch.

Meeting was called to order by D. Keating, Chairman, at 7:42 P.M.

PRESENT: B. Ballou, L. Barrett, T. Britton, J. Carnie, J. Fallon, B. Hamill, D. Keating, J. Tommila, G. White, E. Russell, Student Representative, Dr. W. Wheeler, Superintendent and K. Holt, Assist Superintendent. Also present were J. Menton, D. Bell, N. Evans, D. Mousette, D. Stockwell, K. Craig, T. Warner, K. Dassau, P. Baldwin, T. LeCour and C. Roosa.

CONSENT AGENDA:

G. White MOVED: The approval of the minutes of May 17, 1994; SECONDED by J. Fallon. VOTED: 8-0-1-1.

B. Hamill MOVED: That the administration's recommendation for course reimbursements be approved (J. Bouffard, \$99; C. Edson, \$458.25; P. Swingle, \$99; C. Burrows, \$10; L. Martin, \$130; T. LeCour, \$468.20 and J. Williams, \$261 and L. Martin, \$292.75); SECONDED by L. Barrett. VOTED: 9-0-0-1

Dr. Wheeler informed the Board that a meeting of business leaders, college officials, school administrators and school board members will be held at Keene State College, Elliot Hall Rm G-21 on Wednesday, July 6, 1994, 7:30 AM. - 10:00 AM.

J. Tommila asked for clarification regarding the amount of the 93-94 surplus balance to be returned to the District's capital reserve. J. Menton noted that an estimated \$65,000 remains from the Mt. Caesar heating project and an estimated \$75,000 from the operating budget.

D. Keating noted that the high school's track team won its fifth straight Class I State Championship.

Dr. Wheeler presented requests of two parents who recently moved from the District. It was requested that M. Castelot and C. Jay be permitted to complete the school year at Surry Elementary. B. Hamill MOVED: That the parents' requests be approved; SECONDED by G. White. VOTED: 9-0-0-1.

Dr. Wheeler presented the request of J. Swett for the use of sick days to assist in the care of her mother. L. Barrett MOVED: That the request for an exception to the sick leave policy be approved; SECONDED by B. Ballou. VOTED: 9-0-0-1.

CITIZEN CONCERNS: None

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS:

G. White and D. Keating presented a recommendation of the Facilities Committee to proceed with the upgrading of the high school cafeteria as presented in a report submitted by Bob McGrath of Crabtree and McGrath, food service consultants. Comments and discussion included the replacement of equipment, funding, scheduling and time allotted for feeding students, crowding and student flow, plans for the solarium, the kitchen layout, provisions for an additional cashier and keeping the public informed of revisions in the building plans.

J. Tommila MOVED: That the Board approve the recommendation of the Facilities Committee to proceed with Plan #2 as outline by Crabtree McGrath Associates and for a sum not to exceed \$55,000; SECONDED by B. Ballou. VOTED: 8-0-1-1.

D. Keating requested that the Board approve payment to Ingram Construction for \$69,321.60 and to Banwell and White for \$1413. L. Barrett MOVED: To approve the request as presented; SECONDED by B. Ballou. VOTED: 9-0-0-1.

Dr. Wheeler presented the request of T. LeCour to make an exception to the time requirements for requesting a sabbatical leave. It is her intent to request a leave for a portion of the 1994-95 second semester. Questions were raised regarding the process and the role of the review committee.

B. Hamill MOVED: That T. LeCour's request for a sabbatical leave be approved with full pay; SECONDED by G. White. VOTED: 6-1-1-1.

Dr. Wheeler presented the options for fully funding the first year of financing the additional modular classrooms at Mt. Caesar School. Three options included the projected 93-94 budget surplus, the Mt. Caesar heating project surplus or the current high school building project fund. J. Tommila expressed concern for going over budget and exceeding the voters funding authorization. D. Keating noted that the project was included as a line item in the budget and not voted as a special warrant article.

G. White MOVED: That the addition funding of \$14,084 for the modular classrooms proposed for the Mt. Caesar School come from the 1993-94 budget surplus; SECONDED by B. Hamill. VOTED: 9-0-0-1.

J. Menton presented a written report outlining plans to implement computer enhancements for conducting business and financial transactions. Plans call for the District to become a participating member of the New Hampshire Public Deposit Investment Pool by the month of September. Approval for membership will be requested on June 21, 1994. By October 1st direct payroll deposit will be available to employees. Limited payroll related wire transfers will be initiated at the same time. Within a year the administration plans to have an electronic signature writer operating. Other matters discussed were related to more efficient and cost effective means for managing bank deposits. It was noted that these matters were discussed with A. Perry, School District Treasurer and D. Clukay, auditor for the District.

B. Hamill MOVED: That the Board approve the manifest as presented (Lunch Program Voucher dated 6/6/94, \$1,415.31; Payroll No 24 - Coaches, 32,479.88; Payroll No 24, \$208,567.26; Payorder dated 5/26/94, \$399,221.48 and Payorder dated 6/07/94, \$285,507.30); SECONDED: by J. Carnie. VOTED: 9-0-0-1.

P. Baldwin, High School Special Education Coordinator, presented an update on the High School Inclusion Program. Ten students are in this year's program and at least four students will join the program in September. She described the building and facilities of being able to accommodate three of the new students who are wheelchair confined. She noted that students in the program have adjusted well to the program, and that other teachers and instructional assistants are very supportive. Dr. Wheeler complimented Paula and her staff for their success and efforts to serve students.

D. Mousette provided the Board with a summary of events and decisions leading up to restructuring the Surry Elementary School based on a Multi-Age Curriculum and Instructional Schedule. Teacher assignments, classroom assignments, shared responsibilities and in-service activities were described in detail. D. Mousette requested an sum of \$1000. for staff to further develop curriculum plans for the 1994-95 school year.

B. Hamill MOVED: That the request for \$1000. to cover the cost for summer curriculum development be approved; SECONDED by J. Fallon. VOTED: 9-0-0-1.

D. Mousette presented 1994-95 comparisons of budget reductions to support his recommendation to eliminate for one year the position of assistant principal at the Gilsum Elementary School. Twelve hundred dollars will be saved and made part of the \$4,000 reduction that has to be made in the Northern Schools' budgets.

L. Barrett MOVED: That the Board eliminate the position of assistant principal at the Gilsum Elementary School for the 94-95 school year; SECONDED: by J. Carnie. VOTED: 7-1-1-1.

Dr. Wheeler made note of the Mt. Caesar Elementary School Library Report.

K. Holt reported that the Eighth Annual New Hampshire Wellness Conference will be held at Dartmouth College July 29th. Board members interested in attending should contact Kathy for further information.

Dr. Wheeler advised the Policy Committee that the State Board of Education has come out against the distribution of condoms in public schools. Reference was also made to a recent edition of the School Board Journal and an article regarding the proposition of choice.

Recognition was given to Karen Craig, Emerson School new principal, who was in attendance. Note was also made of Dr. Wheeler being elected president-elect of the New Hampshire School Administrators Association.

SUPERINTENDENT'S REPORT:

K. Holt highlighted by 4th, 8th and 12th grade levels, key elements of reading, writing, mathematics, critical thinking skills and affective goals as segments of the District's Student Assessment Plan. She provided many examples of the process by which the assessment plan evolved and the involvement of staff. Considerable attention was devoted to the language arts assessment plan and the mathematic assessment plan. In a document presented to the Board it was noted that how well students learn the prescribed curriculum is key to success of any classroom's, school's or district's business.

T. Warner requested that a board member be assigned to the District's Technology Committee. T. Britton volunteered, advising that his participation may be limited.

NON PUBLIC SESSION

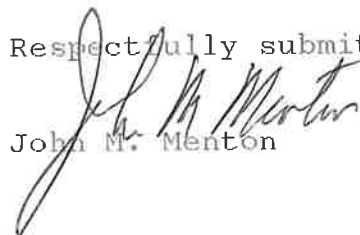
At 10:10 PM, L. Barrett MOVED: That the Board enter into non public session for the purpose of discussing personnel matters; SECONDED by G. White. VOTED: 9-0-0-1 by a roll call vote.

B. Ballou MOVED: That the Board approve the nomination of Elana Ben-Kerem for the position of Junior High School French/Spanish teaching position at a salary of \$29,279, Step 5BA; SECONDED by G. White. VOTED: 9-0-0-1

L. Barrett MOVED: That the Board approve the nomination of Cheryl Patty for the position of Junior High School Science teaching position at a salary of \$29,279, Step 5BA; SECONDED by G. White. VOTED: 9-0-0-1.

The Board returned to non public session at 10:32 P.M. There being no further business the meeting was adjourned.

Respectfully submitted,


John M. Menton

MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
June 21, 1994

MEETING AT

Monadnock Regional High School

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Request to approve New Hampshire Public Deposit Investment Pool. (see attachment)
- c. Report on the outcome of the Building, Property and General Liability Insurance. (see attachment)
- d. Action on the manifests.
- f. Correspondence/announcement

5. 8:45P SUPERINTENDENT'S REPORT

- a. End of the school year report.

6. 9:00P NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues

7. ADJOURNMENT

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
June 21, 1994, Monadnock Reg. H.S.

Meeting was called to order by D. Keating, Chairman, at 7:40 P.M.

PRESENT: T. Britton, J. Carnie, B. Hamill, D. Keating, J. Tommila, G. White, J. Young, E. Russell and B. Snider, Student Representatives, Dr. Wm. Wheeler, Superintendent and K. Holt, Assist Superintendent. Also present were J. Menton, D. Bell, N. Evans, D. Mousette, C. Roosa, B. Brennan and A. Perry, School District Treasurer.

CONSENT AGENDA:

G. White MOVED: The approval of the minutes of June 7, 1994; SECONDED by J. Carnie. VOTED: 6-0-1-3.

G. White MOVED: That the administration's recommendation for course reimbursements be approved (K. Cobb, \$58; M. Shepardson, \$30; L. Corindia, \$142; J.C. Russell, \$500; T. LeCour, \$9.95; J. Harris, \$493.30 and B. Brennan, \$95.) and graduate studies (J.C. Russell, \$500; J. Marchant, \$500 and D. Hardy, \$500); SECONDED by B. Hamill. VOTED: 7-0-0-3

Dr. Wheeler presented a request of a parent who recently relocated to Troy for her daughter to continue attending school at the Cutler School. Dr. Wheeler and D. Bell both spoke to the issue. B. Hamill MOVED: That the Board deny the request; SECONDED by G. White. VOTED: 7-0-0-3.

D. Keating noted that the agenda item "Board Concerns - Old/New Topics" is intended for items that are of concern for Board members but do not require Board action, and may be the kinds of concerns that might be placed on the agenda of an ensuing meeting.

J. Tommila expressed concern regarding the signing of the manifest and asked that the matter be discussed at the next board meeting.

J. Young commented on the "fantastic performance" at the Troy concert under the direction of D. Hardy and E. Merrifield.

Dr. Wheeler advised the Board of the meeting with business leaders, college administrators, school board members and school administrators on July 6th at Keene State College.

CITIZEN CONCERNS:

Robert and Gail Newell of Troy who will soon be locating to Fitzwilliam requested that their three children be allowed to continue attending the Troy Elementary School. The parents indicated that they will provide for transportation to and from school.

T. Britton MOVED: That the Board approve the request of R. and G. Newell;
SECONDED by B. Hamill. VOTED: 7-0-0-3.

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS:

D. Keating presented a request of the administration for authorization to expend an additional \$5100 to install a PVC roofing material in place of a rubber roofing material originally called for in the construction plans for the high school addition. The merits of rubber versus PVC were discussed particularly regarding the lasting qualities of PVC and the removal and disposal of PVC in the future.

G. White MOVED: That the Board authorize a change order in the amount of \$5100 to install a PVC roof in place of the planned rubber roof; SECONDED by J. Young. VOTED: 5-0-2-3.

J. Menton presented a request that the Board, for investment purposes, become a member of the New Hampshire Public Deposit Investment Pool. The merits of membership and participation were discussed particularly with regard to "going alone", the financial gain to the District, the involvement of Fleet Bank and authorizing the business manager to make the investment transfers. A. Perry expressed concern that the transfers should rest with the treasurer. J. Menton compared the investment pool with the "Sweep Account" the District once maintained with CFX Bank.

G. White MOVED: That the Board authorize the Chairman to enroll the Londack Regional School District in the New Hampshire Public Deposit Investment Pool and to authorize the School Administrative Unit #38 Business Manager to sign investment transfers; SECONDED by B. Hamill. VOTED: 5-2-0-3 by a roll call vote. VOTING IN THE AFFIRMATIVE: T. Britton, B. Hamill, D. Keating, G. White and J. Young. VOTING TO THE CONTRARY: J. Carnie and J. Tommila.

J. Menton reviewed the results of proposals for the District's property and liability insurance. Local insurance agents submitting proposals were Massiello Group Insurance, Cheshire County Insurance Agency, Frank Massin Insurance Agency and Clark-Colton Insurance. Peerless Insurance Company represented by Massin Insurance Agency submitted the lowest proposal for \$26,518.

B. Hamill MOVED: That the Board approve the administration's recommendation to accept the proposal of the Frank Massin Insurance Agency; SECONDED by T. Britton. VOTED: 7-0-0-3.

B. Hamill MOVED: That the Board approve the manifest as presented (Lunch Program Voucher dated 6/21/94, \$22,941.32; Payroll No 25, \$202,995; Payroll No 26, \$338,352.92; Payorder dated 6/9/94, \$330,766.39 and Payorder dated 6/20/94, \$551,933.20); SECONDED: by G. White. VOTED: 6-0-1-3.

B. Brennan asked that the Board approve the expenditure of \$1900 for the purpose of awarding jackets to members of the boys High School Varsity Track Team, Class I State Champions.

T. Britton MOVED: That the Board authorize the purchase of jackets for the boys varsity track team for the amount requested; SECONDED by B. Hamill.
VOTED: 7-0-0-3.

Dr. Wheeler presented a request submitted by P. Breckell to approve the expenditure of \$1120 for the purpose of honoring the Varsity Baseball Team, Class I Baseball Champions, with jackets.

G. White MOVED: That the Board authorize the purchase of jackets for the varsity baseball team for the amount requested; SECONDED by B. Hamill.
VOTED: 7-0-0-3.

J. Carnie expressed concern regarding the approval of the change order for the PVC roof. Having voted in the affirmative J. Carnie MOVED: That the Board reconsider its action on the change order. There was no SECOND.

Regarding other matters Dr. Wheeler commented on Building Aid, the function and purposes of counselors, and K. Holt's last edition for the school year of "Mutterings". B. Hamill praised the performance of the 7th grade band at the 8th grade graduation. D. Keating informed the Board that the Department of Education is considering candidates for teacher of the year.

SUPERINTENDENT'S REPORT:

Dr. Wheeler reviewed significant events of the year and identified areas of concern which need to be addressed in the future. He praised K. Holt for the work being done in the areas of curriculum and assessment, stressed the importance of being able to observe the "critical skills" teacher in the classroom and described the maturing of the teacher supervision model. He commended the efforts of the "Early Prevention of School Failure" programs, the improved communications between the school board, administration and communities and the high school inclusion program. He expressed his appreciation for the principal selection process and is looking forward to working with the newly appointed principals. Dr. Wheeler noted that the concept and implementation "site based management" requires further clarification of levels for decision making; future requirements for elementary school facilities need to be revisited and the increase in school suspensions needs to be re-examined. He noted that the Work Request Form has improved the process for addressing maintenance problems, but facilities that are growing older each year do require more attention. In closing Dr. Wheeler expressed his appreciation to the Board for its support and the working relationship he has with the Board.

On behalf of the Board D. Keating thanked Norman Evans, retiring principal of the Troy School and the Emerson School, for his years of service to the District. N. Evans commented briefly on his assignments in the District, praised the administration and principals with whom he worked and thanked the Board for its support.

NON PUBLIC SESSION

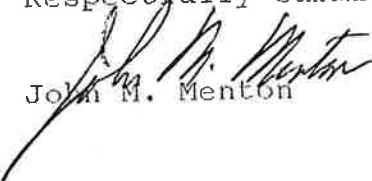
9:45 PM, G. White MOVED: That the Board enter into non public session for the purpose of discussing personnel matters; SECONDED by T. Britton. VOTED: 7-0-0-3 by a roll call vote.

G. White MOVED: That the Board accept the resignation of Cheryl Burrows ; SECONDED by T. Britton. VOTED: 7-0-0-3.

J. Tommila MOVED: That the N. Evans receive \$2200 in severance pay for his twenty-two years of service to the District; SECONDED by G. White. VOTED: 7-0-0-3.

The Board returned to non public session at 10:05 P.M. There being no further business the meeting was adjourned.

Respectfully submitted,


John M. Menton

1994 KIDS COUNT **New Hampshire Data Book**



Imagine a photo album full of family snapshots.

Each snapshot captures a moment...a first birthday party, building a tree house, learning to drive, going to the high school prom.

One picture does not tell the whole story. Only when the snapshots are arranged in an album do they show the progression from infant to young adult. Over time, we see the changes in a child's life.

The first Kids Count New Hampshire Data Book represents snapshots of children in our state, helping us begin to assess how our children are faring. Future Kids Count books will build the album for New Hampshire, giving us perspective on the status of children throughout the state.

While we start with the belief that we can improve, we need accurate information to focus our efforts. In the past, citizens had to search for local data on New Hampshire's children in school records, town halls, and isolated district courts. But now, charting the well-being of young people takes on new importance. Changes during the last two decades have altered our perspective on ourselves as surely as they have altered our demographics. By considering demographics and risk factors, policy makers can assess patterns and chart a direction for our children.

Demographics

The Data Book provides demographics by Kids Count Region and by town for 1970, 1980 and 1990 to give a context within which to consider the information.

For example, the total population in all regions except the North Country has increased dramatically. The child population, however, has leveled off in most areas.

As you look at the data, consider how the gap between the general population and the child population will affect New Hampshire's future in fiscal, social and service areas.

Risk Factors

Another key to interpreting the data is a basic understanding of risk factors. When a child is confronted with one risk factor, such as teenage pregnancy, additional risk factors increase the child's total risk. It is the accumulation of risk factors in a child's life which demands our attention. A teenager who is pregnant and poor and whose mother has not completed twelve years of education faces serious barriers to a productive, independent adulthood.

Economic Disparity

Economic disparity is the most striking element of Kids Count New Hampshire's regional approach. The format of the Data Book discourages readers from concentrating on state averages, because children do not live by averages. Rather, children are affected by conditions in their communities and, in some cases, they are born into an environment already loaded with risks.

The substantial number of children experiencing poverty, family dissolution, poor health care and violence, and who receive inadequate preparation for the responsibilities of adulthood, has an impact on the welfare of the state.

Answers and More Questions

In producing The Kids Count New Hampshire Data Book, the search for information about the status of children provoked questions regarding both the need for more data and the need for action. We must define, for example, the results we desire for our children. What decisions must we make to ensure all children, regardless of their environment and risk factors, have a chance to become independent, productive adults? If necessary, how do we change the present system and allocate funds to encourage the skills and qualities we expect?

We hope this publication also raises questions for readers. For example:

- What are causes of conditions such as lack of prenatal care?
- Why do neighboring towns sometimes have very different outcomes for their children?
- In what areas can this book provide more comprehensive information?

Future efforts of Kids Count New Hampshire must include working with local communities and state agencies to improve the collection of data for additional indicators of child well-being. Often, data we wanted to include was not available. For example, child abuse and neglect statistics are not available town-by-town; juvenile violent crime numbers are not released by town, and in communities where drug and alcohol use and abuse rates are collected, they are not released for study.

We would appreciate suggestions from readers on ways to better collect and disseminate data on children. Join us in a dialogue with agencies responsible for collecting information and together we can define what we need, why we need it and how the agencies can help.

What You Can Do

Kids Count New Hampshire is producing the Data Book to develop clear pictures of children in many areas. Ultimately, the book will become a basis for discussion about the future of our children and possible courses of action.

Some ways readers can use the Kids Count New Hampshire Data Book include:

- Meet with other concerned citizens in your region to discuss the implications of the Data Book.
- Sponsor forums to discuss how you and others can work to improve the status of children.

- Help Kids Count New Hampshire develop better data sources by working with state and local agencies responsible for collecting data.
- Share your Kids Count New Hampshire Data Book with colleagues and friends to urge them to action.
- Write a letter to your legislator in support of children's issues and to the editor of your local newspaper on behalf of children.

The Kids Count New Hampshire Data Book is a work in progress. While the book opens a discussion on the status of our children, we all need to continue this discussion into the future. With this book is a form for comments, reactions and suggestions. Please mail or fax it to Kids Count New Hampshire or call the New Hampshire Alliance for Children and Youth office at (603) 225-0900 to find out how you can work to help improve the status of New Hampshire children.

HOW TO USE THE BOOK

The data found in the following sections are divided accordingly:

- Regional Data pages provide comparisons to state wide ratings. For each of eight indicators, there is a comparison between the most recent rating and a rating from the 1980's. Basic demographic information provides a picture of the region by presenting data from 1970, 1980 and 1990.
- Town-By-Town Data pages present a summary of community findings. This includes reporting 1970, 1980, and 1990 demographics, and comparing a town's composite indices to the region and the state.
- A Closer Look section allows the reader to see at a glance how towns in a region perform on each of the indicators.

Composite Indices

To organize the data from the individual indicators into a context within which New Hampshire communities can examine the well-being of their children, Kids Count New Hampshire developed two composite indices, the Child Environment Index and Teen Status Index. Each composite index includes four indicators.

The Child Environment Index (CEI)

The CEI is composed of four indicators that measure key aspects of the environment for children in New Hampshire: First Trimester Prenatal Care, Mothers with 12 Years of School, Eligibility for Subsidized School Lunch and Students Per Teacher.

First Trimester Prenatal Care

Represents the percent of all births in New Hampshire for which the mother received prenatal care during the first trimester of pregnancy.

The evidence is clear that early and continuous prenatal care, particularly among high risk groups such as adolescents and low income women, reduces the likelihood of low birth weight and its accompanying problems (e.g. respiratory

infections, handicapping conditions) and infant death. First trimester prenatal care is considered the standard of practice by the American College of Obstetricians and Gynecologists, among other health experts. One of the Healthy People 2000 objectives for the nation is to increase to 90 percent the proportion of all women receiving prenatal care in the first trimester of pregnancy.¹

Mothers with 12 Years of School

Represents the percent of births to women who had at least 12 years of schooling.

The risk of delivering a low birth weight infant decreases sharply among women who have at least 12 years of education. This relationship between education and low birth weight is significant in that it holds true independent of other risk factors such as race and maternal age. Women with 12 years of education are more likely to receive prenatal care, seek appropriate care for their children and take action to prevent childhood injuries or illness. Children of mothers who have completed high school are far less likely to be school dropouts and they score higher on standardized tests than do children of less well educated mothers.²

Eligibility for Subsidized School Lunch

Represents the percent of students enrolled in New Hampshire elementary schools who are income-eligible to participate in the USDA subsidized school lunch program. Free school lunch is available to children in a family of three with an annual income under \$15,457; in a family of five, under \$21,853.

This is an economic indicator with those children eligible for free school lunches who live in families at 130 percent of the poverty level, and those eligible for reduced lunches who live in families at 180 percent of poverty. Children living at or near poverty level are at greater risk for a host of problems than are their more affluent counterparts. Some of those problems include: low birth

weight, infant mortality, Sudden Infant Death Syndrome, child abuse, death from unintended injuries such as burns, infectious diseases, HIV infection and AIDS, learning disabilities, lead poisoning and nutritional problems. This particular indicator is more readily available and easier to obtain at the local level each year than is poverty level from the census data.³

Students Per Teacher

Represents the number of students enrolled in a school district for each full-time instructional staff member in the district.

While experts in education suggest that teaching methodologies are more significant than student per teacher ratios, in general, this indicator represents the quality of the classroom environment and the commitment of a community to the education of its children. There are no national standards for student per teacher ratios. New Hampshire requires 25 students or less per teacher in grades K-2 and 30 or less in grades 3-12.

The CEI provides a total score with each of the four component indicators counting 25 percent toward the total. The CEI becomes higher for a city or town as: more mothers receive first trimester prenatal care; more mothers have 12 or more years education; more families are above the eligibility criteria for subsidized school lunch; and there are more teachers for each student.

The Teen Status Index (TSI)

New Hampshire's teenagers are the workers, community leaders and parents of tomorrow. The TSI is composed of four indicators which measure key aspects of the teen environment: High School Completion, Post-secondary Education, Births to Teens and Teen Violent Death.

Post High School Education

Represents the percent of students enrolled in any form of post-secondary education six months after graduating from high school.

College will be a prerequisite for one-third to two-thirds of new jobs by the end of this century. Occupations requiring education beyond high school, such as those of professionals, technicians and managers, will see growth between now and the year 2000, while less skilled jobs of laborers, service workers and sales clerks, will see slowed growth. Low-income and minority students are less apt to enter into higher education than more economically advantaged students.⁴

High School Completion

Represents the percent of students enrolled in tenth grade who graduate two years later.

Changes in the world economy and our nation's labor market underscore the need, more than ever, for a good education in order for youth to be productive and self-sufficient citizens. High school dropouts can expect to earn one-third less each year than graduates. High school completion rates are lower for minority and low-income youth. One of the national education goals for the year 2000 is to increase the high school graduation rate to at least 90 percent.⁵

Births to Teens

Represents the percent of all births in New Hampshire to mothers under 20 years of age.

Teen mothers are more likely to obtain late or no prenatal care. In addition, teen mothers are likely to be single parents and to drop out of high school. These factors, in combination, can increase the likelihood of pregnancy complications, poor birth outcomes, few social supports for the mother, and can have adverse consequences for the child's health. Finally, these young women bearing children are more likely to be unemployed or work in low wage jobs, and therefore raise their children in poverty.⁶

Teen Violent Death

Represents the number of deaths to teenagers age 15-19 from suicide, homicide, motor vehicle and other accidents. On graphs this is shown per 1,000 children.

Deaths of white teenagers in 1990 were due mostly to accidents, with motor vehicles the primary cause. Yet African-American youths were far more likely to be victims of homicide. Socio-economic status appears to be a more important factor than race, as the racial differences in homicide rates are reduced when income is considered. Both suicide and homicide rates are on the rise, with use of firearms accounting for a large percentage of these deaths. Males are at greater risk for violent death than are females.⁷

The TSI provides a total score with each of the four component indicators counting 25 percent toward the total. The TSI becomes higher for a city or town as: more sophomores go on to graduate from high school; more high school graduates pursue post-secondary education; more teens avoid parenthood; and more teens avoid violent deaths.

The indicators were chosen according to the following criteria:

- The data had to be available and consistently reported for each city and town in the state. New Hampshire residents identify most strongly with their local communities.
- The data had to be available for previous years. The 1994 Kids Count Data Book looks at the past and the present in determining how well we provide for our children. It establishes a baseline against which to measure what we provide in the future.

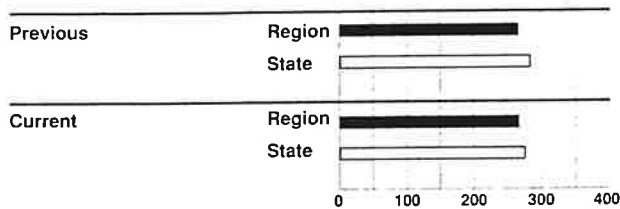
- The data had to be available annually for updates in future Kids Count Data Books. This allows cities and towns to track and more quickly respond to trends within their own communities. Indicators based on the census data were not included because the data are only available once every ten years.
- The indicator had to provide information that was of a broader dimension than the specific data collected for that indicator. For example, First Trimester Prenatal Care provides data on the quality of health care for women during early pregnancy and the future health of their children. It may also give information on the accessibility of health care.

These indicators contribute to the first series of snapshots of New Hampshire's children. In years to come, Kids Count New Hampshire expects continuing improvements for children and greater involvement by citizens throughout the state.

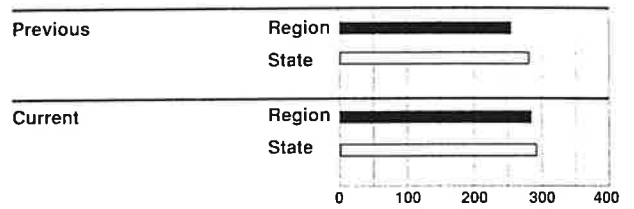
KEENE-MONADNOCK REGION

OUR CHILDREN

Child Environment Index



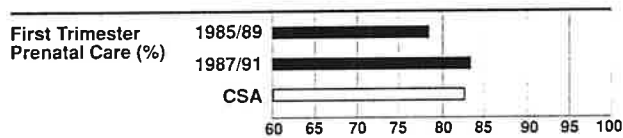
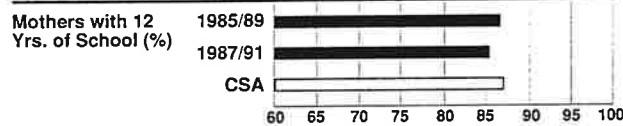
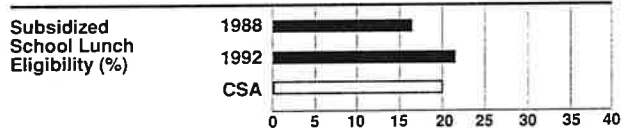
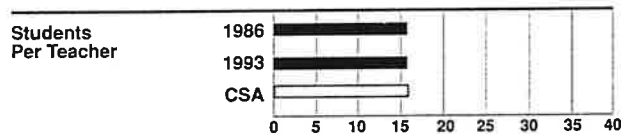
Teen Status Index



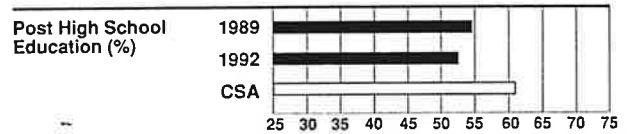
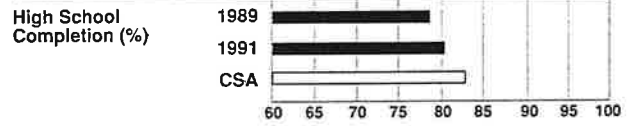
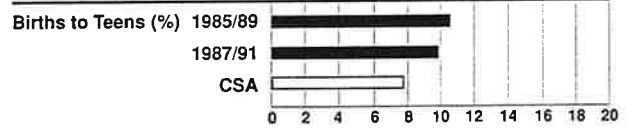
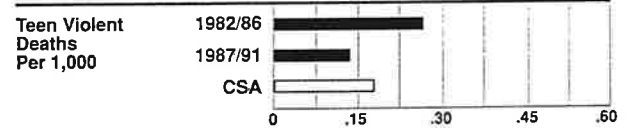
A CLOSER LOOK

CSA= Current State Average

Child Environment

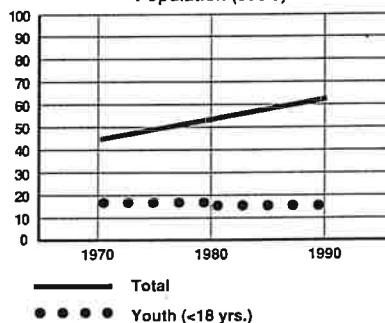


Teen Status



OUR PEOPLE

Population (000's)



Median Family Income

	Region	State
1970	26,747	27,226
1980	26,776	28,500
1990	36,525	41,628

Poverty (% of total)

	Region	State
1970	6.0	6.7
1980	10.2	8.5
1990	7.2	6.5

H.S. Grads (% of adults)

	Region	State
1970	57.9	58.0
1980	71.7	72.4
1990	73.8	82.3

OUR TOWNS

Alstead
Chesterfield
Fitzwilliam
Gilsum
Harrisville

Hinsdale
Keene
Marlborough
Marlow
Nelson

Richmond
Roxbury
Stoddard
Sullivan
Surry

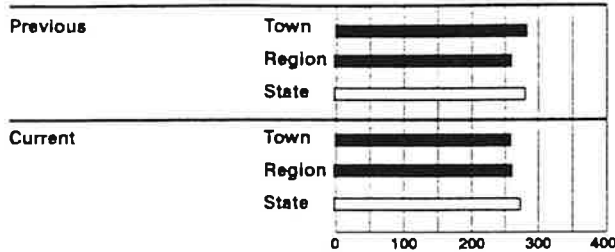
Swanzy
Troy
Walpole
Westmoreland
Winchester

TOWN-BY-TOWN DATA

Keene-Monadnock Region

FITZWILLIAM

Child Environment Index



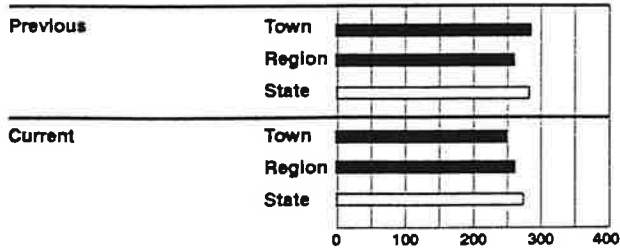
Teen Status Index



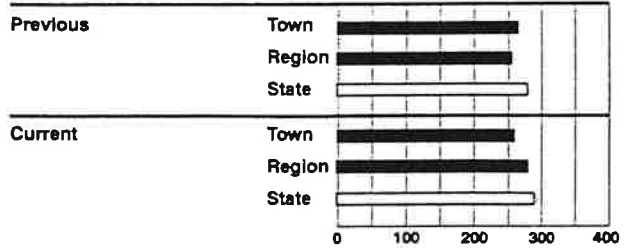
	1970		1980		1990	
	Town	State	Town	State	Town	State
Total Population	1,362	738,490	1,795	921,614	2,011	1,109,252
Youth <18 yrs. (% of total)	34.40	34.4	27.00	28.0	26.60	25.1
Median Family Income (\$)	25,024	27,226	26,799	28,500	40,516	41,628
Persons in Poverty (% of total)	8.0	6.7	9.8	8.5	5.6	6.5
High School Grads (% of adult population)	55.2	58.0	68.7	72.4	79.6	82.3

GILSUM

Child Environment Index



Teen Status Index



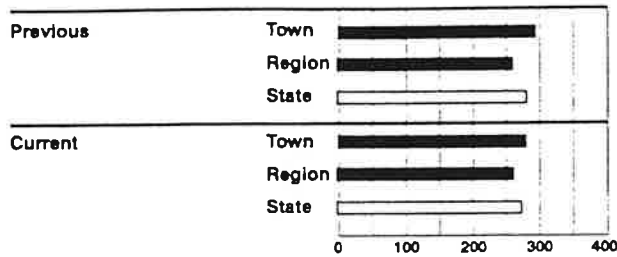
	1970		1980		1990	
	Town	State	Town	State	Town	State
Total Population	570	738,490	652	921,614	745	1,109,252
Youth <18 yrs. (% of total)	37.70	34.4	29.90	28.0	24.80	25.1
Median Family Income (\$)	21,790	27,226	27,997	28,500	35,000	41,628
Persons in Poverty (% of total)	7.0	6.7	9.7	8.5	4.5	6.5
High School Grads (% of adult population)	33.2	58.0	58.2	72.4	70.3	82.3

TOWN-BY-TOWN DATA

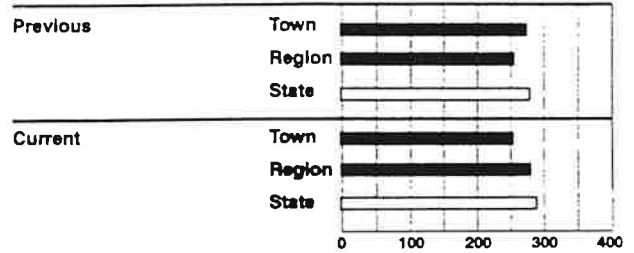
Keene-Monadnock Region

RICHMOND

Child Environment Index



Teen Status Index

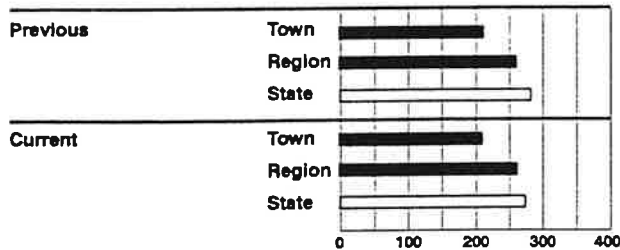


	1970	
	Town	State
Total Population	287	738,490
Youth <18 yrs. (% of total)	32.80	34.4
Median Family Income (\$)	21,714	27,226
Persons In Poverty (% of total)	0.0	6.7
High School Grads (% of adult population)	66.5	58.0

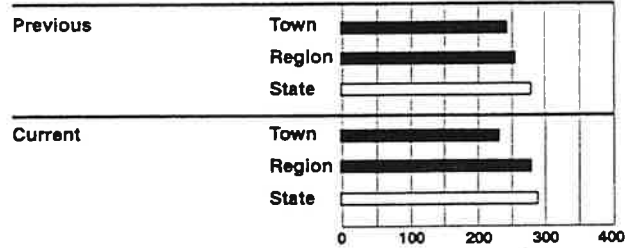
	1980		1990	
	Town	State	Town	State
Total Population	518	921,614	877	1,109,252
Youth <18 yrs. (% of total)	29.20	28.0	27.10	25.1
Median Family Income (\$)	24,837	28,500	37,500	41,628
Persons In Poverty (% of total)	11.4	8.5	3.0	6.5
High School Grads (% of adult population)	75.2	72.4	92.3	82.3

ROXBURY

Child Environment Index



Teen Status Index



	1970	
	Town	State
Total Population	161	738,490
Youth <18 yrs. (% of total)	36.60	34.4
Median Family Income (\$)	25,707	27,226
Persons In Poverty (% of total)	26.8	6.7
High School Grads (% of adult population)	22.8	58.0

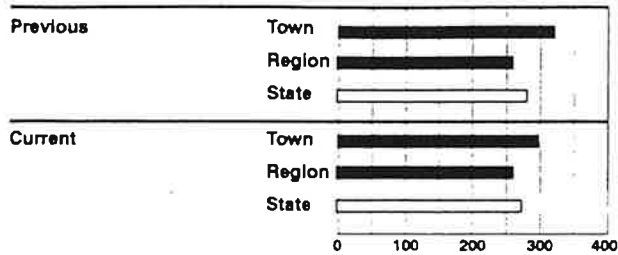
	1980		1990	
	Town	State	Town	State
Total Population	190	921,614	248	1,109,252
Youth <18 yrs. (% of total)	28.90	28.0	28.20	25.1
Median Family Income (\$)	21,224	28,500	39,750	41,628
Persons In Poverty (% of total)	10.1	8.5	0.0	6.5
High School Grads (% of adult population)	61.7	72.4	80.2	82.3

TOWN-BY-TOWN DATA

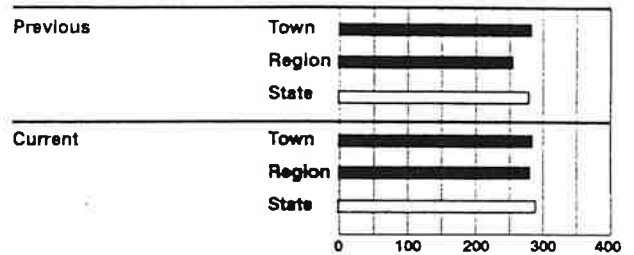
Keene-Monadnock Region

SURRY

Child Environment Index



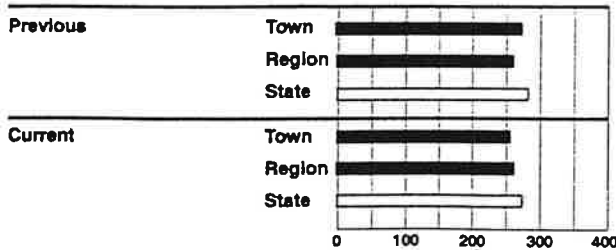
Teen Status Index



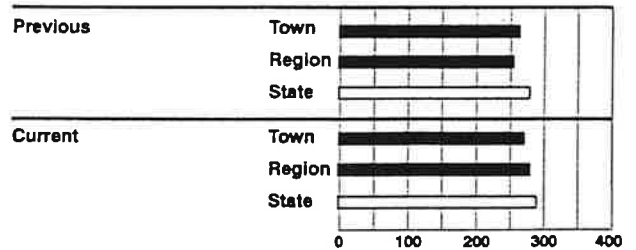
	1970		1980		1990	
	Town	State	Town	State	Town	State
Total Population	507	738,490	656	921,614	667	1,109,252
Youth <18 yrs. (% of total)	36.70	34.4	30.50	28.0	25.60	25.1
Median Family Income (\$)	22,119	27,226	31,329	28,500	42,750	41,628
Persons in Poverty (% of total)	0.0	6.7	8.2	8.5	5.9	6.5
High School Grads (% of adult population)	62.5	58.0	74.1	72.4	88.8	82.3

SWANZEY

Child Environment Index



Teen Status Index



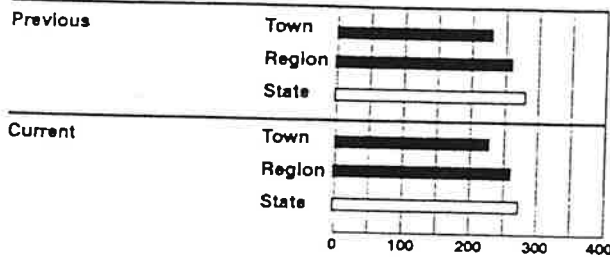
	1970		1980		1990	
	Town	State	Town	State	Town	State
Total Population	4,254	738,490	5,183	921,614	6,236	1,109,252
Youth <18 yrs. (% of total)	35.20	34.4	28.40	28.0	25.30	25.1
Median Family Income (\$)	28,432	27,226	26,743	28,500	34,306	41,628
Persons in Poverty (% of total)	4.6	6.7	6.3	8.5	8.2	6.5
High School Grads (% of adult population)	57.6	58.0	71.4	72.4	78.9	82.3

TOWN-BY-TOWN DATA

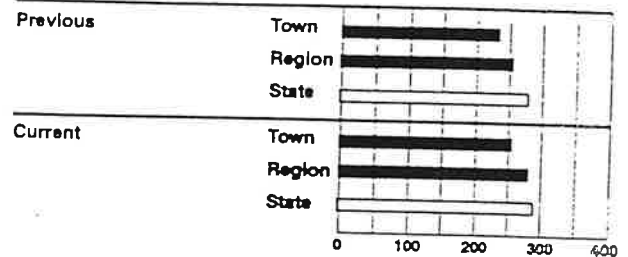
Keene-Monadnock Region

TROY

Child Environment Index



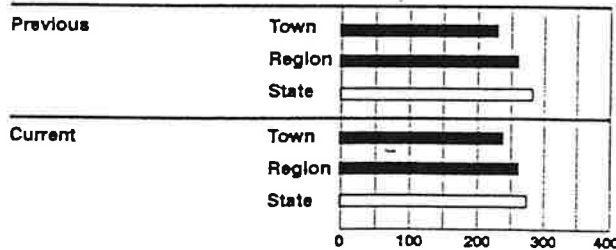
Teen Status Index



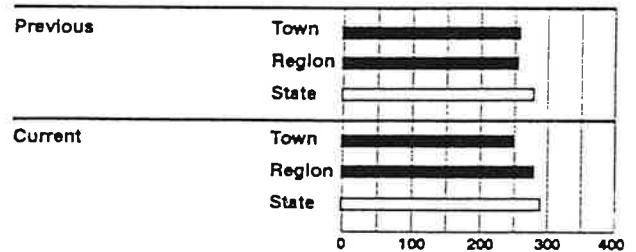
	1970		1980		1990	
	Town	State	Town	State	Town	State
Total Population	1,713	738,490	2,131	921,614	2,097	1,109,252
Youth <18 yrs. (% of total)	36.60	34.4	33.40	28.0	27.90	25.1
Median Family Income (\$)	23,449	27,226	22,332	28,500	33,796	41,628
Persons in Poverty (% of total)	12.8	6.7	14.5	8.5	5.9	6.5
High School Grads (% of adult population)	40.5	58.0	60.1	72.4	72.8	82.3

SULLIVAN

Child Environment Index



Teen Status Index



	1970		1980		1990	
	Town	State	Town	State	Town	State
Total Population	376	738,490	585	921,614	706	1,109,252
Youth <18 yrs. (% of total)	36.20	34.4	33.30	28.0	24.60	25.1
Median Family Income (\$)	19,428	27,226	24,863	28,500	37,000	41,628
Persons in Poverty (% of total)	27.9	6.7	11.1	8.5	6.8	6.5
High School Grads (% of adult population)	49.3	58.0	57.1	72.4	71.2	82.3

20 June 1994

SAU #38
600 Old Homestead Highway
Swanzey Center, NH 03446

Dear Dr. Wheeler and Ms. Holt:

I am writing to offer a summary on the supervision I provided for the guidance counselors of SAU #38, Cheryl Burrows, Libby Corindia, Diane Elkavitch and Mark Pride. We met once a month for 90 minutes to review particularly difficult or complicated cases, review recent literature on specific topics and to discuss issues specific to their functioning as a team. This year, we have reviewed and discussed Pervasive Developmental Disorder (PDD), elective mutism, attachment disorders, encopresis, assessment of suicidality in children, legal issues and the impact of gender in the assessment of needs and resources within a family. Each of these topics related to specific children these professionals were servicing within the school system.

When I first took courses in interventions for children, I learned about sibling rivalry and unresolved oedipal issues. Ten years later, we deal with children with weapons, children whose parents have given up on them; children who are abused or whose homes are torn by alcoholism and domestic violence. Guidance counselors must have a much wider range of skills and information in order to deal with the complex problems these children bring to school, while tax payers tell them to do less. It has been a treat to work with Mark, Diane, Libby and Cheryl; their professionalism, compassion, and commitment to their work is evident in each session. They come with questions and materials to share, with curiosity and determination. As more demands are made on school staff in general, and on counselors in particular, they have examined their roles and worked hard to build a supportive team. I am honored that they want to continue supervision with me again next year.

If you have any questions or comments on our work together, please feel free to call me. Thank you.

Sincerely,

Cheryl M. Donovan, Psy. D.

Counselor's Report Cutler Elementary 1993-94

1993-94 marked the first year of a full time counseling position at Cutler Elementary School.. I felt the opportunity to be a part of the Cutler community on a daily basis increased my effectiveness by allowing me to be a part of the daily rhythm of the school, a participant in the ebb and flow of events, both planned and unplanned, and a part of the daily experience of our students.

It has been my goal as time increased at Cutler to continuously expand my classroom work. This year, with the increase to full time, I was able to be in each of our 15 classrooms on an almost weekly schedule. I say "almost" because there still remains the struggle (at least it is a struggle for me) between balancing classroom work and the needs of individual students who are in upheaval or who have long-term needs that contribute to their At-Risk status. I believe that the classroom work is the most effective use of my time and contributes the most to the school life, the development of our students, and the long-term results of our school's three year journey with them. However, the unusual needs of some students must also be addressed and those needs cannot be met at another time as can some classroom goals. Addressing those individual needs must also be given a priority. Because such students' needs are often intertwined with family needs and history, my role is often to give initial help to the student and then encourage, help, arrange, prod -whatever works-the family to address its broader needs and to see the solution as one in which they all participate, not just the student. There have been some very satisfying successes in this area this year and some very discouraging disappointments.

This year saw the completion of the Guidance portion of the outcome based curriculum development and our first attempt at assessment of the results of the Guidance programs throughout the district , K-12. We were able to continue the 6th grade D.A.R.E. program, provide a Fall Parent Seminar, continue to develop and expand our Human Development/Sexuality program for 5th and 6th grades, and offer a number of small groups,

particularly for youngsters experiencing divorce.

As I anticipate 1994-95, one of my goals will be to complete a three year cycle curriculum for Cutler School. These three years we have students are a time when they grow and change so quickly in their physical, emotional, and intellectual development. Just as we have plans to build one year upon another in the various academic disciplines, so I would like to do the same in Guidance as I have the opportunity to help in these important transition years to young adults. It is a great opportunity that I appreciate being extended to me through Dave Bell, Dr. Wheeler. and the School Board.

Respectfully submitted,

Mark Pride, Cutler Elementary

June 16,1994

To: David Mousette, Dr. Wheeler, Kathy Holt,Elementary School Counseling Team (E. Corindia, D. Elkavitch and M. Pride)

From: C. Burrows

Re: Monadnock Regional School District Counseling Report and Northern Schools Counseling Program Report

This year I continued as the coordinator for the elementary school counseling team. We had 1 to 2 meetings a month and mainly met at Mt. Caesar from 2 to 3:30 PM. Before each meeting I developed an agenda. At the meeting I asked for team input on items, we talked and I took notes. During the meetings we developed the team budget and shared materials. We discussed workshops we attended and various committee meetings we attended. This year we shared some of the various committee assignments. Mark attended health education meetings, Diana went to Keene State College counselor ed meetings, Libby and I did Wellness and N.H.Comprehensive Guidance meetings.

We talked about the programs we used and shared ideas.We were involved in some of the assessment programs occurring. We discussed our roles and responsibilities. Next year we'd like to develop a role description while looking at the Needs Assessments, Time on Task documents and other work we have done. David Bell helped the K-12 counselors develop a list of personal and academic growth outcomes for students. We developed assessments that key into these outcomes and we surveyed the fourth graders. The results are being tabulated and will be reviewed.

During team meetings we processed some of the more difficult cases and did some excellent peer supervision. We met for clinical supervision once a month with Dr. Cleary Donovan. During this time, we talked about the very difficult cases we are dealing with. We discussed clinical issues such as attention deficit disorder, pervasive developmental disorder, mutism, encopresis, attachment disorder, childhood depression and gender issues. We discussed testing, special education laws, 504 and suicide protocols. I found that this elementary counseling team to be one of the best I have worked with. We have shared responsibilities and duties and supported each other professionally and personally.

Together the elementary counseling team helped plan the Drug-Free

Schools workshops and the Parenting Education program. I was Co-Project Manager for 1993. During the previous years I had been Co-Project Manager or Project Manager. Last summer I worked with Kathy Holt on the new three year grant. When Lorna decided not to continue as Co-Project Manager, I talked with Kathy Holt. She felt it would be good to have one project manager. I had found it very stimulating and interesting to do the grant over the past several years. I decided since we were starting a new three year grant cycle that it would be time for someone else on the guidance team or someone in the district to become Project Manager. The grant needed new blood. Also, I decided to put all my energies into the Northern Schools this winter and spring. After Joe Smith was hired, we have talked and I have given him the necessary grant back up paperwork.

This fall I helped with the Advisory Council meeting. Those meetings are an excellent way to get staff and community input. We did an incredibly successful inservice training on drug and alcohol issues at East Hill Farm. Kathy Holt, Diane Bush, Lorna Watkins and myself organized the training. There were over 27 participants from our district and Fall Mountain. Dr. Wheeler had suggested we target the pre-school parents for the parenting ed program. We had 15-20 parents each night. Bonnie Harris spoke from the Parent Guidance Center. Again it was very successful. I did the public relations, contracts etc. The other elementary counselors along with some 6th graders helped with the childcare. Kathy Croteau helped with space and organization.

Another district wide activity that I participated in was Wellness. I attended meetings. I did the initial work on a corporate rate at the YMCA. Being a tennis player and always looking for more chances to play, I organized a Pot Luck Doubles Tennis Tournament. I got prizes at Joe Jones and John Summers and did some news releases. At the Northern Schools I did the paper work for the state Walking Club and the two Slice of Life Activities. Several staff members participated in these activities.

Now I would like to shift my focus to my work in the three northern schools. Granted we are small in numbers but, the geographical distance from central office and each other adds constraints. The facilities available to the school counselor make you learn to be very flexible and creative. Also, many of our parents are rural and do not hook into social services in Keene. Also, it takes a long time to develop trust with some

of the families. My role and responsibilities included individual and group counseling, consultation with parents and staff, classroom teaching and coordination.

We are seeing a shift as far as parents with more serious psychiatric problems and children with more serious emotional needs. This year we have had many new students with psychological issues move into our schools. There have been three parents who suffered from severe depression and PTSD who needed to be hospitalized. This puts a tremendous strain on families and schools.

I supervised an Antioch N.E. intern. Each year that I have supervised an intern, it has been very successful. It gave me an extra set of eyes and ears. Cathy Geier worked with me this year. She was a second year movement therapist. She saw 5-6 students, co-lead groups, taught classes and did outreach and crisis counseling. My affiliation with Antioch has been an excellent professional growth experience for me and a way for the counselor to have help. I attended two supervision meetings. One was on Women and Addiction issues. It was excellent training for me.

At Surry School I saw 5 students on a regular basis, my intern saw 2 students. I saw 6 others on a as need basis. When I say I counseled these children that includes talking and meeting with their teachers and parents regularly. Also, one child with serious emotional needs was seen two times in the evening at his home when he was in crisis. These are the students I documented. Often I talk with children informally or I am consulted with informally and these aren't included in my numbers.

At Sullivan School, I saw 4 children on a regular basis. My intern saw 1 student. I met with 5 others occasionally. I'd like to increase the referrals at Sullivan School.

At Gilsum School, I worked with 10 students on a regular basis and 4 others met with me during the year. My intern saw 2 children.

At each school we were available to eat with children for lunch and visit with them on the playground. During the fall and spring, I often took a small group to play tennis.

Cathy Geir, Antioch Intern and I facilitated several groups. At Gilsum

School we did a intermediate level girls and boys group. We saw several children's peer interactions improve. At Surry School we did a Banana Splits Divorce Group with the fifth and sixth graders. Lots of energy! At Sullivan we did a Boys Group using play and movement as a theme.

In the area of consultation, I participated in many CCT and SEPT meetings. I have been involved in two out of district placements. I have consulted with teachers, principals and parents.

Classroom guidance lessons have occurred in all classes this year. I taught 11 classes each week this winter and spring and coordinated the DARE program. I used a variety of materials. The "Here's Looking At you, 2000" program was used in all classes by me except where DARE occurred. Mary Fosher taught it at her level and I continued with PUMSEY. I'd recommend teachers teaching more of the HLAY program. Also, I worked with Hospice and brought Nancy Stone into each class. She did the Assistance for Bereaved Children program. We had some very moving classes about death and dying issues. This spring, I taught Kids and Co. in all classes. The Sentinel will do an article on this personal safety program.

I produced a Guidance Newsletter three times a year and contributed articles to the Sentinel, Shopper, district wide parent and staff newsletter.

We sent in several referrals to Camp Mayhew. We have one child on the waiting list. I received money for six children to go to Camp Wakonda. This year I have worked with many agencies such as Family Services, Women's Crisis, Hospice and Big Brother/Big Sister. I teach asthma education through the Keene Clinic and Cheshire Hospital and that is a topic that I talk with parents and students about.

There are other related interests of mine that enter the schools. I taught several astronomy classes and did activity periods on this topic and nature. We had one evening viewing session that several children and parents came to. As counselor to the three schools, I attend staff meetings, open houses, recognition nights and Christmas Shows at each school. This is a great way to see and meet parents.

This year's transition work to MRHS has been excellent. I have been involved with the Peer Outreach program and other activities. I go to the

transition meetings during the year. Assessment has been another area. I assisted two days with the Early Prevention of School Failure Program and went to some of the state assessment programs.

This has been an excellent year for the guidance program. Next year I would like to do a needs assessment in the beginning of the year and a evaluation at the end. Thank you for your support and help.

TROY AND EMERSON COUNSELING REPORT 1993 -1994

My fifth year as the Troy and Emerson School Counselor is now almost completed. It has been a good year but a hectic one.

The school enrollments at Troy and Emerson have continued to remain at approximately 260 and 210 respectively. I have tried to serve as school counselor at both locations. My schedule also remained the same as last year --- Monday and Friday at Troy, Tuesday and Thursday at Emerson while Wednesday is meeting day and often a split schedule at both locations. It has been helpful having Norm back as principal for the entire year and we have often passed. He has always been supportive and available to help me with parent conferencing, or meeting scheduling of CCTs etc.. I will truly miss his calm manner, broad shoulders, and wise advice next year. Both secretaries, Linda and Sheila, have also been very supportive and helpful by taking endless telephone messages and doing some necessary typing for me when I have needed it done. My job would not be as pleasant, effective, or efficient without the aid of these three fine co-workers and friends. I appreciate them greatly. Here is a brief synopsis of this years events/program.

As the year opened I attended the kindergarten open houses and the schoolwide open houses to welcome new and old families into our schools. I contacted and organized, with the help of Kathy Holt, the home study families in order to plan for evaluations. Currently, I am only involved with two students - both in Troy. This has really lessened the load which is more

comfortable for me. I do not feel qualified to evaluate curriculum, only to document progress. (Both families are using packaged curriculums and I have worked with them in the past ; so, it has been a pleasant task.)

September was also spent screening kindergarten students with the Early Prevention of School Failure Program. I helped to pre-test the kindergarten students (56). I was involved with the Motor Skills part of the screening since I have had the training and also have a physical education background. I find it always a fun task and a great way to meet the new "little" school population but , it does take several days. Post testing was also done in the spring.

Once Art, Music, P. E., and the resource room scheduling was completed , I began to schedule the individual caseload sessions with required (coded) students . This year nine students with goal directed educational/social IEP counseling objectives met with me. We met alone or with peers. When these scheduled times were set, I added other "at risk" students who had been previously referred by the CCT Team, teachers, parents, or who themselves requested to work with me. Some of the varied issues that we worked on were such topics as, anger, behavior, home issues, loss, peer relationships and conflict resolution etc.. Several of these students, although placed in a regular classroom and meeting with educational success, either have outside agencies or services involved or are dealing with difficult issues. Times were scheduled weekly or every other week or during recesses, lunches or breakfast. Over this past year, as I look over

the classroom lists, I have met with at least 92 students either for short term interventions and/or crisis support, or on a regular schedule throughout the year. This is approximately 20% of the school population. I have also had numerous parent meetings and telephone conversations.

After scheduling time with so many students, it was difficult for me to find time to do small group activities so I focused my efforts on getting into the classrooms when possible. Visibility, I feel is important and valuable. This allows all students to know who I am and that I am there to help them.

During the first quarter of the year, I reintroduced myself in all classrooms by teaching a lesson in each with the exception of the Grade 6 classrooms where Trooper James Kelly began the D.A.R.E. Program. It was nice to have him with us for 17 weeks.

Throughout the year I taught various classroom lessons , as requested or invited. I shared some new videos on Friendship and Being Home Alone in the primary grade classrooms. (The guidance program focused on latch-key issues since a survey that I had done last spring indicated that 22% of our school children live in single parent homes.) I taught the KIDS AND COMPANY TOGETHER FOR SAFETY curriculum in 7 classrooms as well as the H.L.A.Y. 2000 Drug and Alcohol lessons to all the grade 4 students at Emerson. I was able to share several new resources with teachers and parents and hope to use more curriculum pieces next year.

In November, the Sex Education evening programs were held. Once again I tried to change something for the better by holding both in the fall rather than holding one in the spring. I invited the

grade 5 and grade 6 students to attend with their parents even though most of the grade 6 students came last year. The attendance at Troy School was sparse. The Emerson program was very well attended. As we look at a health curriculum, perhaps this sex education program should be incorporated somehow to reach all students.

At conference time in November, as in April, I met with several parents at both schools. I also put up a display of materials and handouts for parents to read and have on parenting skills. The elementary guidance counselors sponsored a parenting course with Bonnie Harris this year. This was held at Mt. Caesar. I attended this as well as the H.L.A.Y. 2000 Training Workshop at East Hill Farm in December. Several of the teachers joined me to learn more about substance abuse and to become more familiar with these materials. I appreciated all of Kathy Holt's efforts to make this training run so smoothly.

Throughout the rest of this year, I have attended numerous meetings. Many have been CCT (Child Concern Team meetings) which, with Norm's support, have often been scheduled before or after school. There are now about 55 CCT files at Troy and Emerson which help to document teacher concerns, modifications, interventions, frustrations, etc.. This has been useful in organizing our efforts with the "at risk" students prior to referring them into the special education process. It will be difficult to schedule these for 2 principals and I'm hoping for some help or suggestions with this process.

Bi-monthly guidance team meetings and monthly clinical supervisions were also part of my agenda. Both of these times were invaluable for sharing some difficult cases with my peers and other professionals in the field. I was able, I feel, to follow through on 2 or 3 difficult cases due to their suggestions, support, and materials (i.e. an incontinent case and an elective mutism case).

For professional growth, I attended the fall New Hampshire Comprehensive Guidance Program which was held at Keene State College. I also visited the TNT Program at Keene. I remain supportive and involved with the MRSD Wellness Team and am a member for the second year. The Wellness Conference is to be held at the end of this month and I feel fortunate to be going. I also attend the Drug Free Grant Meetings to represent the elementary counselors and I am involved in the 6-7 grade meetings. I have gone to several workshops on such issues as special education law, managing conflict and anger and, I am currently enrolled at KSC in a graduate level course on substance abuse. Hopefully, these efforts will aid me in better understanding and serving the children and families of Troy and Fitzwilliam.

One of the highlights of my year was when I volunteered and was chosen to represent the "traveling" staff on the Troy Principal Search Committee. I found it an interesting and exhausting task to choose a principal but, also an enlightening and worthwhile experience to work with my colleagues and parents on such an important decision.

I am pleased to share that, through my efforts, a Troy third grade boy has been chosen to attend the Mayhew Program this summer and, a forth grade boy has a scholarship to Camp Takodah. Both young boys come from single parent homes.

The district guidance assessment for grade 4 has just been completed as well as the grade 4 and grade 6 I SAY SURVEYS. It will be interesting to see what these surveys reflect about our students. I feel positive about what I see happening at Troy and Emerson Schools.

Looking ahead, I am excited about 1994-1995. Having 2 principals, 2 resource room teachers, a nurse more often and three chapter 1 tutors for support sounds promising. We are certainly trying to meet the needs of the students though I do expect the continual issues of divorce, child sexual abuse, relocations, single parenting struggles, etc. to continue to interfere with their learning. It will also be important to help children with an understanding of these issues.

Once again, thank you for the opportunity to work with these young people. As I mentioned before, I will miss Norm; but, I am looking forward to next year.

Sincerely,

Elizabeth S. Corindia

School Counselor

Troy and Emerson

June 1994

MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
July 19, 1994

MEETING AT

Monadnock Regional High School

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Discussion of the "Approval of Manifests"
- c. "Kids Count" report. (see attached)
- d. Action on the manifests.
- f. Correspondence/announcement
 - 1) Elementary Counselors' reports with statement from consultant. (see attached)

5. 8:45P SUPERINTENDENT'S REPORT

- a. Bus/Ed CEO/Brd/ Higher Ed meeting discussion.

6. 9:00P NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues

7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: July 13, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

Science is built on facts the way a house is built of bricks; but an accumulation of facts is no more a science than a pile of bricks is a house. --Henri Poincare

Boy! Doesn't Henri say mountains about education?

- 4.b. Approval of the manifests was placed on the agenda by action taken at the last board meeting.
- 4.c. A profile of the Keene-Monadnock Region and a profile for each of the eight Towns presents a snapshot of the years 1970, 1980 and 1990. Much can be taken from this data and information that reflects on the movement of people, children (under 18 years of age) and income. In light of some of the materials presented at the last several District meetings, me thinks, someone speaking did not know the facts or perchance deliberately distorted them. At any rate, this should be good information to share with our communities at some point in time.
- 5.a. The meeting held on Wednesday, July 6 was well attended. The process to extort some opinions was successful. The result was agreement that we had enough reason to meet again. We will do so on July 27, 1994 at 7:30 PM. Place to be announced.

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
July 19, 1994, Monadnock Reg. H.S.

Meeting was called to order by D. Keating, Chairman, at 7:45 P.M.

PRESENT: L. Barrett, J. Carnie, J. Fallon, B. Hamill, D. Keating, J. Tommila, G. White, B. Snider, Student Representative, Dr. Wm. Wheeler, Superintendent and K. Holt, Assist. Superintendent. Also present were J. Menton, K. Craig, L. DeCoste, and J. Settler.

CONSENT AGENDA: G. White MOVED: The approval of the minutes of June 21, 1994; SECONDED by J. Fallon. VOTED: 7-0-0-3.

G. White MOVED: That the administration's recommendation for course reimbursements be approved (T. LeCour, \$25; N. Gagne, \$30 and A. Carparelli, \$100); SECONDED by L. Barrett. VOTED: 7-0-0-3

CITIZEN CONCERNS: L. DeCoste expressed her appreciation to the Board for funding her trip to New Zealand. She noted that she is prepared to present a report to the Board about her experiences and the benefits to the Mt. Caesar School.

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS: D. Keating presented a request of the administration to authorize a payment to Ingram Construction for \$88,950.60.

J. Tommila MOVED: That the Board authorize a payment to Ingram Construction for \$88,950.60; SECONDED by G. White. VOTED: 7-0-0-3.

J. Menton reviewed the concerns expressed by J. Tommila of being asked to approve the payments of large sums of money with very little supportive information. He explained the difference between a check register, currently being used to approve payments, and a warrant and distributed a sample of a warrant to illustrate the difference. There appeared to be general agreement that the use of the warrant would be an improvement. It was also discussed that the administration would submit a budget summary report in October, January, March and May.

Dr. Wheeler commented on a report, "Kid Count in New Hampshire" that provides a profile for each of the District's eight towns including student population trends and per capita income.

B. Hamill MOVED: That the Board approve the manifest as presented (Warrants dated 7/6/94, \$114,962.25; dated 7/8/94, \$21,161 and dated 7/15/94, \$204,097.34); SECONDED: by G. White. VOTED: 7-0-0-3.

D. Keating authorized B. Ballou to sign for the approval of payments.

J. Stettler was introduced to the Board as the new principal of the Troy Elementary School. She noted that she is looking forward to working with the staff and the community. She also described some of the events moving her family from California and driving across country.

A letter from the chairman of the State Board of Education regarding the practice of saluting the American flag each day was discussed and referred to the Policy Committee.

The administration reviewed with the Board a survey on the use of the Keene Sentinel's Infoline indicating wide use by the public, especially with regard to school closing and inclement weather.

Dr. Wheeler reviewed with the Board a position paper of the New Hampshire School Administrators Association, Kindergarten for All Children in New Hampshire. The paper contains the recommendations "that kindergarten is essential for all children . . . and New Hampshire's children are entitled to equal educational opportunity."

Dr. Wheeler presented to the Board The Counselors Report.

B. Ballou informed the Board that any new resolutions must be submitted to the NHSBA by July 29th.

SUPERINTENDENT'S REPORT: Dr. Wheeler noted that he was happy with the number of people in attendance at a meeting of school board members, business leaders, representatives of higher education and public school administrators and happy with the outcomes. A meeting has been scheduled for July 27th at the Keene Hitchcock Clinic to plan further for initiating effective change through consensus building where their is common interest.

NON PUBLIC SESSION: At 8:55 P.M. B. Hamill MOVED: That the Board enter into non public session for the purpose of discussing personnel matters and negotiations; SECONDED by G. White. VOTED: 7-0-0-3 by a roll call vote.

G. White MOVED: That the Board accept the notice of retirement of Marion Bedard to be effective January 1, 1996; SECONDED by L. Barrett. VOTED: 7-0-0-3.

B. Ballou MOVED: That the Board approve the nomination of Ellen Cronin as assistant principal of the Monadnock Regional High School; Seconded by G. White. VOTED: 7-0-0-3.

Negotiation issues were discussed.

The Board returned to non public session at 9:25 P.M. There being no further business the meeting was adjourned.

Respectfully submitted,

John M. Menton

To: Monadnock School Board

From: John M. Menton, Business Office

Subject: Early Retirement

Date: August 8, 1994

Early retirement plans have existed for some time in New Hampshire for the primary purpose to contain salary and benefit costs. They vary in design keying off accumulated sick leave, "buy outs", retirement balloon payments and such. With the emphasis on compressing salary schedules, retirement plans have become less effective for containing costs. There are fewer years to recover the expense.

Any early retirement plan should at least contain three characteristics:

1. A stated and defined goal,
To illustrate;
(To contain salary and benefit costs for those Teachers who are within 5 years of reaching the retirement age of 65 and have 25 continuous years of service in the District.)
2. Stated objectives,
To illustrate;
(Cost containment should exceed a minimum of 20% over a 5 year period per retiree.)
(Retirees may retain membership in District benefits plan at their own expense.)
(and more.)
3. Means by which to limit early retirement costs to the District in any one year and over a specified period of time.
To illustrate;
(Early retirement costs in any one year will not exceed 5% of the gross negotiated salaries)

While the plan summarized on the following page does tends to address the items above, any plan should be customized to meet a District's unique needs. A number of plans should be reviewed before making a final decision.

Pages 2 - 4 provide examples of teachers who will be retiring in June '95 and the financial impact (cost containment) on the District. It is interesting to note that there is little difference between the teacher that retires at age 55 (J. Soucy) and the teacher that retires at age 58. Both can exercise the seven year payout period. There are also other issues such as hiring a first year teacher versus a five year teacher. Is breaking even sufficient reason to adopt a plan? Is hiring an inexperienced teacher justification for cost containment? The issue of benefits were not adressed - Fica, life insurance etc.

MONADNOCK REG. SCH. DIST.
EARLY RETIREMENT PROJECTIONS

A brief overview of the proposal for early retirement is as follows:

- twenty years of full-time service in the District,
- to have reached the age of 55,
- a range of early retirement stipends (32.5% to 40.0%) of the average of the three preceding years annual salary,
- the Board will contribute 98% of prior year cost for health insurance.
- Seven years is the maximum payout period.

Assumptions:

- The average increase in salary for teacher eligible for early retirement (Step 10+ and 20 yrs longevity) is 1.6%.
- The average increase for teachers with less than 10 years of teaching experience is 3.2%.
- The average salary for a new hire is \$30,215.
- The average salary for an early retiree is \$41,565.
- The The cost to the District for health and dental insurance for a new hire will be twice the cost for a retiree.
- The District will contribute its contribution to FICA.

Illustration Of Average Factors:

Teacher, age 55 (sch yr 95-96) to retire at age 62 (June 2002).

SALARY	SALARY	VARIANCE	7 YEARS GROSS
95-96	01-02		
\$41,565	\$45,717	\$4,152	\$308,296

Teacher, retiree age 55 (sch yr 95-96) eligible for payments to June 2002.

STIPEND	STIPEND	VARIANCE	7 YEARS GROSS
95-96	01-02		
\$12,843	\$12,843	\$0	\$89,901
		VARIANCE-----	\$218,395

Teacher, new hire (Step 5) \$30,215.

SALARY	SALARY	VARIANCE	7 YEARS GROSS
95-96	01-02		
\$30,215	\$37,666	\$7,451	\$240,369

TOTAL (age 62 retiree)	\$308,296
less cost 55 retiree	\$89,901
less cost new hire	\$240,369
NET (gain/loss)	----- (\$21,974)

TIREE: June 1995 - Joan Soucy, Age 55 - 7yr payout.

SALARY	SALARY	VARIANCE	7 YEARS GROSS
95-96	01-02		
\$41,473	\$45,717	\$4,244	\$304,624

STIPEND	STIPEND	VARIANCE	7 YEARS GROSS
95-96	01-02		
\$15,002	\$15,002	\$0	\$105,014
		VARIANCE	\$199,610

Teacher, new hire (Step 5) \$28,915

SALARY	SALARY	VARIANCE	7 YEARS GROSS
95-96	01-02		
\$28,915	\$37,644	\$8,729	\$202,925

TOTAL (age 62 retiree)	\$304,624
less cost 55 retiree	\$105,014
less cost new hire	\$202,925
NET (gain/loss)	(\$3,315)

Teacher, new hire (Step 0) \$23,500.

SALARY	SALARY	VARIANCE	7 YEARS GROSS
95-96	01-02		
\$23,500	\$31,573	\$8,073	\$193,698

TOTAL (age 62 retiree)	\$304,624
less cost 55 retiree	\$105,014
less cost new hire	\$193,698
NET (gain/loss)	\$5,912

RETIREE: June 1995 - Bob Soucy, age 60 - 5yr payout.

SALARY	SALARY		5 YEARS
95-96	99-00	VARIANCE	GROSS
\$40,635	\$43,299	\$2,664	\$209,781
STIPEND	STIPEND		5 YEARS
95-96	99-00	VARIANCE	GROSS
\$12,012	\$12,012	\$0	\$60,060
		VARIANCE	\$149,721

Teacher, new hire (Step 5) \$28,915

SALARY	SALARY		5 YEARS
95-96	99-00	VARIANCE	GROSS
\$28,915	\$34,475	\$5,560	\$129,256
		TOTAL (age 65 retiree)	\$209,781
		less cost 60 retiree	\$60,060
		less cost new hire	\$129,256
		NET (gain/loss)	\$20,465

Teacher, new hire (Step 0) \$23,500.

SALARY	SALARY		2 YEARS
95-96	99-00	VARIANCE	GROSS
\$23,500	\$28,915	\$5,415	\$131,909
		TOTAL (age 65 retiree)	\$209,780
		less cost 60 retiree	\$60,060
		less cost new hire	\$130,909
		NET (gain/loss)	\$18,811

RETIREE: June 1995 - J. Ebbighausen, age 58 - 7yr payout.

SALARY	SALARY		7 YEARS
95-96	01-02	VARIANCE	GROSS
\$41,711	\$41,285	\$45,878	\$306,364
STIPEND	STIPEND		7 YEARS
95-96	01-02	VARIANCE	GROSS
\$14,938	\$14,938	\$0	\$104,572
		VARIANCE	\$201,792

Teacher, new hire (Step 5) \$28,019

SALARY	SALARY		7 YEARS
95-96	01-02	VARIANCE	GROSS
\$28,915	\$37,644	\$8,729	\$202,925
	TOTAL (age 60 retiree)		\$306,364
	less cost 60 retiree		\$104,572
	less cost new hire		\$202,925
	NET (gain/loss)		(\$1,133)

Teacher, new hire (Step 0) \$23,500.

SALARY	SALARY		7 YEARS
95-96	01-12	VARIANCE	GROSS
\$23,500	\$31,573	\$8,073	\$55,073
	TOTAL (age 65 retiree)		\$306,364
	less cost 58 retiree		\$104,572
	less cost new hire		\$193,698
	NET (gain/loss)		\$8,094

MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
August 16, 1994

MEETING AT

Monadnock Regional High School

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Discussion of community meeting to begin plans for phase II.
- c. New Zealand as Lil DeCoste viewed it.
- d. Discussion of Early Retirement proposal. (see attachment)
- f. Action on the manifests.
- e. Correspondence/announcement

5. 8:45P SUPERINTENDENT'S REPORT

- a. Critical Skills report and Opening of School Workshop Days.

6. 9:00P NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues

7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: August 5, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

In politics, if you want anything said, ask a man; if you want anything done, ask a woman.
-- Margaret Thatcher

What better way to remind you that I will be absent for the meeting; however, Kathy will do very well. I will be on vacation from August 9 - 22, 1994.

4.b. The board needs to discuss how the next step will be taken toward answering the questions involving the district's school facilities. A meeting could be called to initiate community action. The budget time schedule requires board action prior to Christmas. That's the date we proclaim that we will present the budget to the Budget Committee.

4.d. The negotiation committee had asked John and me to do some research into the cost of the proposed early retirement program. The proposal was presented at the last meeting. You will find data and information concerning this issue attached for your review. John will be prepared to discuss the issue and answer questions involving the data/information.

5.a. Kathy will discuss the Critical Skills Workshops which was presented this summer. The first workshop was one week and incorporated K-12 classroom teachers and administrators. The emphasis was on incorporating the critical skills more completely into several classrooms, assessing how well students demonstrate the acquisition of those skills and how administrators will work with teachers to help the process. The second workshop was for administrators only. It was held in Oneonta, NY. Six principals, Kathy and I attended. The purpose of the administrative workshop was to assist administrators in using critical skills to better manage/lead the schools as well as better recognize, support, and collaborate with teachers in the classroom.

Kathy will also outline the four curriculum/instruction workshop days which open the school year. You are invited to attend any of the sessions but most particularly the luncheon which is held at the Keene State College Cafeteria on the opening day. In fact, if any of you wish to address the staff it would be a good time to do so.

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
August 16, 1994, Monadnock Reg. H.S.

Meeting was called to order by D. Keating, Chairman, at 7:35 P.M.

PRESENT:

B. Ballou, L. Barrett, T. Britton, J. Fallon, B. Hamill,
D. Keating, J. Tommila, G. White and K. Holt, Assist. Superintendent. Also
present were J. Menton, D. Bell, K. Craig, L. DeCoste, J. Stettler,
D. Stockwell and C. Roosa.

CONSENT AGENDA:

G. White MOVED: The approval of the minutes of July 19, 1994; SECONDED by
J. Fallon. VOTED: 5-0-1-4. B. Ballou and L. Barrett were not in attendance
to vote.

G. White MOVED: That the administration's recommendation for course
reimbursements be approved (A. Killeen, \$468.25 and \$31.75; P. Jackson, \$60
and W. Bartels, \$160); SECONDED by J. Fallon. VOTED: 6-0-0-4.

D. Stockwell advised the Board that W. Smith has returned from military
leave.

The matter of "Drive-By-Design" clothing was discussed briefly.

L. Barrett asked that a Goal Setting date be set. D. Keating is to
contact Dr. Wheeler for a possible Sept. 10th meeting.

CITIZEN CONCERNS:

P. Breckell presented to the Board a booklet highlighting the events of the
High School baseball team winning the 1993 - 94 State Championship. He also
thanked the Board for the jackets awarded to the team in recognition of its
accomplishments.

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS:

L. Barrett advised the Board that the Policy Committee will be scheduling a
meeting in October.

D. Keating asked that the Board be updated on the activities of the
Technology Committee.

Activities of the Facilities Committee and the Citizens for Quality
Education Committee were discussed. J. Tommila is to meet with Dr. Wheeler
to plan a joint meeting of the committees.

C. Roosa addressed the Board on the progress regarding the high school addition and the Mt. Caesar modular classrooms. Mt. Caesar modulars are near completion and will be ready for teachers and the opening of school. Except for a delay with the installation of lockers and the delivery of some classroom furniture, the high school addition will be ready for use.

L. DeCoste addressed the Board with a slide presentation and commentary on her observations and impressions of primary education in New Zealand and the Reading Recovery Program that she observed. Board members commented on L. Decoste's reference to the absence of special teachers for music, art and physical education and the services of guidance. She emphasized particularly the significance of the childrens' initiative for being responsible in the classroom. L. Decoste noted that she is exploring the possibility of New Hampshire becoming a research site for the Reading Recovery Program.

1. Barrett MOVED: That the Board approve the manifest as presented (Payroll #2, \$72,919.57; Payroll #3, \$73,922.71; Warrant dated 7/21/94, \$47,849.12 and Warrant dated 8/16/94, \$69,353.37); SECONDED: by G.White. VOTED: 7-0-1-2. J. Tommila abstained.

SUPERINTENDENT'S REPORT:

K. Holt informed the Board of the Critical Skills Workshops that were conducted this summer in cooperation with Peter Epping of Antioch College. Sixteen teachers and administrators participated in a workshop conducted at the high school. The emphasis was on incorporating critical skills in the classroom, assessing student use of the critical skills process and assessing administrative support. A second workshop held in Oneonta, New York, attended by eight administrators, emphasized the management and support for critical skills in the classroom. In response to many questions, K. Holt noted that a brochure is being prepared for Board members and staff describing the model for Critical Skills. She also noted that meetings will continued to be held with staff during the school year and workshops to be scheduled in the summer of '95.

K. Holt shared with the Board a schedule of opening of school workshops and events. Board members were invited to lunch with staff on August 24th at Keene State College.

NON PUBLIC SESSION:

At 9:05 P.M. B. Hamill MOVED: That the Board enter into non public session for the purpose of discussing personnel matters and negotiations; SECONDED by J. Fallon. VOTED: 8-0-0-2 by a roll call vote.

B. Hamill MOVED: That the Board approve a request for early admission to Kindergarten subject to the administration's screening process; SECONDED by L. Barrett. VOTED: 8-0-0-2.

B. Hamill MOVED: That the Board approve the request of T. Lewis that her daughter T. Lacroix be permitted to remain at Mt. Caesar School: Seconded by G. White. VOTED: 8-0-0-2.

G. White MOVED: That the Board approve the nomination of S. Minickiello as
Ir. H.S. math teacher at a salary of \$23,500; SECONDED by L. Barrett.
VOTED: 8-0-0-2.

Negotiation issues were discussed.

The Board returned to non public session at 9:45 P.M. There being no
further business the meeting was adjourned.

Respectfully submitted,



John M. Menton

AGE OF ENTRANCE

A pupil may enter grade one if his chronological age will be six before September 30 of the year of entering school.

A pupil may enter kindergarten if his chronological age will be five before September 30 of the year of entering school.

A birth certificate must be presented upon registration as proof of the date of birth.

In-coming transfer students in grades 2-12 inclusive will be initially placed in accordance with the data forwarded by the sending district. Such placement is tentative and subject to reassignment by the Superintendent of Schools or his designee.

In-coming transfer students in grade 1 will only be initially admitted to grade 1 if their chronological age will be six before December 31 of the year of entering school or if previously enrolled in grade 1 in another community and attending local schools only on a temporary basis (10 months or less). Such placement is tentative and subject to reassignment by the Superintendent of Schools.

See RSA 193:6

STATE LAW

193:6 Duty of Pupil. Every child between 6 and 16 years of age shall attend the public school within the district or a public school outside the district to which he is assigned or an approved private school during all the time the public schools are in session, unless he has been excused from attending on the grounds that his physical or mental condition is such as to prevent his attendance or to make it undesirable, provided that if a child reaches his sixth birthday after September 30 he will not be required to attend school under the provisions of this section until the following school year.

May 4, 1993

EARLY ADMISSION TO KINDERGARTEN

All children who are five years of age by September 30 shall be admitted to kindergarten unless the parents (or guardians) decide on another arrangement.

1. Early admission to kindergarten shall only be for those children whose fifth birthday falls between October 1 and December 31 of that school year.
2. Mt. Caesar has initiated an E.P.S.F. (Early Prevention of School Failure) program which produces a student profile showing strengths and weaknesses in the following areas: receptive language, expressive language, auditory, visual memory, visual discrimination, fine motor and gross motor skills. Mt. Caesar would serve as the testing center for the district, and all parents requesting early admission would bring the child there. This profile is developed by a team of four or five staff members and takes approximately 45 minutes. A nominal fee would be charged for the development of the profile. Results are reported in each area as: considerable strength, moderate strength, average, moderate need or considerable need. A child applying for early admission must score average or above in all seven skill areas for submission of application to the Board for early admittance to kindergarten.
3. The parent shall submit to the board prior to a board meeting a written rationale as to why early admission is being requested.
4. The parent shall give permission to have any medical information available to the school district.
5. The parent may submit a letter of recommendation from the child's pre-school teacher or submit any additional information they feel is pertinent.

May 4, 1993

To: Bill
From: Lil
Re: Early Entry Screening
8/31/94

On August 22, seven four year olds were screened, as per Policy JEBA, for early entrance to kindergarten. There were two students who met the criteria - one here in Mt. Caesar and one from Gilsum. Of the five not meeting the criteria, I believe three sets of parents (one set represents twin boys) plan to appeal to the school board for a waiver of the policy.

I sincerely hope that the board denies the exceptions. The tests are norm referenced based on age. As it is, our kindergarten teachers don't agree that students who do "At Expected Age" as a child of four years, ten months, are ready for kindergarten.

At the same time, I realize that this is difficult for the board. If they decide to grant the exceptions, we will welcome these children and do out very best to make sure they meet with success.

August 30, 1994

Dr. William Wheeler
SAU #38
Swanzey Center
Swanzey, NH 03431

Dear Dr. Wheeler,

My name is Sherri Howard and I met with you briefly on Tuesday, August 23rd regarding my children Maxwell and Michael Howard's EPSF Diagnostic results taken that day at Mt. Caesar School.

I would like to appeal the decision from the test. I would like to have my children attend Kindergarten this fall. I would like a decision made on the night of the School Board Meeting held on September 6th, 1994 at 7:30 p.m. This would be helpful for our family plans for this school year.

Enclosed you will find a letter of recommendation from the boys preschool teachers, Anne Cromwell and Toni Paoletti at Keene Day Care and their Preschool Teacher's Observation Sheets. The students at Keene Day Care have met the requirements for the Keene School District, which most of those students will be attending. I would like to think my children met Monadnock standards.

I hope that the school board will look favorably on my sons' enrollment.

We are very excited about becoming Monadnock Huskies!

Sincerely,



Sherri J. Howard

Enclosure



A United Way Agency

Preschool and after school care of children of employed parents
Wood Street, Keene, NH 03431

Telephone 352-2129

Bonnie Rill, Executive Director

August 23, 1994

To Whom It May Concern:

Maxwell and Michael Howard have been in a classroom with children who will be attending kindergarten this September. Both Maxwell and Michael have done well handling and keeping up with tasks that their peers were engaged in. They are most capable and have met Keene School District criteria for entering kindergarten. See attached sheets.

I also recommend that they be permitted to attend kindergarten because they have been through the preschool program and have come to a stopping block. The disadvantages of Maxwell and Michael staying another year at KDCC in the preschool program would be that they would become bored. I am gearing up to begin my preschool program again for my new students. I wouldn't want Maxwell and Michael to become bored which could lead to behaviour problems later. If you have any additional questions, please feel free to contact me at 352-2129.

Thank you,

Anne Cromwell (jd)
Anne Cromwell
Preschool Teacher

Social and Emotional, cont.

- washes hands before meals
- Respects other people's property
- Developing sense of fairness
- Verbally expresses anger
- Role plays during cooperative play
- Enjoys praise / compliments
- Enjoys "show + tell" time

Intellectual, cont.

- flowers, birds
- Develops awareness of "good" and "bad"
- Names the days of the week
- Retells main details of stories
- Recognizes the cause and effect of actions
- Follows 3 to 4 step directions
- Recognizes square and rectangle shape
- Counts ten objects
- Recognizes own name in print
- Repeats 7-10 word sentence

Please feel free to contact me if you have any questions : 352-2129 8am-3:30.

Toni A. Paoletti
Toni A. Paoletti
Pre-school Teacher
Keene Day Care Center

August 29, 1994

To Whom It May Concern:

I am writing this to tell you the skills I saw in Michael Howard while I was his teacher in the Heart Room at Keene Day Care Center.

Fine Motor

- Buttons or Unbuttons buttons
- Cuts on a line with scissors
- Completes 18-24 piece puzzle
- Zips and unzips
- Adds parts to an incomplete man
- Copies most letters
- Traces objects
- Draws crude objects
- Colors within lines
- Copies square, triangle + diamond shapes
- Models objects from clay/playdough
- Hand preference established

Emotional and Social

- Enjoys other children and having a "friend"
- Bases friendships on shared activities
- Delights in humorous stories
- Prefers small group play
(continued on back)

Gross Motor

- walks up + down stairs
one foot per step
- catches ball with hands
- Jumps from heights
- Starting to jump rope
- climbs
- plays ball
- plays simple, organized games

Intellectual

- Has and uses proper vocabulary
- enjoys silly language and repeating silly words
- appreciates bugs, trees,
(continued on back)

PRE-SCHOOL TEACHER'S OBSERVATION SHEET

PLEASE PRINT:

Child's Name: Maxwell Howard Nickname: Max
Birthdate: 10-17-89 Dates of attendance in your program: 6-27-93 - present
Parent's Name: Sherri Howard & Robert Howard
Address: 18 Anthony Circle W. Sumner, NH 03469 Phone: 357-2284
Name of Keene School Child will be enrolled in (if known): _____

ATTENTION SPAN

Does Child: Listen? _____
Observe? very observant
Stick to a task? until completed
Tire easily? no

BEHAVIOR AND SOCIAL RELATIONS

Does Child: Get along well with peers? interacts well with his peers.
Enjoy Companionship? sometimes
Prefer solitary play? yes
Prefer adults? once in awhile
Show reasonable self-control? O.K.

INDICATIONS OF MENTAL GROWTH

Does Child: Seek information? He explores his environment
Display general information? yes
Show original thought? very creative
Appear mentally mature? yes

LANGUAGE

Does Child: Follow directions? Yes
Express self in sentence? yes
Use an expressive vocabulary? yes
Enunciate clearly? easily understood

COORDINATION

Does Child Appear Well Coordinated in Gross Movement Such As:

Running? yes
Walking? yes
Skipping? yes
Hopping? on 2 feet

Does Child Appear Well Coordinated in Small Muscle Control Such As:

Coloring? O.K. - yes
Drawing? O.K. - yes
Pasting? well
Cutting? yes
Working with Puzzles? yes

GENERAL INFORMATION

What hand does child usually use?

Right ☒ Left ☐ Both ☐

For what activities? Maxwell uses his right hand for coloring, painting, writing and pointing.

What activities does child prefer? Maxwell enjoys building in the block area; manipulatives and sensory table.

What activities are avoided? Maxwell is well rounded.

What does child do really well? Maxwell loves to pretend with either dinosaurs or puppets.

What does child have trouble doing? Nothing stands out.

Do you have any reason to suspect that the child may be having difficulties with vision? no hearing? no

other health problems? no

COMMENTS: (Anything else that you feel will help us in understanding this child's needs; i.e. specific strengths and weaknesses, or any other issues not addressed above)

Fine Motor Development - Good

Gross Motor Development - Super

Music & Movement - O.K.

Cognitive Development - Developing appropriately

Social & Emotional Dev. - friendly & cooperative

Speech & Language - fine

Hygiene & Self Care - Super

Anne Connell
Teacher's Name

Keene Day Care Center
Nursery School:

Date 8/23/94

PRE-SCHOOL TEACHER'S OBSERVATION SHEET

PLEASE PRINT:

Child's Name: Michael Howard

Birthdate: 10-17-89

Nickname: _____

Dates of attendance in your program: 6-27-93 present

Parent's Name: Sherri Howard & Robert Howard

Address: 18 Anthony Circle W Swanzey NH Phone: 357-2284

Name of Keene School Child will be enrolled in (if known): 03469

ATTENTION SPAN

Does Child:

Listen? Yes

Observe? Very observant

Stick to a task? until completed

Tire easily? No

BEHAVIOR AND SOCIAL RELATIONS

Does Child:

Get along well with peers? Yes

Enjoy Companionship? Yes

Prefer solitary play? once in a while

Prefer adults? when being read to

Show reasonable self-control? Yes

INDICATIONS OF MENTAL GROWTH

Does Child:

Seek information? He is curious & explores his world

Display general information? Yes

Show original thought? Yes

Appear mentally mature? Yes

LANGUAGE

Does Child:

Follow directions? Yes

Express self in sentence? Yes

Use an expressive vocabulary? Yes

Enunciate clearly? He is understood by all

COORDINATION

Does Child Appear Well Coordinated in Gross Movement Such As:

Running? Yes

Walking? Yes

Skipping? Yes

Hopping? 2 feet

Does Child Appear Well Coordinated in Small Muscle Control Such As:

Coloring? Yes

Drawing? Yes

Pasting? Yes

Cutting? Yes

Working with Puzzles? _____

GENERAL INFORMATION

What hand does child usually use? Right ☒ Left ☐ Both ☐

For what activities? Michael uses his right hand for printing, pouring, painting, and coloring

What activities does child prefer? Michael enjoys building in the block area, dramatic play area & book corner

What activities are avoided? Michael is well rounded

What does child do really well? Michael loves to build in the block area and read books

What does child have trouble doing? Nothing stands out

Do you have any reason to suspect that the child may be having difficulties with vision? no hearing? no

other health problems? no

COMMENTS: (Anything else that you feel will help us in understanding this child's needs; i.e. specific strengths and weaknesses, or any other issues not addressed above)

Fine Motor Development - Good

Gross Motor Development - Super

Music & Movement - O.K.

Cognitive Development - developing appropriately

Social & Emotional Dev. - developing appropriately

Speech & Language - fine

Hygiene & Self Care - Excellent

Anne Cromwell

Teacher's Name

Keene Day Care Center

Nursery School:

Date 8/23/94

TEAM CONFERENCING
EPSF DIAGNOSTIC STUDENT PROFILE

MT CAESAR

STUDENT NAME: MICHAEL HOWARD
DOB: 10/17/89
CHRONOLOGICAL AGE: 4-10

TEACHER'S NAME: EARLY ENTRY
TEST DATE: 8/23/94

Considerably Above Age Level		RL = Receptive Language
Moderately Above Age Level		EL = Expressive Language
Expected Age Level		AD = Auditory
Moderately Below Age Level	 X X X X	VM = Visual Memory
Considerably Below Age Level	 X X	VD = Visual Discrimination
	 X	FM = Fine Motor
		GM = Gross Motor

RL EL AD VM VD FM GM

RECEPTIVE LANGUAGE: Scored moderately below age level
EXPRESSIVE LANGUAGE: Scored moderately below age level
AUDITORY: Scored at age level
VISUAL MEMORY: Scored at age level
VISUAL DISCRIMINATION: Scored at age level
FINE MOTOR: Scored at age level
GROSS MOTOR: Scored considerably below age level
Teacher's and Specialists' Observations of Child's Responses:
ARTICULATION: APPROPRIATE VERY QUIET
HEARING: OK LEFT RIGHT
VISION:

MICHAEL was able to identify the following colors:
red blue green orange yellow white (PLS)
MICHAEL was able to identify the following shapes:
rectangle triangle circle (PLS)
MICHAEL could count to 9 in one to one correspondence. (PLS)
MICHAEL WAS NOT able to print his name. (DAP)
Lateral dominance was as follows: Foot = M Hand = R Eye = R (MAS)

PLS observations: QUIET COMFORTABLE
PLS observations:
PPVT observations:
VMI observations: WRAPPING GRIP LIGHT TOUCH
DAP observations: ATTEMPTED BUT A DISJOINTED FIGURE
MAS observations: QUIET SHY

RESULTS:
PPVT = 4 - 1 VMI = 4 - 3 DAP = 3 - 6 MAS = MB
PLS I = MB PLS II = CB PLS III = MA PLS IV = E PLS V = E
=Considerably above/MA=Moderately above/E=Expected/MB=Moderately below
=Considerably below age level.

EARLY PREVENTION OF SCHOOL FAILURE
PARENT INFORMATION

STUDENT: MICHAEL HOWARD
DOB: 10/17/89
CHRONOLOGICAL AGE: 4-10

TEACHER: EARLY ENTRY
DATE OF SCREENING: 8/23/94
SCHOOL: MT CAESAR

Your child, MICHAEL, performed in the following areas:

RECEPTIVE LANGUAGE: Scored moderately below age level
Children acquire a hearing vocabulary, receptive language, first. They learn the meaning of what others say to them about things, events, and processes in their environment by hearing. Talk to your child about what you are doing when you prepare lunch, set the table, or get ready to go to the store. Play story tapes, read books, recite finger plays and nursery rhymes. As you read together, point to and name objects in pictures. As you walk around the house, touch and name furnishings like chairs, tables, lamps. Make it a game with your child. You touch or point to an object and he or she names it.

EXPRESSIVE LANGUAGE: Scored moderately below age level
Expressive language is the term used to describe ability to express words and ideas. Children's communication skills develop as they learn to speak in complete sentences. Encourage your child to speak in sentences, (May I have some milk?) and to describe how things sound, feel, or look, (How does a rock feel? A rock feels hard.). Building longer sentences increases basic language skills. Read stories together and ask what happened, how, where, when, why.

AUDITORY: Scored at age level
Auditory skills enable us to take in sounds and to process those sounds to expand ideas and associate experiences. Children who develop their auditory skills are good listeners. If we model good listening skills when children are talking, we will be helping them develop higher level auditory skills. Play games that require your child to act out your directions. Give two and three step directions. Teach your child to sing songs or recite rhymes with action. Play games that strengthen auditory memory such as memorizing phone numbers and addresses. Matching rhyming objects and playing word games prepares children for learning letter sounds later.

VISUAL MEMORY: Scored at age level
Visual memory is the ability to see and remember the placement of an object or a series of objects and their relationship to each other in space. Memory or recall of things and information is a critical skill for reading. Play fun games that require observing details and identifying missing parts like I Spy, Concentration, Classification. Starting with two objects and building up to four or five, play recall games sequencing objects from memory into a given order or pattern. Pattern memory is a skill that is necessary for learning to read or write. Help your child to name correctly pictures of familiar objects removed from view; draw from memory a few details on a simple picture; describe and help you find familiar misplaced objects around the house.

VISUAL DISCRIMINATION: Scored at age level

Visual discrimination is the ability to recognize differences and likenesses among the things we see. In reading, this skill helps us to identify quickly letters or words we have learned already. Also, it keeps us from confusing words that appear similar (hand, band). Your child will benefit from sorting shapes like circles, squares, triangles, rectangles; copying shape patterns; and arranging bead or block patterns. Putting puzzles together is a fun activity. Start with simple puzzles. Work up to puzzles with more pieces. Begin matching upper and lower case letters.

FINE MOTOR: Scored at age level

Fine motor skills include the ability to identify by touching, to plan and perform small muscle movements, and to coordinate eye-hand muscles for later experiences in coloring and writing. A great deal of work in schools is written work, so children need to develop and coordinate their fine or small muscles. Drawing in a sandbox or a salt box and tracing or copying basic shapes will help your child develop the small muscle control that is necessary for writing. Tracing large numerals and letters on a chalkboard, paper, or sidewalk is a helpful prewriting activity. Other activities for improving eye-hand coordination include lacing and stringing objects, putting pegs in a pegboard, turning pages one at a time, pouring (bath) water from one plastic container to another, building towers of ten or more blocks, dressing and undressing.

GROSS MOTOR: Scored considerably below age level

Gross motor skills help us control our bodies and use large muscles (legs, arms, trunk) to produce effective coordinated movement. As children progress through early childhood they learn to sit, crawl, stand alone, and walk. There are additional tasks that need to be developed: running and stopping on command; jumping; hopping; throwing and catching objects with some control. Many of these skills are developed through play and games with other children or adults. Bean bags, inflated balloons, nerf balls, yarn balls, beach balls, and other soft balls are good for catching and throwing. Old games like Mother May I, Tag, Jump the Brook are good skill builders.

When working with your child, remember to work for short periods of time and make the experience fun. If your child has difficulty with the activities suggested, simplify them. If they seem too easy, make them challenging. Thank you for your cooperation.

ADDITIONAL COMMENTS AND SUGGESTIONS:

TEAM CONFERENCING
EPSP DIAGNOSTIC STUDENT PROFILE

MT CAESAR

STUDENT NAME: MAXWELL HOWARD
DOB: 10/17/89
CHRONOLOGICAL AGE: 4-10

TEACHER'S NAME: EARLY ENTRY
TEST DATE: 08/23/94

Considerably Above Age Level	.	.	.	.	.	.	.	RL = Receptive Language
Moderately Above Age Level	.	.	.	.	.	.	.	EL = Expressive Language
Expected Age Level	.	X	X	.	X	X	.	AD = Auditory
Moderately Below Age Level	X	.	.	X	.	.	X	VM = Visual Memory
Considerably Below Age Level	.	.	.	.	.	.	.	VD = Visual Discrimination
								FM = Fine Motor
								GM = Gross Motor

RL EL AD VM VD FM GM

RECEPTIVE LANGUAGE: Scored moderately below age level

EXPRESSIVE LANGUAGE: Scored at age level

AUDITORY: Scored at age level

VISUAL MEMORY: Scored moderately below age level

VISUAL DISCRIMINATION: Scored at age level

FINE MOTOR: Scored at age level

GROSS MOTOR: Scored moderately below age level

Teacher's and Specialists' Observations of Child's Responses:

ARTICULATION: APPEARS OK VERY QUIET
HEARING: OK LEFT RIGHT
VISION:

MAXWELL was able to identify the following colors:
red blue green orange yellow white (PLS)

MAXWELL was able to identify the following shapes:
rectangle triangle circle (PLS)

MAXWELL was not able to count. (PLS)

MAXWELL WAS NOT able to print his name. (DAP)

Lateral dominance was as follows: Foot = R Hand = L Eye = L (MAS)

PLS observations: UNSURE WANTED TO PLAY

PLS observations:

PPVT observations:

VMI observations: VARIABLE GRIP LOW CONTROL

DAP observations: CONFIDENT IMAGINATIVE

MAS observations: VERY YOUNG DIDNT WANT TO TRY

RESULTS:

PPVT = 3 - 11 VMI = 4 - 10 DAP = 4 - 3 MAS = MB

PLS I = E PLS II = E PLS III = E PLS IV = E PLS V = MB

=Considerably above/MA=Moderately above/E=Expected/MB=Moderately below
=Considerably below age level.

EARLY PREVENTION OF SCHOOL FAILURE
PARENT INFORMATION

STUDENT: MAXWELL HOWARD
DOB: 10/17/89
CHRONOLOGICAL AGE: 4-10

TEACHER: EARLY ENTRY
DATE OF SCREENING: 08/23/94
SCHOOL: MT CAESAR

Your child, MAXWELL, performed in the following areas:

RECEPTIVE LANGUAGE: Scored moderately below age level
Children acquire a hearing vocabulary, receptive language, first. They learn the meaning of what others say to them about things, events, and processes in their environment by hearing. Talk to your child about what you are doing when you prepare lunch, set the table, or get ready to go to the store. Play story tapes, read books, recite finger plays and nursery rhymes. As you read together, point to and name objects in pictures. As you walk around the house, touch and name furnishings like chairs, tables, lamps. Make it a game with your child. You touch or point to an object and he or she names it.

EXPRESSIVE LANGUAGE: Scored at Age level
Expressive language is the term used to describe ability to express words and ideas. By talking together about past events in sequence and by using descriptive words, you can help your child improve language skills. Children can make meaningful contributions to family discussions if they are asked to express their points of view. Together, read stories, predict what will happen next, imagine how the story will end. Write down what your child says to show the relationship between spoken and written words.

AUDITORY: Scored at age level
Auditory skills enable us to take in sounds and to process those sounds to expand ideas and associate experiences. Children who develop their auditory skills are good listeners. If we model good listening skills when children are talking, we will be helping them develop higher level auditory skills. Play games that require your child to act out your directions. Give two and three step directions. Teach your child to sing songs or recite rhymes with action. Play games that strengthen auditory memory such as memorizing phone numbers and addresses. Matching rhyming objects and playing word games prepares children for learning letter sounds later.

VISUAL MEMORY: Scored moderately below age level
Visual memory is the ability to see and remember the placement of an object or a series of objects and their relationship to each other in space. Memory or recall of things and information is a critical skill for reading. Games that will help your child to recall color, shape, or size of objects will help develop visual memory. Locating a specific item in magazine pictures with a lot of detail is a fun learning game. Searching for a familiar named object (toy), pointing out one of many parts of an object or animal (cat's tail), and naming objects in a picture after it is removed from view are all fun activities for improving visual memory.

VISUAL DISCRIMINATION: Scored at age level

Visual discrimination is the ability to recognize differences and similarities among the things we see. In reading, this skill helps us to identify quickly letters or words we have learned already. Also, it keeps us from confusing words that appear similar (hand, band). Your child will benefit from sorting shapes like circles, squares, triangles, rectangles; copying shape patterns; and arranging bead or block patterns. Putting puzzles together is a fun activity. Start with simple puzzles. Work up to puzzles with more pieces. Begin matching upper and lower case letters.

FINE MOTOR: Scored at age level

Fine motor skills include the ability to identify by touching, to plan and perform small muscle movements, and to coordinate eye-hand muscles for later experiences in coloring and writing. A great deal of work in schools is written work, so children need to develop and coordinate their fine or small muscles. Drawing in a sandbox or a salt box and tracing or copying basic shapes will help your child develop the small muscle control that is necessary for writing. Tracing large numerals and letters on a chalkboard, paper, or sidewalk is a helpful prewriting activity. Other activities for improving eye-hand coordination include lacing and stringing objects, putting pegs in a pegboard, turning pages one at a time, pouring (bath) water from one plastic container to another, building towers of ten or more blocks, dressing and undressing.

GROSS MOTOR: Scored moderately below age level

Gross motor skills help us control our bodies and use large muscles (legs, arms, trunk) to produce effective coordinated movement. As children progress through early childhood they learn to sit, crawl, stand alone, and walk. There are additional tasks that need to be developed: running and stopping on command, jumping, hopping, throwing and catching objects with some control. Many of these skills are developed through play and games with other children or adults. Bean bags, inflated balloons, nerf balls, yarn balls, beach balls, and other soft balls are good for catching and throwing. Old games like Mother May I, Tag, Jump the Brook are good skill builders.

When working with your child, remember to work for short periods of time and make the experience fun. If your child has difficulty with the activities suggested, simplify them. If they seem too easy, make them challenging. Thank you for your cooperation.

ADDITIONAL COMMENTS AND SUGGESTIONS:

Dr. William Wheeler
352-8955

Sept. 6
7:30
G/Sum

August 28, 1994

School Board
Monadnock Regional School District
Swanzey Center, NH

Dear Board Members,

We are writing to the School Board to request early admission of our son, Dakota Lee Harrison, to Kindergarten at Mt. Caesar School for the 1994-95 school year. Cody, as he is called, has successfully completed both the three and four year old nursery school programs at Jack and Jill Nursery School and will turn 5 on October 8, 1994.

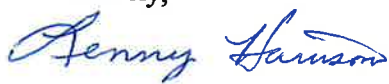
Because his birthday is eight days past Monadnock's school entrance cut off date, Cody has taken the Early Prevention of School Failure screening. In this screening he was evaluated as moderately above in two areas, average in four, and moderately below in one area. Because this test reports "moderately below average" as being 1 year below average, we feel that Cody's score in the area of Visual Memory which was moderately below average is inconsistent with his observed profile. Cody recently performed very well in his 5-6 year old developmental test performed at the Keene Clinic. He scored well doing similar activities, drawing shapes from memory, etc. Cody's visual memory skills have also been demonstrated in such ways as playing "concentration" memory games, recognizing shapes, patterns, and logos of items during everyday activities, and he often re-creates things with his legos from memory.

In addition to the results of this screening, Cody's last report card from Jack and Jill Nursery School shows him to be average. In each of the few items that were slightly below par, Cody has shown marked growth. Cody always works very hard at keeping up with his older brothers, who do extremely well in school, soccer, and baseball and are active in Cub Scouts. Cody shows interest in all of these activities and participates whenever possible.

Our philosophy is much the same as the school district's in that we believe that a child's education should be built on their sequential development and needs. Although Cody will miss Monadnock Regional School District's age deadline, in the natural progression of his education, his next sequential step would be Kindergarten. There are pre-school and primary school teachers as well as social workers that share in the opinion that he is ready for this step and that to hold him back would be detrimental to the progress he is making.

There is no doubt in our minds that Cody would flourish in the environment that Mt. Caesar offers in their Kindergarten program. Thank-you and please feel free to call us with any questions at 357-5714.

Sincerely,



Herman L. Harrison III



Donna M. Harrison

TEAM CONFERENCING
EPSE DIAGNOSTIC STUDENT PROFILE

MT CAESAR

STUDENT NAME: DAKOTA HARRISON
DOB: 10/8/89
CHRONOLOGICAL AGE: 4-10

TEACHER'S NAME: EARLY ENTRY
TEST DATE: 8/23/94

Considerably Above Age Level		RL = Receptive Language
		EL = Expressive Language
Moderately Above Age Level	. X X	AD = Auditory
		VM = Visual Memory
Expected Age Level	X . . . X X .	VD = Visual Discrimination
		FM = Fine Motor
Moderately Below Age Level	. . . X . . .	GM = Gross Motor
Considerably Below Age Level		

RL EL AD VM VD FM GM

RECEPTIVE LANGUAGE: Scored at age level

EXPRESSIVE LANGUAGE: Scored moderately above age level

AUDITORY: Scored moderately above age level

VISUAL MEMORY: Scored moderately below age level

VISUAL DISCRIMINATION: Scored at age level

FINE MOTOR: Scored at age level

GROSS MOTOR: Scored at age level

Teacher's and Specialists' Observations of Child's Responses:

ARTICULATION: SLIGHT WR WL SUB INT
HEARING: OK LEFT RIGHT CONFIDEN
VISION:

DAKOTA was able to identify the following colors:
red blue green orange yellow white (PLS)
DAKOTA was able to identify the following shapes:
rectangle triangle circle (PLS)
DAKOTA could count to 9 in one to one correspondence. (PLS)
DAKOTA WAS able to print his name. (DAP)
Lateral dominance was as follows: Foot = R Hand = R Eye = R (MAS)

PLS observations: FRIENDLY SERIOUS
PLS observations:
PPVT observations:
VMI observations: GOOD GRIP TWISTS BODY TO DRAW
DAP observations: VERY TALKATIVE
MAS observations: VERY TALKATIVE

RESULTS:

PPVT= 4 - 6 VMI= 4 - 7 DAP= 4 - 9 MAS = E
PLSI = MA PLSII = MA PLSIII = MA PLSIV = CA PLSV = ME

CA=Considerably above/MA=Moderately above/E=Expected/MB=Moderately below
CB=Considerably below age level.

EARLY PREVENTION OF SCHOOL FAILURE
PARENT INFORMATION

STUDENT: DAKOTA HARRISON
DOB: 10/8/89
CHRONOLOGICAL AGE: 4-10

TEACHER: EARLY ENTRY
DATE OF SCREENING: 8/23/94
SCHOOL: MT CAESAR

Your child, DAKOTA, performed in the following areas:

RECEPTIVE LANGUAGE: Scored at age level

Children acquire a hearing vocabulary, receptive language, first. They learn the meaning of what others say to them about things, events, and processes in their environment by hearing. To build vocabulary, continue to read to your child for a short period every day. Talk about the pictures in stories. As you take walks about the house and outside, name objects you see. While riding in the car, play word games like I See. Count with your child. Talk about quantity, size, shape. Use words like sometime, soon, tomorrow.

EXPRESSIVE LANGUAGE: Scored moderately above age level

Expressive language is the term used to describe ability to express words and ideas. Encourage your child to use descriptive words to communicate ideas; take part in family discussions; help make decisions. As you continue to read together, ask, What would happen if ...? Use words like first, next, last, before, after. Play Mother May I using words like long, high, narrow, and opposites like short, tall, wide. Play games matching and identifying letters and words. Write stories using your child's spoken words. Make a book of these stories and read them together to help your child develop important reading skills.

AUDITORY: Scored moderately above age level

Auditory skills enable us to take in sounds and to process those sounds to expand ideas and associate experiences. Children who develop their auditory skills are good listeners. Continue to model good listening skills for your child. Work together to memorize telephone numbers and addresses of family and friends. Give three and four step directions. Increase the complexity of the directions. Play games that require your child to think of words that rhyme. Talk about beginning sounds for names of familiar objects. Match letter sounds with objects and pictures.

VISUAL MEMORY: Scored moderately below age level

Visual memory is the ability to see and remember the placement of an object or a series of objects and their relationship to each other in space. Memory or recall of things and information is a critical skill for reading. Games that will help your child to recall color, shape, or size of objects will help develop visual memory. Locating a specific item in magazine pictures with a lot of detail is a fun learning game. Searching for a familiar named object (toy), pointing out one of many parts of an object or animal (cat's tail), and naming objects in a picture after it is removed from view are all fun activities for improving visual memory.

VISUAL DISCRIMINATION: Scored at age level

Visual discrimination is the ability to recognize differences and likenesses among the things we see. In reading, this skill helps us to identify quickly letters or words we have learned already. Also, it keeps us from confusing words that appear similar (hand, band). Your child will benefit from sorting shapes like circles, squares, triangles, rectangles; copying shape patterns; and arranging bead or block patterns. Putting puzzles together is a fun activity. Start with simple puzzles. Work up to puzzles with more pieces. Begin matching upper and lower case letters.

FINE MOTOR: Scored at age level

Fine motor skills include the ability to identify by touching, to plan and perform small muscle movements, and to coordinate eye-hand muscles for later experiences in coloring and writing. A great deal of work in schools is written work, so children need to develop and coordinate their fine or small muscles. Drawing in a sandbox or a salt box and tracing or copying basic shapes will help your child develop the small muscle control that is necessary for writing. Tracing large numerals and letters on a chalkboard, paper, or sidewalk is a helpful prewriting activity. Other activities for improving eye-hand coordination include lacing and stringing objects, putting pegs in a pegboard, turning pages one at a time, pouring (bath) water from one plastic container to another, building towers of ten or more blocks, dressing and undressing.

GROSS MOTOR: Scored at age level

Gross motor skills help us control our bodies and use large muscles (legs, arms, trunk) to produce effective coordinated movement. As children progress through early childhood they develop running, jumping, hopping, throwing, and catching skills. Continue to work together to improve these skills. Practice galloping, skipping, and balancing skills. Provide a variety of objects (tennis balls, balloons, nerf balls, yarn balls, soft rubber balls, bean bags, ping pong balls, rubber jar rings) for tossing, throwing, and catching activities. Hop, jump, gallop, dance, and skip to music to develop rhythm and coordinated movements.

When working with your child, remember to work for short periods of time and make the experience fun. If your child has difficulty with the activities suggested, simplify them. If they seem too easy, make them challenging. Thank you for your cooperation.

ADDITIONAL COMMENTS AND SUGGESTIONS:

PHYSICIAN'S REPORT OF SCHOOL HEALTH EXAMINATION

NAME HARRISON, DAKOTA M X F BIRTH DATE 10/8/89
 ADDRESS 388 Marcy Hill Rd, E. Swanton NH NAME OF PARENT Herman & Donna Harrison
 03446

HISTORY:

Allergies: NKA
Seizures: NONE
Serious Illness: NONE
Hospitalization: NONE
Surgery: NONE
Behavior: WNL
Speech: WNL
Other: CHICKEN POX MAY 1992

IMMUNIZATIONS: Must be completed prior to
School entry. Give month, day and year.

DPT ~~9-1~~ 11/29/89 PCLIO 11/29/89
" 2. 1/9/90 " 1/9/90
" 3. 3/23/90 "

BOOSTERS :

4. 6/4/91 " 6/4/91
5. 7/21/94 " 7/21/94

WNL = within normal limits

PHYSICAL EXAMINATION:

HEIGHT 42 1/2 IN WEIGHT 40 LB
URINE: SUGAR _____ ALBUMIN _____
GEN. BODY TYPE AVERAGE
NUTRITION APPROPRIATE
POSTURE WNL
SWIM WNL
D.E.S WNL FUNDI WNL
VISION: (R) 20/30 (L) 20/30
EARS WNL
HEARING (R) WNL (L) WNL
NOSE WNL
MOUTH WNL TEETH NO CARIES

MEASLES 1/14/91 RUBELLA 1/14/91
MUMPS 1/14/91 OTHER HIB TITER 1/14/91
TB SKIN TEST 7/21/94 Hgb 13.2

PHARYNX: WNL

LUNGS WNL

HEART WNL MURMURS: NONE NOTED

BLOOD/PRESSURE 98/58

ABDOMEN: WNL HERNIA: NONE NOTED

GENITALIA: WNL

ORTHOPEDIC: WNL

NEUROLOGIC: WNL

REFLEXES: WNL

COORDINATION: WNL

MATURITY: WNL

Is This child capable of carrying a full program of school work, including gymnastics and athletics: Yes X No

Other (specify) Remarks: _____

I certify that this child has received the immunizations and tests required by State Law (FDS 200:38) for school attendance; 5 DPT, 4 ORAL POLIO, MEASLES VACCINE, RUBELLA VACCINE, MUMPS VACCINE.

REPTIONS:

Students who have not been fully immunized will not be in compliance with the law and will not be admitted to school.

DATE 7/21/94

(Physician's Signature)

6 year

DENVER PRESCREENING DEVELOPMENTAL QUESTIONNAIRE

Please read each question carefully before you answer. Circle the best answer for each question. YOUR CHILD IS NOT EXPECTED TO BE ABLE TO DO EVERYTHING THE QUESTIONS ASK.

- YES - CHILD CAN DO NOW OR HAS DONE IN THE PAST
- NO - CHILD CANNOT DO NOW, HAS NOT DONE IN THE PAST OR YOU ARE NOT SURE THAT YOUR CHILD CAN DO IT

Child's : Harrison, Dakota
Date 7/21/94
Birthdate 10/8/89

- R - CHILD REFUSES TO TRY
- NO-OPP - CHILD HAS NOT HAD THE CHANCE TO TRY

© Wm. K. Frankenburg, M.D., University of Colorado Medical Center, 1975.

6 year to 6 year, 3 month check - Answer 88 through 97

88. Do not point, help or correct your child when asking him the following:

- "Point to the RED square."
- "Point to the YELLOW square."
- "Point to the BLUE square."
- "Point to the GREEN square."

Did your child point to all four colors correctly?



YES NO R NO-OPP

89. Have your child hop on one foot several times without holding onto anything. Skipping does not count. Can he hop two or more times?

YES NO R NO-OPP
YES NO R NO-OPP

90. Can your child dress himself completely without help?

91. Have your child draw in the space to the right. Say to your child; "Draw a picture of a man". Do not give any further instructions. Do not ask about or remind the child of any missing parts. When scoring, count any pair (eyes, arms, ears, etc.) as one part.

Were at least three parts drawn?

92. On the drawing which your child did for #91, were at least six parts drawn?

YES NO R NO-OPP

93. In the spaces provided, write what your child says to these unfinished sentences. Give no help except to repeat the sentences.

"If a horse is big, a mouse is..." small
"If fire is hot, ice is..." cold
"If mother is a woman, dad is a..." man
Did your child answer two correctly? (Mouse is little, small, tiny; ice is cold, freezing; dad is a man.)

YES NO R NO-OPP

94. Can your child catch a small ball, such as a tennis ball, using only his hands? LARGE BALLS DO NOT COUNT.

YES NO R NO-OPP

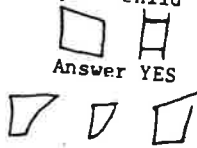
95. Without letting your child hold onto anything, have him balance on one foot for as long as he can. If necessary, encourage him by showing him how. GIVE HIM THREE CHANCES. Estimate seconds by counting slowly. Did your child balance 11 seconds or more?

YES NO R NO-OPP

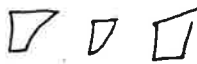
96. IT IS IMPORTANT THAT YOU FOLLOW INSTRUCTIONS CAREFULLY. Do not say the name of the figure to the right. Do not show how it is drawn or indicate by finger movement. Have your child draw the figure in the space below. Say to your child, "Draw a picture just like this one". GIVE HIM THREE CHANCES.

YES NO R NO-OPP

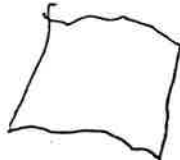
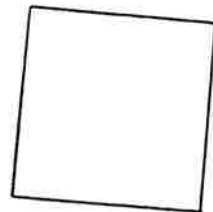
Look at these examples when scoring your child's drawing.



Answer YES



Answer NO



Did your child draw a square?

97. In the blanks below, write your child's answers to the following questions. Do not give him any help. You may ask each question three times.

"What is a spoon made of?"
"What is a shoe made of?"
"What is a door made of?"

Did your child answer all three questions correctly? (Spoon is metal [or specific metal] plastic, wood; shoe is leather, rubber, cloth, plastic, wood; door is wood, metal, glass.)

YES NO R NO-OPP

YES NO R NO-OPP

5 YEAR - 5 YEAR, 9 MONTH

DENVER PRESCREENING DEVELOPMENTAL QUESTIONNAIRE
Please read each question carefully before you answer. Circle the best answer for each question. YOUR CHILD IS NOT EXPECTED TO BE ABLE TO DO EVERYTHING THE QUESTIONS ASK.

YES - CHILD CAN DO NOW or HAS DONE IN THE PAST
NO - CHILD CANNOT DO NOW, HAS NOT DONE IN THE PAST or YOU ARE NOT SURE THAT YOUR CHILD CAN DO IT

Child's Name Harrison, Dakota

Date 7/2, 94

Birthdate 10/8/89

R - CHILD REFUSES TO TRY
NO-OPP - CHILD HAS NOT HAD THE CHANCE TO TRY

© Wm. K. Frankenburg, M.D., University of Colorado Medical Center, 1975.

5 year check - Answer 81 through 90

81. In the spaces provided, write what your child says in answer to the questions. Give no help except to repeat the question. ASK:

"What do you do when you are cold?"

"What do you do when you are hungry?"

"What do you do when you are tired?"

Did he answer all three correctly with words - not motions or gestures? (For cold, the correct answer would be "shiver", "put on a coat" or "go inside"; but not "medicine" or "cough". For hungry, the correct answer would be "to get something to eat". For tired, the correct answer would be "yawn", "take a nap", "lie down", "rest" or "be quiet".)

put a sweat shirt or jacket on
Cook something to eat
go to bed

82. Can your child button some of his clothing or his doll's clothes? Snaps do not count. Mark NO-OPP if he does not have shirts or blouses with buttons.

☒ YES NO R NO-OPP

5 years, 3 month check - Answer 83 through 92

83. Without letting your child hold onto anything, have him balance on one foot for as long as he can. If necessary, encourage him by showing him how. GIVE HIM THREE CHANCES. Estimate seconds by counting slowly. Did your child balance 6 seconds or more?

☒ YES NO R NO-OPP

84. Do not correct your child or give him help. Do not use the word bigger. Show these two lines to your child. Say: "Point to the line that is longer". After the child points, turn the page around and say: "Point to the line that is longer". After the child points, turn the page again and say a third time: "Point to the line that is longer".

☒ YES NO R NO-OPP

Did your child point to the longer line all three times?

5 year, 6 month check - Answer 85 through 94

85. Do not tell your child the name of this picture. Do not give him help. Say to him, "Draw a picture just like this one" and point to the picture on the right. Have him draw in the space below. GIVE HIM THREE CHANCES.

Look at these examples when scoring your child's drawing.

+ X X
Answer YES

- - - - -
Answer NO

Answer NO

Did your child draw a cross?

5 year, 9 month check - Answer 86 through 95

86. Do not gesture (point or look) when giving your child the following directions.

"Put this paper on the floor."

"Put this paper under the chair."

"Put this paper in front of you."

"Put this paper behind you."

Answer YES only if your child understood the meaning of "on", "under", "in front of" and "behind".

Did your child follow all four directions correctly?

☒ YES NO R NO-OPP

87. Does your child react calmly and easily (without crying, whimpering or hanging on to you) when you leave him with a stranger or babysitter?

☒ YES NO R NO-OPP

☒ YES NO R NO-OPP

1994												
Fourth Grade												
N= 50 students												
Above Proficiency At Proficiency Below Proficiency	Oral Reading	#	%	Reading Comp.	#	%	Writing	#	%	Mathematics	#	%
		47	94.00%		34	68.00%		38	76.00%		6	12.00%
		3	6.00%		16	32.00%		12	24.00%		5	10.00%
								38	76.00%		38	76.00%
Access/Use Info												
Of the 7 students assessed in this area all were proficient												
Eighth Grade												
N=50 students random selection												
Above Proficiency At Proficiency Below Proficiency	Excellence	#	%	Reading Comp.	#	%	Writing	#	%	Mathematics	#	%
		12	37.5%		15	34.1%		13	32.50%		9	18.75%
		17	53.1%		22	50.00%		23	57.50%		20	41.67%
		3	9.4%		7	15.91%		4	10.00%		19	39.58%
											20	46.51%
											19	44.19%
											4	9.30%
Access/Use Info												
N=43												
Of the 7 students assessed in this area all were proficient												
Twelfth Grade												
N=30 to 35, some did not complete all assessments												
Above Proficiency At Proficiency Below Proficiency	Reading Comp.	#	%	Writing	#	%	Math, Tax table	#	%	Math, Graphs	#	%
		20	60.00%		21	62.00%		19	57.58%		11	36.67%
		8	22.00%		12	35.00%		3	9.09%		14	46.67%
		6	18.00%		1	3.00%		11	33.33%		5	16.67%
Access/Use Info												
N=43												
Of the 7 students assessed in this area all were proficient												

August 26, 1994

Eighth Grade Core Values Assessment conducted by Guidance

Select 1 Select 2 Select 3 Select 4 Select 5

1	21	13.2%	15	9.4%	51	32.1%	31	19.5%	41	25.8%	159
2	17	10.7%	8	5.0%	55	34.6%	40	25.2%	39	24.5%	159
3	7	4.4%	14	8.8%	38	23.9%	30	18.9%	70	44.0%	159
4	18	11.3%	13	8.2%	45	28.3%	34	21.4%	49	30.8%	159
5	23	14.5%	11	6.9%	36	22.6%	27	17.0%	62	39.0%	159
6	9	5.7%	9	5.7%	38	23.9%	33	20.8%	70	44.0%	159
7	14	8.7%	4	2.5%	34	21.3%	47	29.4%	61	38.1%	160
8	16	10.1%	15	9.4%	44	27.7%	29	18.2%	55	34.6%	159
9	12	7.5%	9	5.7%	44	27.7%	43	27.0%	51	32.1%	159
10	11	6.9%	10	6.3%	40	25.2%	34	21.4%	64	40.3%	159
11	10	6.3%	7	4.4%	17	10.7%	21	13.2%	104	65.4%	159
12	14	8.8%	7	4.4%	25	15.7%	32	20.1%	81	50.9%	159
13	4	2.5%	6	3.8%	27	17.0%	42	26.4%	80	50.3%	159
14	4	2.5%	5	3.1%	54	34.0%	45	28.3%	51	32.1%	159
15	5	3.1%	7	4.4%	45	28.3%	45	28.3%	57	35.8%	159
16	16	10.1%	5	3.1%	43	27.0%	41	25.8%	54	34.0%	159
17	8	5.0%	8	5.0%	33	20.8%	38	23.9%	72	45.3%	159
18	5	3.1%	7	4.4%	30	18.9%	32	20.1%	85	53.5%	159
19	4	2.5%	4	2.5%	24	15.1%	30	18.9%	97	61.0%	159
20	14	8.8%	7	4.4%	23	14.5%	44	27.7%	71	44.7%	159
21	15	9.4%	16	###	32	20.1%	38	23.9%	58	36.5%	159
22	11	6.9%	5	3.1%	33	20.8%	46	28.9%	64	40.3%	159

Appropriately express feelings
attitude influences decisions
Strengths and Weaknesses
Family/friends influence choices
Male/female affects decisions
Qualities desired in friend
Develop/maintain relationships
Peer group influence decisions
Actions affect others
Respect different lifestyles
Harmful effects of drugs
Get help when feel unsafe
Make decisions/be responsible
Follow through on decisions
Recognize outcome of decisions
Use decision making for problems
Set realistic goals
Aware of academic skills needed
Requirements of graduation
Develop 4 year educational plan
Demonstrate classroom behavior
Future trends affect plans

Fourth Grade Core Values Assessment conducted by Guidance

	Select 1		Select 2		Select 3		
	#	%	#	%	#	%	
N=200							
Share feelings	1	48	24.0%	106	53.0%	46	23.0%
What makes me special	2	60	30.0%	98	49.0%	42	21.0%
Attitude affect what I do	3	28	14.0%	14	46.0%	38	40.0%
Tell about interests	4	24	12.0%	58	29.0%	118	59.0%
I am honest	5	16	8.0%	76	38.0%	108	54.0%
Boy/Girl affects what I do	6	70	35.0%	64	32.0%	66	33.0%
Make/keep friends	7	24	12.0%	40	20.0%	136	68.0%
Peer groups affects what I do	8	64	32.0%	78	39.0%	60	30.0%
My actions affect others	9	32	16.0%	82	41.0%	86	43.0%
Respect others' differences	10	16	8.0%	44	22.0%	140	70.0%
Treat others fairly	11	6	3.0%	76	38.0%	118	59.0%
Affects of drugs/alcohol	12	8	4.0%	16	8.0%	176	88.0%
Keep myself safe	13	10	5.0%	30	15.0%	160	80.0%
Tell how I make decisions	14	40	20.0%	92	46.0%	68	34.0%
Find help to solve problems	15	26	13.0%	74	37.0%	100	50.0%
Achieve my goals	16	20	10.0%	70	35.0%	110	55.0%
Know what to do to succeed	17	32	16.0%	72	36.0%	96	48.0%
Don't quit until work's done	18	12	6.0%	68	34.0%	120	60.0%
Present study affects future	19	30	15.0%	60	30.0%	110	55.0%

Monadnock Regional School District

Mathematics Assessment

1993-94

Expected District Outcomes for Grade 4:

- * Add and subtract bills and coins.
- * Know place values to 100.
- * Add and subtract two-digit numbers with and without regrouping.
- * Know multiplication facts through 9.
- * Collect and organize data.
- * Demonstrate problem solving skills.
- * Recognize fractions as part of a whole set.
- * Demonstrate skill in measurement - linear and volume.
- * Estimate.

Expected District Outcomes for Grade 8:

- * Perform operations on whole numbers, fractions, decimals, integers, and rational numbers.
- * Estimate and use measurements to solve problems.
- * Develop and use tables, graphs, and rules to describe situations.
- * Demonstrate an understanding of geometric objects and relationships and usage of geometry in solving problems.
- * Solve open-ended problems that connect mathematics to other subjects and to the world outside of the classroom.
- * Use the basic functions of a calculator in problem situations.
- * Demonstrate an understanding of ratio, proportion, and percent.

Expected District Outcomes for Grade 12:

- * Demonstrate consumer awareness.
- * Use common measuring instruments.
- * Demonstrate an awareness of technology and use technology to solve problems.
- * Read and interpret graphs, (charts, tables, etc.)
- * Demonstrate some degree of skill in using mathematics to solve real-life problems.

Monadnock Regional School District

Language Arts/English Assessment

1993-94

Expected District Writing Outcomes for Grade 4:

- * Students will write a descriptive sentence with at least 7 words to produce three different forms of writing samples (poems, theme, essays, book reports, letters, basis information forms, etc.) that demonstrate mastery of form.
- * Students will write 5 complete sentences, in proper sequence, about one topic using beginning capitalization and end punctuation.

Indicators for proficiency are:

- * Five (5) sentences in proper sequence - determined by the writing style requested by the teacher, however any style will contain clear, complete topic sentence, followed by supportive sentences, and have a wrap-up sentence
- * About one topic
- * Using beginning capitalization - all sentences begin with a capital letter
- * Using appropriate end punctuation - all sentences have end punctuation, and *four of the five* sentences have *appropriate* end punctuation
- * No more than 5 Dolch words spelled incorrectly
- * Inventive words may be used for "exceptional" words for fourth grade

Expected District Writing Outcomes for Grade 8:

- * Students will write clear, concise sentences (simple and compound) in a unified paragraph.
- * Students will explain a process in a logical sequence.
- * Students will paraphrase main ideas.
- * Students will differentiate between fact and opinion.

Expected District Writing Outcomes for Grade 12:

- * Students will make an abstraction from specifics.
- * Students will accommodate a specific audience by using appropriate tone, information, and language.
- * Students will write an interesting introduction and a logical, convincing conclusion.
- * Students will employ logical reasoning in defending an argument.

Monadnock Regional School District Language Arts/English Assessment 1993-94

Expected District Reading Outcomes for Grade 4:

- * "Student will read and comprehend grade appropriate material as determined by building curriculum."

Expected District Reading Outcomes for Grade 8:

- * Students will explain the personal meaning they derive from a poem, identify and explain the theme, locate an example of alliteration, and explain symbolism.

Expected District Reading Outcomes for Grade 12:

- * Students will use primary and secondary sources of research in British/world literature.
- * Students will recognize, interpret, and use advanced figures of speech.
- * Students will recognize and apply word derivations.

Accessing and Using Information

Expected District Outcomes for Accessing and Using Information for Grade 4:

- * Students will find information and use located information in a written report.
Sources of information must include:

Dictionary	Thesaurus
Encyclopedia	Atlas
Globe	Maps
Resource books	CDROM
Newspapers	Periodicals

Expected District Outcomes for Accessing and Using Information for Grade 8:

- * Students will distinguish between primary and secondary sources of information and differentiate fact from opinion.

Expected District Outcomes for Accessing and Using Information for Grade 12 to be developed:

John M. Menton, Business Manager
School Administrative Unit No. 38
600 Old Homestead Highway
East Swanzey, N.H. 03446

Subject: Monadnock Regional School District's Report of
Appropriations Actually Voted, form MS-22

Dear Sir:

I have reviewed the minutes of the Monadnock Regional School District meeting and form MS-22 the Report of Appropriations Actually Voted and I can't reconcile the two. Total appropriations voted on each of these documents should be the same. They are not. There is a difference of \$167,000 between the two with the minutes of the meeting reporting the greater number.

The amount, by article, raised by the school district meeting is as follows:

Article 2	Classroom Construction	558,720
Article 3	Various Improvements	24,300
Article 5	Teachers - 2.5% Salary and Benefit Increase	220,000
Article 6	Others - 2.5% Salary and Benefit Increase	47,000
Article 7	Claremont suit support	2,500
Article 8	Operating Budget	14,283,546
Total Amount Voted by District Meeting		15,136,066
		=====

The total amount actually voted as per the Report of Appropriations Actually Voted, Form MS-22, is \$14,969,066. The difference between \$15,136,066 and \$14,969,066 is \$167,000.

Unless there are errors in the minutes which would change the amounts appropriated by the meeting to correspond to the amounts listed on form MS-22, I need to have form MS-22 amended to reflect the district meeting vote.

Sincerely yours,

Edward Rainville
Edward Rainville

Monadnock Mutterings

The following comments were made in response to the questions I asked on the survey "How do you think it's going?" survey last spring.

After my comments about why I was asking people to respond to yet another survey...

- * "Thank you for taking the risk!!"

1. Have School visits been helpful?:

- * Your efforts to be present in the schools is greatly appreciated. We know when you're scheduled to be there and can seek you out.
- * I never see you so I'm not sure.
- * It's nice to know you are available. I feel a bit guilty about always being so busy in the morning that I very rarely see you.
- * I think you're wonderful! A Breath of fresh air! Its nice to have a woman in administration!
- * I don't usually see you when you're here, so no opinion.
- * It has helped a great deal in the comfort level of staff. They seem to feel they really know you.
- * I haven't seen you because it's before school. Why not bring your lunch to (school name) and join us in the teachers room? If you can't stay for all three sittings, come for a different sitting each time. Less formal. Less "threatening". Food breaks the barrier between staff and administrator.
- * The more contact w/the troops the better the connection w/you and you (Central Office) w/them
- * Not vocal enough.
- * Are elementary schools in our district using computers to print up their report cards?
- * Stick to your schedule!
- * As I'm not in a classroom I'm not as aware of the helpfulness - I do think it keeps you aware of what is going on in each school & throughout the District
- * Even though I don't always have direct contact, I appreciate seeing upper level administration around the building.
- * It is nice to see the top administrators so involved and concerned for both staff + the students.
- * I've liked the variety. Sometimes we were able to chat with you casually and sometimes meet with you more formally.
- * It's great to see and discuss various things and it keeps communication lines open.
- * Never get to see you , prep is at the end of the day.
- * I never get a chance to see you in the morning because I am too busy. But you are always available by phone (at a minutes notice) and I always see you when you're here after school.
- * Contact is good. Familiarity with colleagues and situations, buildings, etc. builds understanding and respect.
- * It is easier to communicate with someone who is accessible, than someone we never see.
- * I think your visits are very helpful to the school and you. Not only does the staff get to know you, but you also get to see/hear what is going on in the schools.

2. Has Monadnock Mutterings provided you with helpful information?

- * Please keep it coming.
- * I've enjoyed all of it. The only thing I didn't like, was Dr. Wheeler's choice of "You're either green and growing or ripe and rotting." A very poor choice. Many people really took offense. Not a good morale builder in a district that needs teacher recognition efforts on going.
- * Actually all helps to improve communication
- * Sometimes
- * All

4. How can I improve my communications with staff? Please respond in action statements so I know what I need to do better!

- * It seems to be on track - just needing more time. "Steady as she goes!"
- * I've not had any difficulty.
- * Communicate more with all staff not just a few who have shown more support for some of your proposed changes. Encourage pilot teachers to maintain communication and good rapport with the other teachers in their departments and school.
- * Develop ways to get our information out on the streets (see #5)
- * You have been available to return calls and attend meetings. Those things were helpful during the year.
- * Continue to observe what is actually being done/taught in classrooms around the district. I'd like to see particular themes assigned to each grade level. This may be best addressed by each school but it would be more effective district-wide. Then a child wouldn't have 3 years in a row of ocean animals but never learn about the solar system. Also, it wouldn't matter if he moved within the district.
- * Some staff members, non-certified in particular, are hesitant to invite you into their work space yet they would love to be asked about what they do and how things are going. It would be wonderful if you could take time to meet each special ed. tutor, Chapter I tutor, and classroom tutor to say personally - Please, tell me about what you do - It takes time, I know, but may shed some light on the workings within some building, and it would make them all feel valued + important which they are.
- * Come to staff meetings for a few minutes to provide updates or answers to teacher questions on assessment, ...
- * I personally feel that you do not speak to support staff. A lot of the staff does not know who you are. Plus you never stay very long to visit.
- * Define the district goal dealing with developmentally young children. How do (we) implement this goal?
- * Continue what you have been doing.
- * You have been very helpful + given good direction this year.
- * Attend staff and level meetings from time to time.
- * Meet with staff other than classroom teachers (IA's couns. etc.) from time to time.
- * Sit in on some CCT's (Child concern Team meetings) to get a picture of how SPED + Staff interact here.
- * Perhaps I haven't clearly understood the purpose of your visits. I have scarcely seen you, and we've never conversed or had a discussion.
- * You can't!!!

4. How can I improve my communications with staff? Please respond in action statements so I know what I need to do better! (cont'd)

- * Possibly attend staff meetings at the various schools on an every other month schedule.
- * Communication has been excellent.
- * At the high school level - maybe try to have visitations at different times of the day; A sign up in the Teachers Room for those who'd like to visit with you!
- * Keep up with your notes + communiques!
- * Annual Goal: Kathy will spend a little more time during the school year at Troy and Emerson Elementary Schools in order to observe +/or participate in activities as well as support the 2 new principals + help staff to adjust. Suggestion: possibly joining us for a staff meeting or lunch times.
- * Continue to dialogue with staff in person
- * Continue to enlighten Jr. Hi teachers as to educating the whole child.
- * I've been impressed by your ability to be direct and answer questions head-on. I think one way you could improve communication would be to keep repeating what direction the district is going (goals), explaining + redefining assessment and what will be expected of everyone. Sometimes the staff isn't clear about what "Everyone" is talking about and because we fear appearing ignorant, we don't ask questions. (Just like kids, how ironic!)

5. What three things can I do to help you do your job better?

- * I'd be interested in having you visit my classroom and teach something to them. A "specialty" of yours. The students always enjoy having (...).
- * Keep working for more resources
- * Keep working for more time for teachers to plan - alone and together.
- * Take the advice of the people on site - rather than doggedly pursuing your own agenda.
- * Consult with department heads as a group: explain your job description, philosophy of education, plans for the future, etc.
- * Provide appropriate department head with a copy of any communication that is sent to a staff member.
- * Follow the chain of command as explained in the MRSD Policy Book.
- * Do not interrupt class time by removing teachers unless absolutely necessary. (We do not have an unlimited supply of good subs.)
- * Establish a fair and honest assessment plan for the Pilot Program which includes pre- and post-testing for the students in the pilot program as compared to an equal number of students in a control group. Tests should be prepared and administered by department heads or other unbiased third party.
- * Continue to be there.
- * Help open communication lines between elementary schools.
- * Keep and improve communication links with Central Office.
- * Help us keep the public better informed. (see comment in #4 which refers to #5)
- * Stop making cookies
- * No more candy I'm fighting fat
- * Come on a nice hike w/us in the fall
- * More assertive
- * Greet everyone
- * Knowledge people/ (?)

5. What three things can I do to help you do your job better? (cont'd)

- * Work with schools on a mission/philosophy statement.
- * Add a sheet to go w/new skills on lang. folder.
- * Keep doing what you've been doing
- * Act as a resource
- * Continue this newsletter
- * generate grants
- * Communication
- * Look at curriculum days - get a wellness speaker in - change format a bit
- * Schedule early release days (3-4/yr.?) to work on curriculum devel/assess. etc.
- * Clarify + communicate role responsibilities (of different administrators) so (?we?) know who to go to for what; implement self-assessment for administrative staff
- * Define role/responsibilities/evaluation for non-classroom staff that takes into account differences + is more reflective of school/district reality + needs
- * It's nice to be asked! You're the first administrator to do so throughout my time in the District.
- * Keep up the good work!
- * Establish several planned in-service days per year - children to be sent home at 1:00 so staff and administrators can have time to work productively on assessment, curriculum, morale issues, school procedures, sharing innovation, technology, etc. as a group. These could combine all district staff or meet by school or instructional level.
- * Continue to give direction to committees working on curriculum, health ed.
- * Help us understand what kind of information enables administrators to make wise, reasonably quick decisions about staff problems, conflicts, etc. and what information only muddies the water between staff & administration.
- * You are certainly available to the staff - you have been to me personally - + I can't think of anything you can do
- * Just continue doing the great things you're doing already!!!
- * Could we ask you for information such as professional articles about topics we are interested in ?
- * Meet with us, listen to ideas for change in our school and give us your suggestions.
- * It's going well so far and I can't think of any suggestions.
- * Listen
- * Digest
- * Act
- * Bring in in-service opportunities to help us in the middle school pilot/transition
- * Schedule an informal time to chat - your help and insight has really helped!
- * Help coordinate K-12 guidance communication
- * Help school counselors with a new role/job description + support our efforts to move from old model to more preventative program
- * Help us look at + possibly do Inclusion (It's time to educate the staff and change for the better. Where do we start?)
- * Come into classrooms more, see what is going on in the trenches. Perspective is very important, + not to lose touch where "it" all happens.
- * Continue to work for grants/materials/programs that support our programs
- * Continue to educate parents + community members as to their role in their child's education

6. Other comments:

- * I always have a sense that you are on top of things, that you live in the real world and that you are pushing us (gently) toward a better future. Thanks!
- * Keep doing what you're doing - it's great to finally have administrative support. It's also great that someone really knows what I do and who I am!
- * I think you've had a great first year. You're a welcome addition to our district. I'd love to see more of administrators taking over classrooms for special occasions. Dr. Wheeler's day in a Mt. Caesar classroom went over very well.
- * Keep (person's name) scheduled and on track.
- * Be sure you're allowing time to enjoy/appreciate, smell the flowers. (Ferdinand the Bull)
- * I must say your thank you notes are great! and you always respond-
- * Good Job Kathy! Keep it up!!
- * We need better computers in many of our classrooms. In (name of school) many teachers + students are limited in what they can do by having one older generation computer in the room.
- * You're off to a great start!
- * Keep up the great work - have a nice summer
- * Thanks for your enthusiasm and commitment.
- * I was impressed by the fact that for the 1st time in my 15 years of teaching, a Superintendent actually passed on information in my specialization -
- * I believe you're doing a GREAT JOB!!!
- * I found your assessment format impressive and usable. Keep on keeping on. I'm glad you're here!
- * Kathy - great job! You're a focus for change!
- * Thanks for your thoughts + thanks for listening!
- * Please work to unify staff members - don't select one person to give attention/money/etc. - but rather respond to groups of teachers -
- * You are a welcome addition to the administrative staff!!
- * I'm really impressed! I just received our agenda for August. Terrific first year, Ms. Holt! Welcome to MRSD!!

I also had a lengthy request to improve communications to maintenance and custodial staff at a particular school. In an effort to preserve respondent anonymity, I am condensing it. Basically, I need to be certain that all members of a school building are notified of meetings, events, etc. Custodians work hard in our buildings to ensure that they are kept clean and in good repair. I will work harder at making sure that I don't interfere in their work.

**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
September 6, 1994**

MEETING AT

Surry Elementary School

Finance Committee Meeting at 6:30 PM

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Parents' request to have their child(ren) enter Kindergarten at an early age. (see attachment)
- c. Report on the District's assessment of student achievement at the fourth, eighth and twelve grade. (see attachment)
- d. Ed Rainville's report on the 1994-1995 MS 22. (see attachment)
- e. Auditor's Report for 1993-1994. (see attachment)
- f. Approval of the Lease/purchase agreement for the 1994 Classroom Modulares.
- g. Action on the manifests.
- h. Correspondence/announcement
 - a. District Goal Setting workshop, 8:00 AM, Saturday, Sept. 10 1994 Wyman House.
 - b. Facilities Committee meeting with "Citizens" and "Friends", 7:00 PM, Monday, Sept. 12, 1994 Wyman House

5. 8:45P SUPERINTENDENT'S REPORT

- a. Opening of school report.

6. 9:00P NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues

7. ADJOURNMENT

MONADNOCK REGIONAL SCHOOL DISTRICT
BOARD NOTES
September 6, 1994

People of the same trade seldom meet together, even for merriment and diversion, but the conversation ends in conspiracy against the public, or in some contrivance to raise prices.

— Adam Smith, Wealth of Nations

Uncomfortably I suspect Smith's statement may be the focus of the evening. Although, the more important subject is how did our students do on the assessment of their learner achievements.

4.b. One parent for sure and perhaps another wishes to visit with the Board about their children being permitted to enter Kindergarten early. Documents presented are those produced by the parents. Also, the MRSD policy is attached for your review. The children did not meet the criteria presented in the policy; therefore, they were denied admittance to school. Only you can make an exception to the policy and the parents are requesting that you do so.

4.c. Kathy will discuss the results/report of the 4, 8, and 12 grade assessments of learner achievement. The attachments are presented for your review. The numbers may or may not mean much to you. I would like to take a considerable amount of time to explain the process and the results with you. As you know, this document completes the triangle necessary toward becoming an outcome based district. We have completed the curriculum with statements of what we expect students to know and be able to do. We have completed the "Teacher Supervision" model to help teachers in delivering the best opportunities for students to learn. And now we have the first of the assessments of those efforts. As always, the efforts are to improve the quality of work in efficiency and effectiveness of teachers and students.

4.d. The MS 22 form submitted to the Department of Revenue proclaimed that we had approved a budget of \$14,969,066 at the District Meeting. Mr. Rainville could not reconcile the amount of money submitted in the MS 22 form with that presented in the Minutes of the meeting. His letter portrays the fact that he believes the voters approved \$15,136,066. A difference of \$167,000. I have been attempting to resolve the difference since receiving his letter. One explanation:

Budget submitted by the Board to the Budget Committee
Budget submitted by the Board to the voters

\$15,388,306

Article #1	\$7,200,000	Passover	
Article #2			
Article #3	\$264,300		\$558,720
Article #4	\$275,000	voted no	approved 24,300
Article #5		By peti for teachers' sal/ben	220,000
Article #6		By peti for others' sal/ben	47,000
Article #7		Claremont Lawsuit	2,500
Article #8	\$14,422,546	reduced to	<u>14,283,546</u>
			15,136,066

The Board's budget was reduced by:	
Article #3	\$240,000
Article #4	275,000
Article #8 \$14,422,546-14,388,546	35,000
Article #8 Motioned \$14,388,546	<u>105,000</u>
	\$655,000

The Board's budget was added to by:	
Article #5	\$220,000
Article #6	<u>\$47,000</u>
	<u>\$267,000</u>
	\$388,000

Total amount changed

The amount to be raised in Article #8 included \$332,248 in the Internal Transfer line for employees salary and benefits. That amount was not reduced from the motioned amount upon the passage of Articles 5 & 6. Plus, \$31,000 was added to cover unplanned costs for Worker's Compensation. The \$35,000 plus the \$31,000, mentioned above, is the difference between the \$267,000 voted in Articles 5 and 6 and the \$332,248 in Internal Transfer.

Adding the value of all the Articles, submitted by the Board to the voters, sums to \$15,523,066 reduced by the \$388,000 equals \$15,135,066. So I am off a thousand.

The question is what to do with the \$159,000 unplanned for revenue? That is one of the issues for the Finance Committee.

4.e. An oral report will be made on the Auditor's Report. Certain expenses increased in the area of Special Education which negated the surplus we mentioned at the end of April. The amount to be returned to the Capital Reserve Fund is the difference between that amount approved for the Mt. Caesar heating project and the cost of the project, approximately \$65,000.

4.f. The lender requests that the Lease/Purchase agreement on the Mt. Caesar additions be approved by Board action. In the past voter action at the March meeting had been sufficient.

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
September 6, 1994, Surry Elementary School

Meeting was called to order by D. Keating, Chairman, at 7:35 P.M.

PRESENT:

B. Ballou, L. Barrett, T. Britton, J. Carnie, B. Hamill, D. Keating, J. Tommila, G. White, J. Young, Student Representatives E. Russell and B. Snider, Dr. Wm. Wheeler, Superintendent of Schools. and K. Holt, Assistant Superintendent. Also present J. Menton, D. Bell, K. Craig, L. DeCoste, D. Mousette, J. Stettler, D. Stockwell, "JC" Russell, M. Fosher and K. Woodbury.

CONSENT AGENDA:

L. Barrett MOVED: The approval of the minutes of August 16, 1994; SECONDED by B. Hamill. VOTED: 7-0-0-3. B. Ballou and G. White were not in attendance to vote.

L. Barrett MOVED: That the administration's recommendation for course reimbursements be approved (C. Brisson, \$60; J. Barry, \$200; D. Stavseth, \$25 and P. Evans, \$30); SECONDED by J. Carnie. VOTED: 8-0-0-2. G. White was in attendance to vote.

the request of Dr. Wheeler, "JC" Russell and M. Fosher directed a tour of the school describing the structure, organization and staff assignments for providing multi-grade instruction at the Surry School.

CITIZEN CONCERNS: None

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS:

G. White reported that the Transportation Committee met with J. Schumann of Cheshire Laidlaw Transportation and there were few problems reported with the start of the new school year. G. White indicated that policies regarding the use of videos cameras need to be reviewed. L. Barrett expressed the need to provide a means to inform and advise parents of extra-curricula bus schedules. The high school administration will be advised of the concern.

D. Keating asked that the Board approve a payment to Ingram Construction. G. White MOVED: That the School Board approve a payment of \$102,803.65 to Ingram Construction; SECONDED by B. Ballou. VOTED: 8-0-0-2.

B. Ballou advised the Board that he has received the NHSBA Delegates Assembly continuing and proposed resolutions for its meeting of October 29, 1994. He asked that the resolutions be an agenda item for the October 4th meeting of the Board.

erri Howard, mother of Michael and Maxwell Howard, and Herman and Donna

Harrison, parents of Dakota Harrison appeared before the Board requesting early admission to kindergarten for their children and to waive the birthday deadline of September 30th. D. Harrison's date of birth was reported as 10/7 and the Howard twins 10/17. L. DeCoste, Mt. Caesar Principal, indicated that the screening process did not support the parents' request, and as boys advance in the grades "older is better". S. Howard claimed that her sons had spent two years in "day care", and if Kindergarten were not available the boys would have no place to attend school and would have to return to "day care" for another year. H. Harrison expressed the concern that conditions other than the screening test should be considered before approving or disapproving a request for early admission.

L. Barrett MOVED: That the Board approve the early admission request for the Howard twins; SECONDED by T. Britton. VOTED: 4-5-0-1. The motion failed.

G. White MOVED: That the Board approve the early admission request for D. Harrison; SECONDED by B. Hamill. VOTED: 6-3-0-1. The motion carried.

G. White, who had voted against the Howard request, MOVED: That the Board reconsider the Howard request; SECONDED: by B. Hamill. VOTED: 5-4-0-1.

J. Carnie indicated that it was a Board practice to require a two-thirds majority to approve a motion for reconsideration. The Chair ruled that a simple majority would be required.

G. White MOVED: That the Board approve the early admission request for the Howard twins; SECONDED: by T. Britton. VOTED: 5-4-0-1.

J. Carnie expressed concern that the decisions to permit early admission was in violation of the Board's policy for amending or deleting board policies. Some Board members expressed the opinion that the Board voted to waive the policy, not to change or eliminate it. L. Barrett noted that the Policy for Early Admission will be reviewed by the Policy Committee.

K. Holt presented an extensive report outlining the results of Grades 4, 8, and 12 assessments of student achievement in Mathematics, Language Arts/English and assessing and using information. She noted that the assessment represents a sampling or "snapshot" of the curriculum prescribed by the District. Cognitive and affective goals were reviewed and examples of student writing proficiency were compared and explained in detail. Still to be accomplished is to develop an item analysis of assessment results.

Dr. Wheeler explained to the Board the request of Department of Revenue Administration to resubmit the MS-22, Report of the Annual District Meeting, as represented by the minutes of the meeting. The DRA noted a difference between the report submitted and the minutes of the meeting, thereby increasing the appropriation by \$167,000. J. Young MOVED: That the 1994-95 budget appropriation be capped at \$14,969,066 as first reported; SECONDED by T. Britton. VOTED: 9-0-0-1.

Wheeler reviewed with the Board a draft of the 1993-94 audit report. He noted the general fund ended with a deficit fund balance of \$5,991. He also noted that the Food Service Program continues to run a deficit fund balance which at year-end is \$108,463. J. Menton advised the Board that to prevent budget overdrafts the appropriations for federal projects and food services should be increased to reflect their spending levels. The administration will be presenting to the Board on October 16th its recommendations for addressing the Food Service deficit.

The administration requested Board approval to enter into a lease purchase agreement for the purchase of computers budgeted for the high school. T. Britton MOVED: That the Board authorize the administration to enter into a three year lease purchase agreement with General Electric Public Finance, Inc. for the amount of \$55,482.33 to purchase of computers; SECONDED by J. Young. VOTED: 9-0-0-1.

B. Hamill MOVED: That the Board approve the manifest as presented (Payroll #4, \$75,095.11; Payroll #5, \$179,538.21; Warrant #11 dated 8/17/94, \$50,886.07; Warrant #12 dated 9/1/94, \$123,550.74; Warrant #13 dated 9/6/94, \$21,838.25; Warrant #14 dated 9/6/94, \$41,559.98 and Warrant #15 dated 9/6/94, \$154,605.38); SECONDED: by J. Carnie. VOTED: 9-0-0-1. J. Tommila expressed concern that the manifest did not report the total amount authorized to be expended. J. Menton indicated that the request is for the approval of each warrant. L. Barrett requested that a total of the warrants be presented in the future.

It was announced that the Goal Setting meeting scheduled for September 10th has been postponed to the 17th.

The Board was reminded that the Facilities Committee will be meeting with the "Friends" and the "Citizens" on September 12, 1994, 7:00 P.M. at the Wyman House.

SUPERINTENDENT'S REPORT:

Due to the late hour a brief report was given regarding the opening of school and first day enrollments. Both L. Decoste and D. Mousette reported smooth openings.

The Board indicated that it favored having reports presented by administrators and staff regarding programs and events on a regularly scheduled basis.

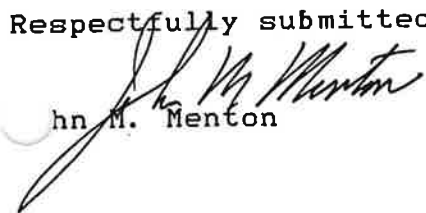
Copies of MONADNOCK MUTTERINGS were distributed to the Board by K. Holt.

NON PUBLIC SESSION: None

ADJOURNMENT:

There being no further business the meeting was adjourned at 10:55 P.M.

Respectfully submitted,


John M. Menton

CEO BUSINESS/EDUCATORS MEETING

TO: CEO Business/educators Group members

DATE: 7:30-9:00 AM, WEDNESDAY, SEPTEMBER 21, 1994

PLACE: KINGSBURY CORPORATION - ROOM MR1

PARKING IN THE VISITOR'S PARKING LOT IN FRONT OF THE MAIN ENTRANCE

Report submitted by: Dr. Bill Wheeler, Supt. SAU #38

Two meetings of this group have been held to this date.

The **first meeting** generated a list of ideas by participants working in small groups, and reported to the large group. A copy is presented for your review. (*see attachment*)

The **second meeting** generated statements:

Establishing a Vision

Determining a "level of commitment" from participants

To establish a strategy to determine:

How - establish a mission to make change in how business people and educators interact

What - Strategic Plan to set goals/objectives and take action

Who - business/industry, public school administrators/teachers and higher education administrators/teachers

(*see attachment*)

We reviewed **What Business Must Do** taken from the Business and Industry Association publication "What Should They Be Able To Do: Education Report", January, 1991. (*see attachment*)

We reviewed "The Essential Components For A Successful Education Program in New Hampshire". New Hampshire Business Roundtable on Education publication. *see attachment*

Agenda for September 21, 1994 meeting

1. Review what happened during the first two meetings.
2. Complete the strategy document.
3. Establish the "Media Program" format.

NOTES FROM JULY 27, 1994 MEETING

Why? Establish Vision

VISION: WHAT WILL THE FUTURE LOOK LIKE?

- ° Take advantage of the opportunity for change
- ° Innovation
- ° Prepared right view/approach to work: What *future of work* will look like
- ° Education has to be ready and willing to change as quickly as business is changing
- ° Rate of change
- ° Change as an opportunity **not a threat**
- ° Cultural
- ° Global economy
- ° Empowered employee concept

Submitted VISION statements:

Given accelerated change and global economy, we are all players in the opportunity which change has created for business/education collaboration

Business/education system working as a team

How? Establish MISSION

- ° To facilitate change

Change: Business/Education working as a team within the community

Driving Forces

Better utilization of resources

Willingness of group to meet

Need to work together
Business recognizes need for training/
re-education

Public perceives a need

Customer/supplier relationships

Learner outcomes

Education within the communities is ripe
for change

Global economy

Shared vision

Shorten cost and time of training

Expectations of high school resulting in
higher education and business

Life-long learner motivation

Restraining Forces

limited resources
Bureaucracy at all levels
Resistance to change
SCORE (retired CEO) - Bill W.

Business hours
School hours
Parents working
Single parent families

Top management commitment
Geography

People not touched by education system

Community perception of learning

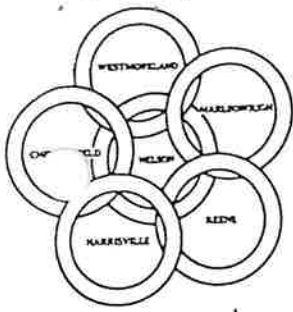
Suspicion of motives
Lack of understanding
Labor laws
Credit for high school courses

Minimum education standards

Education is not the only initiative in
school system

Competing needs

Life-long learner motivation



SCHOOL ADMINISTRATIVE UNIT NO. 29

JOHN W. DAY EDUCATIONAL CENTER
34 WEST STREET
KEENE, NEW HAMPSHIRE 03431-3392

July 11, 1994

TO: Attendees at Joint Business-Education Meeting

FROM: Phillip G. McCormack
William Wheeler

RE: Brainstorming Activity

Below is a listing of the ideas that were included on the affinity diagrams:

Motivate the Learner

- Inspire students to learn
- Show the link between learning and successful application to the workplace

Leverage Resources

- Pool and utilize mutual facilities and materials
- Create workplace classrooms ("teaching factories")
- Business needs to "open its doors"
- Utilize business employees as "guest teachers"

Develop Strategic Direction

- Identify common needs and interests
- Involve educators and industry/business people together
- Form true partnerships
- Communicate more frequently
- Ensure maximum accessibility to educational opportunities
- Develop a commitment to the concept
- Identify and determine resources available
- Establish clear goals
- Define educational opportunities

Develop Financial Commitment

- Need to have personal responsibility to the success of the plan to maximize educational opportunities
- Establish a clear public investment strategy

Develop Community Commitment

- Students need to apply their education in the local area
- Create desire in students to stay in the local area
- Create local employment opportunities
- Garner community support
- Need to have community responsibility

Define/Describe Clear Lifelong Learning Expectation for all Community Participants

- Being clear about the specifics/expectations for business
- Define difference between training and educating
- Physical interaction of educators in business and business in education
- Better describe what an adult literate working in a high performance, world class business looks like
- Students need to know what parents/neighbors/others do for a job
- Set clear expectations for self-responsibilities and lifelong learning

Involve the Whole Community in the Entire Education Process as a Community Investment

- Engagement of whole community in the process
- Identify the key players and their role in the business-education relationships
- Involve the elderly in the understanding of their role in the process
- Industry help sell the importance of education as well as the financial side
- Involvement of students in business/industry on practical point (mentoring, shadowing, visits, apprenticeships)

Commitment to Communication of Expectations Between Business/Education/Community

- Key to economic development is a good/strong education system
- Better communication between business and education
- Parents have a key role of involvement in the process and need to set high expectation for the children
- Improve use of resources -- human, physical, financial, and technical
- Ensure efforts and resources are not duplicated between districts/higher education schools
- Business and community
- Better linkage between K-12 and New Hampshire's higher education system
- Business and industry understand limitations placed on education
- Educators understand the limitations placed on business

Establish True Community/Business/Education Partnership

- Business plan for the schools
- Implement technology
- Co-op program -- teachers to business, business to teachers, students to business
- Expand team concepts in education
- Allow business to target financial contributions to specific areas
- Consolidate resources
- Equalize funding

Undertake Major Effort to Evaluate, Assess and Implement Change

- Extending school year
- Evaluate curriculum
- Emphasize mastery, not grades
- Integrate curriculum with critical skills
- Foster notion that education is lifelong enterprise
- Expand educational opportunities beyond grade 12
- Foster work ethic
- Evaluate educational environment (physical and academic)
- Benchmark system to measure quality (ongoing clarification of educators' roles)
- Performance evaluations for educators (look at tenure)

Establishing Educational Plans

- Establish clear outcomes for business and community needs
- Ensure top quality educational training
- Establish a precise academic agenda
- Clearly establish the goals
- Making it a statewide commitment through legislative process
- Flexibility in legislative process to improve educational opportunities
- Wide open for kids to have opportunities

Best Utilization of Resources

- Promote centers of expertise
- Central data base to coordinate resources
- Tie into Internet for additional resources
- Center of expertise to eliminate duplicate resources
- Utilize business resources, technical training
- Review community resources to support literacy at all levels (e.g. library)

Establishing a Community Culture

- Re-establish honor/pride in all professions
- Personal responsibility growth plan for self-success/ownership
- Eliminate concept that vocational education is for special education students
- Rethink the concept of "school" to support lifelong learning -- open up
- Establish a want to learn/succeed culture

Business Education Cooperation

- Develop plans with consistent business support
- Increase the cooperation between business and education
- Student exposure to business and trades
- Support volunteers for all needs (e.g. vouchers, tax breaks)
- Continue to meet and continue dialogue

Establish Community Goals and Commitments

- Commitment of local business to participate
- Establish long-term community goals
- Remember that community extends beyond City of Keene
- Include many levels of community
- Create a coordinating board
- Identify educational opportunities important to the community
- Identify interests in the community
- Identify goals for program

Utilize Technology

- Keep up with technology
- Use of technology for delivery of programs

Identify Resources

- Create scholarship funds for all the opportunities
- Tap untapped resources
- Take advantage of local talent and resources
- Identify out-of-community resources
- Identify financial resources

Develop Curriculum

- Look at other educational systems
- Identify curriculum as is
- Curriculum or program flexible
- Integrate cultural programs into educational program

Take Inventory of Local Resources – In and Out of School System

- Create a data base of education opportunities
- Make education data base available to school and industry and community

Promote Educational Programs

- Promote continuing education programs
- Promote refresher courses
- Find a way to reach all levels of society with the opportunities
- Promote importance of lifelong education

Optimize Use of Time and Facilities

- Use school and industrial facilities for continuing education
- Location of program flexible
- Longer school year
- Create flexible schedules
- Longer school day
- Open up facilities to all groups

Action Plan:

1. Manufacturing opening doors to teachers/educators (i.e. tours)
2. Target 5 or 6 companies: (i.e. Kingsbury, Markem, MPB, Granite Bank, THC, TCMC, Peerless, National Grange Mutual)
 - a. Real job shadow experience
 - Hire a teacher (i.e. 1 year/vacation/summer)
 - Supply business person to school for "X" amount of time
 - b. Students in summer work environment
3. Tour (i.e. candidates - phase)
 - a. Chamber of Commerce "Business After Hours" model

WHAT BUSINESS MUST DO

While continuing to build a quality system, education of our youth should, as much as possible, remain a local responsibility and be kept in the hands of professional educators. Business, however, must become a more active participant in the education process, both at the state and local levels. Our success is tied directly to the quality of education, and there are many ways in which business should help.

Recognize Role: Business can first and foremost begin by becoming an intelligent consumer of education.

Articulate Vision: Business can articulate what we expect from our graduates and then reach into our work force to make certain that our employees understand the value of education in our society.

Work Collaboratively: Business can help educators with the goal-setting and accountability process and with examining the full range of incentives that will be required to improve the quality of education.

Examine Resources: Business can help educators examine the resources needed to educate our students and to help them drop old mandates as they set new priorities.

Offer Assistance: Business can lend its many human, technical, financial and equipment resources to a collaborative effort to improve our schools.

Communicate Need: Business can lend some of its special expertise in marketing to the education community to send the message to the residents of New Hampshire about what education is trying to accomplish and how important quality education is to the future of this country. We must be clear about the consequences of uninvolvement.

Support Change: Business can offer its support to our nationally recognized groups that are attempting to affect educational reform in New Hampshire.

Leverage Impact: Business can use its influence to leverage impact for the necessary changes by enlisting companies and business leaders to speak out on behalf of the importance of quality education.

Provide Access: Business can work at many levels to effect change. Individual companies can work at the local level, while the BIA, through its membership, can help on the state and national level.

Business wants to help define the future outcomes of the current education system, to have this system be responsive to the dynamics of a changing social and economic environment. The focus must be on outcomes and accountabilities within the system. We must become results-oriented, promote excellence and change the focus from inputs to outputs. There are no easy answers to the task ahead of us. Business must be involved in the education for the long term. As parents, voters, concerned citizens, taxpayers and employers, we must be willing to work at all levels within education and our own businesses to articulate the value of education so that our graduates are productive, contributing members of society.

Source: "What Should They Be Able To Do? Education Report", Business and Industry Association of New Hampshire, January, 1991.

THE ESSENTIAL COMPONENTS FOR A SUCCESSFUL EDUCATION PROGRAM IN NEW HAMPSHIRE

1. A SUCCESSFUL EDUCATION SYSTEM OPERATES ON FOUR ASSUMPTIONS
 - every student can learn at significantly higher levels.
 - every student can be taught successfully
 - high expectations for every student are reflected in curriculum content, though instructional strategies may vary
 - every student and every preschool child needs an advocate -- preferably a parent
2. A SUCCESSFUL SYSTEM IS PERFORMANCE OR OUTCOME BASED
3. A SUCCESSFUL SYSTEM USES ASSESSMENT STRATEGIES AS STRONG AND RICH AS THE OUTCOMES
4. A SUCCESSFUL SYSTEM REWARDS SCHOOLS - NOT INDIVIDUAL TEACHERS - FOR SUCCESS, COUNSELS SCHOOLS NEEDING HELP, AND INTERVENES WITH SCHOOLS THAT HAVE NOT SHOWN INCREASES IN OUTCOMES TO BECOME BETTER
5. A SUCCESSFUL SYSTEM GIVES SCHOOL-BASED STAFF A MAJOR ROLE IN INSTRUCTIONAL DECISIONS
6. A SUCCESSFUL SYSTEM EMPHASIZES STAFF DEVELOPMENT
7. A SUCCESSFUL SYSTEM ASSURES ACCESS TO HIGH-QUALITY KINDERGARTEN FOR ALL CHILDREN AND PRE-KINDERGARTEN PROGRAMS, AT LEAST FOR EVERY DISADVANTAGED CHILD
8. A SUCCESSFUL SYSTEM PROVIDES HEALTH AND OTHER SOCIAL SERVICES SUFFICIENT TO REDUCE SIGNIFICANT BARRIERS TO LEARNING, AND AT THE SAME TIME ENGAGES STAKEHOLDERS IN THE PROCESS TO UNDERSTAND AND SUPPORT THE NECESSITY FOR OVERCOMING THESE BARRIERS.
9. A SUCCESSFUL SYSTEM USES TECHNOLOGY TO RAISE STUDENT AND TEACHER PRODUCTIVITY AND EXPAND ACCESS TO LEARNING

-- New Hampshire Business Roundtable on Education

**Monadnock Regional School District
Technology Plan Five Year Plan
1995-2000**

Technology Committee

Tom Warner, Technology Coordinator, SAU 38
Dr. William Wheeler, Superintendent of Schools, SAU #38
Dan Stockwell, Principal, Monadnock Regional High School
David Bell, principal, Cutler Elementary School
Lilla DeCoste, principal, Mt. Caesar Elementary School
Marie Syzmick, teacher, Cutler School
David Dahl, vice-principal/teacher, Troy Elementary School
Ray Dunn, Mathematics teacher, MRHS
Gerry Kuhn, Industrial Technology teacher, MRHS
John Goodrich, Computer Instructor, MRHS
Matt Prigge, student, MRHS
David Pantzer, student MRHS
Tom Britton, board member
John Oakes, parent
Rob Mitchell, Business partner, community member

Submitted to MRSD board and approved September 1994

Background:

Monadnock Regional School District was founded in 1962 combining the towns of Roxbury, Sullivan, Surry, Troy, Swanzey, Fitzwilliam and Gilsum in an effort to pool resources and provide the best education possible for students in the Monadnock Region. A central junior/senior high school was built. It is in this spirit that Tom Britton requested that a technology committee be formed and a long term plan for the acquisition and implementation of new and emerging technologies be investigated and a proposal brought before the board to plan the funding of this proposal. This plan and its addendums and updates is the result of that request.

Today in 1994, the District serves approximately 2400 students with 1100 at MRHS and 1300 in the seven elementary schools. These numbers have grown steadily and the larger elementary population shows that they will continue to increase. Predictions are that by 1998, we will have 2700 students in the District.

Mission:

Technology has begun to play an increasingly important role in the delivery of instruction and in the method of student research and writing. Word processing, databases, spreadsheets, desktop publishing, video editing, and telecommunications are quickly becoming the tools that will guide education into the Twenty-First Century. This plan will guide the district in making tough decisions on how to spend limited resources and give direction for seeking new methods of funding. The guiding principles will be increasing student achievement and teacher effectiveness.

The following areas of need have been determined through the committee's research and a district survey of teachers, parents and students:

A) Networking

1.) Access: diverse participation across classrooms and subject areas.

We feel there is a need for classroom teachers, administrators and students to interact on a local network in each school building. The communication amongst and between these groups is essential for effective teaching, learning and management of students and curriculum. With the connection of these networks to the Internet and Email, this communication can reach out to parents and business partners.

2.) Curriculum and Instruction: networked data directly related to curriculum. Shared databases can keep information that can then be

B L locally accessed by students, teachers and administrators. The District's curriculum guides can be accessed by teachers from the network. Resources and their location can be tracked more easily. Exemplary projects and student work can be posted on the network as models for other students.

- 3.) Media Resources: local and remote access to library circulation and catalog system on the network. The Library/Media Center in each school will begin to put its card catalog on computer. MRHS is using Follett Software's Circulation/Catalog Plus. We need this access to extend to all areas of the schools on LANs. With Internet connections, this access will extend to other libraries and college resources.
- 4.) Record Keeping and Reporting: word processing, database, spreadsheet, grade reporting, student objectives, electronic mail all can be installed on a LAN. The *MacSchool* program used in all the schools can be accessed from multiple offices. This access needs to be extended throughout the school with the appropriate security measures.
- 5.) Administrative Functions: Internal accounts, student/teacher databases, attendance, grading, scheduling, health records, assessment. All schools will use *Quicken* for there internal accounts as recommended by the auditors. MacSchool will track student attendance for State reports (ADM, ADA, etc.), health records, demographics, grades for reports cards, permanent records (historical files), schedules, GPA, honor roll. Assessment data will be kept on a separate database devised by the District.
- 6.) Cabling of all schools for networking. MRHS needs to be cabled with ethernet capable wire and the elementary schools will be cabled with LocalTalk PhoneNet cabling. The networks will be designed by network professionals and the cable can be pulled by the maintenance staff of the district with help from the District electrician and the Technology Coordinator.

B) Telecommunications

- 1.) Modems, phone lines: Each elementary school needs to have at least one dedicated phone line with a fast (19K BAUD or faster) modem. This access should be located in each school's library. The modem will be used for bulletin board access and Internet access.
- 2.) Bulletin Boards: local and District-wide. Each school will operate an internal bulletin board and have access to a District-wide bulletin board. These connections will allow for easy communication amongst staff and will also give dialup access for parents.
- 3.) Internet access: the Internet will be the channel of communications and information retrieval for most academic areas. MRSD needs to push forward in getting all the schools connected and the larger buildings connected through networks.
- 4.) On-Line network subscriptions (KidsNet, Scholastic Network, America On-Line, CompuServe, ERIC, etc.).

C) Distance Learning/video education

- 1.) Down Link site: MRHS will become the location for satellite communications in the District. In conjunction with the satellite downlink, a head-end video system and video cabling will allow for selective distribution to classrooms. Video conferencing and even Internet access may take place on this system in the future.
- 2.) Video Cabling throughout MRHS. Negotiations with Paragon Cable Company (local cable TV company for the towns in the District) will begin to get assistance in cabling the schools with video cable.
- 3.) Video production capabilities: camera, editors, tutorial tapes, student productions. Video is becoming an accepted form of information capture and exhibition of ones creativity of thought. The ability to use cameras, editors and effects generators will be a useful skill for all students making presentations.

D) MultiMedia

- 1.) The use of computer graphics, captured images, sound and digital video will become an integral part of creating a presentation in the Twenty First Century. MRSD should acquire these technologies and train teachers in their application to academic disciplines.
- 2.) Workstations should be equipped with sound cards, video capture devices and scanners.

E) Connectivity/Compatibility

- 1.) An important Issue to be investigated is the inter-operability with Macintosh and Windows based computers. While the academic areas have traditionally gone with Macintosh Computers, The CAD lab and the business lab uses Windows based machines. Whenever possible, Macintosh computers should have the hardware/software to make them Windows compatible.

F) Subject Area Specific

- 1.) Business: Word Processing, Database, Spreadsheet, Telecommunications, Electronic Bookkeeping, Taxes, Accounting software packages (Peach Tree). Because of the dominance of Intel computers in business, the business labs will continue to expand their *Intel* workstations. The goal will be to have two complete labs each equipped with twenty computers capable of running Windows 3.11. These labs will then be networked to a file server so that small office practices (email, laser printing, Internet access) can be taught.
- 2.) Library/Media: The Follett electronic Catalog/Circulation will be networked throughout the school. In addition, there will be reference CDs (encyclopedias, professional reference material (medical, legal, etc.) on a networked "jukebox" system. The Internet access will give students access to Keene State Library and other university libraries.

B [3.) English: Students will become adept at using word processing, desktop publishing, grammar/style checker, term paper, outlines, resumés. Proper formatting of papers in word processing will be taught including how to make footnotes, endnotes, etc. in word processing.

B [4.) Mathematics: Software like *Mathematica* will be investigated as well as statistical software such as *SPSS* or *JUMP*. The mathematical, statistical, trigonmic and economic functions will be used to enhance classroom activities in these areas. The "charting" or graphing functions of the spreadsheets can be used to demonstrate simple and complex graphing.

B [5.) Social Studies: the area of social studies lends itself well to the use of CD reference discs and Internet access. Not only can students access foreign sources such as government agencies, but also communicate with other students in other parts of the US and foreign countries via email. Databases can be developed by students to help classify and differential information about people, countries, governments, etc.

6.) Science: A wide variety of applications on computers and the Internet will be explored in the area of science. Videodisc and CDs with thousands of images are invaluable resources for the science teachers and student. Video microscopes allow for a class to view what only a single observer could see. Specialized workstations with environmental probes allow for experimentation that is not now possible. Experiments taking a variety of readings over long periods of time can be accomplished and the readings are continually saved and/or graphed. Probes can measure changes in temperature, light, pH levels, presence of gases, motion and humidity. As many as four of these probes can be detecting and recording changes simultaneously.

7.) Music: The advent of synthesizers and the MIDI interface opens a whole field of computer generated sound and music notation. Digital multitrack recording can be accomplished with digital sound editing.

I) Resources

- 1.) grants, KSC partnership
- 2.) foundations to education
- 3.) donations from local industry of upgraded equipment, partnerships
- 4.) local District Budget

Timeline:

1995 Develop a proposal that will create three warrant articles to be presented to the public at the district meetings of years: 1995-1996, 1996-1997 and 1997-1998. This proposal will include the following agenda and timeline:

1995-1996: Purchase computers for each classroom in all seven elementary schools of MRSD. The estimation of classrooms is 67 and there are presently about 22 with computers that can be networked. Network the elementary schools with low speed PhoneNet cabling and PhoneNet interfaces. This will allow for First Class Email to be used in each school and a modem to call into each school from a remote source.

Estimated cost: \$130,000

Funding Sources:

Warrant Article:	\$82,000
Chapter II:	\$22,000
District Budgets:	\$32,000

1996-1997: Begin to purchase computers for MRHS and assess their needs for networking. Purchase LCD overhead panels for each school and High School Department.

Estimated cost: \$140,000

Funding Source:

Warrant Article:	\$82,000
Chapter II	\$18,000
Grants:	\$20,000
District Budgets:	\$34,000

A [1997-1998: Cable MRHS with Category 5 wire for ethernet and purchase computers to complete the plan of networking each classroom. It is estimated that there are approximately 22 classrooms with Macintosh LC or Windows capable computers that can be networked. We

will need to purchase an additional 58 computers and printers to have one in each classroom and office. Begin to purchase specialized equipment like LCD overhead panels, video-microscopes, digitizing video cards and scanners.

Estimated Cost: \$130,000

Funding Sources:

Warrant Article: \$82,000
Chapter II: \$18,000
Grants: \$30,000
District Budgets \$30,000

1998-1999: Connect MRHS to the Internet via a 56K lease line. Upgrade older 486 computers and earlier Macintoshes to Pentiums and PowerMacs. Expand teacher training. Summer Institute in Technology at MRHS.

Estimated Cost: \$140,000

Grants: \$80,000
Chapter II: \$18,000
District budgets: \$50,000

1999-2000: begin to acquire "specific use" computers:
Video Editing for non-linear editing.
Connect all building in the District with leased lines (56K)
Upgrade the elementary school's computers.
Teacher training
Dial-in to MRHS network to access the Internet via a modem pool.

**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
September 20, 1994**

MEETING AT

Sullivan Elementary School

Policy Committee Meeting at 6:30 PM

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Review of New Hampshire School Boards Association Resolutions. (Handed out at the last meeting)
- c. Action on District Goals.
- d. Action on the manifests.
- h. Correspondence/announcement
 - a. CEO Bus/Ed Group Meeting. (see attachment)
 - b. Format for addressing the vouchers.

5. 8:45P SUPERINTENDENT'S REPORT

- a. So we have sexual harrassment, gun control assurances; what's next? Religious Harrassment.

6. 9:00P NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues

7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: September 13, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

*Life is mostly froth and bubble,
Two things stand like stone,
Kindness in another's trouble,
Courage in our own.*

-- Adam Lindsay Gordon

The Policy Committee will meet at 6:30 PM to discuss pending and hoped for policies.

4.b. Mr. Ballou handed out the Resolutions for Consideration by the 1994 Delegate Assembly. In the past the board has either: allowed Bob to vote his conscious or you have instructed him on the resolutions.

4.c. The board and administrators will meet on Saturday, September 17 to set the goals for the year. The goals drive the formation of the budget, direct administrators and staff to action, and provide direction for other members of the district. We should have the materials into a format to be approved at this meeting. It will depend on what happens on Saturday. My crystal ball is a little foggy but in the moments of sunshine I see us doing alot of work on the goals.

4.h.2 The board asked for us to present a discussion on the format you wish for the presentation of vouchers. The total amount of monies to be spent will be presented with this manifest. What do you wish for us to do? As you know, monies are appropriated at the District Meeting. Expenditure items for the fiscal year are submitted via purchase orders by a district administrator or SAU administrator to the superintendent for action. If the P.O. is approved the voucher to pay is submitted to the board for your approval. Revenues are generated based on action taken at the district meeting. Federal monies are applied for from entitlement grants or competitive grants. State monies are determined by legislative action on school funding, proportion of the special education costs reimbursed through the catastrophic aid formula, Transportation reimbursement, Driver's Education reimbursement, and vocational education reimbursement. All other monies, with little exception, are appropriated by tax assessment of property in the eight Towns. The Auditor reports on the activities of the SAU Office in managing the budget procedure. The approval of vouchers, by board action, occurs in the middle of the procedure. At that point items are approved for purchase, with the exception of contracted items.

5.a. You probably think this is about prayer in the school. Separation of Church and State: well now, it's more than praying at commencement. The sides are forming and we are in the middle. What should we do about that?

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
September 20, 1994, Sullivan Elem. School

Meeting was called to order by D. Keating, Chairman, at 7:34 P.M.

PRESENT:

B. Ballou, L. Barrett, J. Carnie, J. Fallon, B. Hamill, D. Keating, J. Tommila, G. White, Student Representatives E. Russell and B. Snider, Dr. Wm. Wheeler, Superintendent of Schools. and K. Holt, Assistant Superintendent. Also present J. Menton, D. Bell, K. Craig, L. DeCoste, D. Mousette, J. Stettler, D. Stockwell, and C. Roosa.

CONSENT AGENDA:

G. White MOVED: The approval of the minutes of September 6, 1994; SECONDED by B. Ballou. VOTED: 8-0-0-2.

G. White MOVED: That the administration's recommendation for course reimbursements be approved (R. Blackadar, \$99; C. Harvey, \$140; E. Reed, \$99; M. Moe, \$98 and A. Monether, \$120); SECONDED by J. Fallon. VOTED: 8-0-0-2.

BOARD CONCERN:

J. Carnie expressed concern regarding the heating system and air quality at the Cutler School and asked that this concern be an agenda item for the next meeting of the Board. It was decided that the Facilities Committee scheduled to meet on October 10th be rescheduled to meet on October 3rd to discuss the Cutler issue prior to the Board Meeting on the 4th of October.

J. Tommila asked that the start day for school occurring before Labor Day be discussed at some time. Dr. Wheeler explained that the school calendar is the result of State Department recommendations and the cooperative efforts of the districts who send students to the Vocational Center.

CITIZEN CONCERNS:

A. Johnson of Gilsum expressed concern that it is misleading for the Board to plan for a brick exterior for the new modulars at Mt. Caesar. He described the brick finish as a capital expense that was not approved by the voters; and further claimed that the financial arrangement was not a lease-purchase but a purchase. D. Keating and Dr. Wheeler explained that to plan for a brick exterior did not require voter approval. J. Menton described the bid process and the review of the lease-purchase documents by the District's attorney and the financing corporation.

C. Roosa requested Board authorization to sell the greenhouse. It was noted that the Board had previously authorized C. Roosa to dismantle and store the greenhouse. Board members questioned the proposal suggesting that the greenhouse activities could be integrated with the science curriculum. Student representatives suggested that the greenhouse could be converted to a student center for the senior class. B. Hamill MOVED: That the Board authorize the Administration to sell the greenhouse in compliance with State and School Board policy for sealed and advertised invitation to bid; SECONDED by G. White. VOTED: 8-0-0-2.

C. Roosa presented a proposal of the Homestead Garden Club, including a drawing illustrating the removal of pine trees north of the Town Hall, the location of flower beds and the construction of a garden path. The proposal will be maintained by the Garden Club. L. Barrett MOVED: That the Board approve the proposal of the Homestead Garden Club; SECONDED by J. Carnie. VOTED: 8-0-0-2.

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS:

L. Barrett reported that the Policy Committee met prior to the Board meeting and reached the following conclusions. The current Board policy meets adequately the State Board of Education directive for the "Pledge of Allegiance". The current Board policy adequately meets the State RSA requirements regarding the possession of dangerous weapons. It was the recommendation of the Policy Committee that the issue of the possession of dangerous weapons be more specifically addressed in student handbooks. The Committee decided not to address the State School Board directive prohibiting the distribution of condoms. The Committee agreed not to change the Early Admission policy. L. Barrett indicated that the vote required to waive school board policy will be discussed at its next meeting.

D. Keating reported that the Facilities Committee and "Friends" and "Citizens" met to review the results of the first year of the Five Year Plan and to consider plans for the second year. He noted that there is support to continue with the second year plan to build a multi-purpose facility at the high school. D. Keating also noted that C. Roosa advised the Committee as to the concerns for upgrading the heating and air circulation systems at the Troy School and the Cutler School. Planning for an "Open House" was discussed and decided to be held in conjunction with a budget hearing.

The Board reviewed and discussed the New Hampshire School Board continuing and new resolutions. There appeared to be a consensus not to support Resolution #3, suggesting an income tax to support the cost of education. The Board suggested to its delegate, B. Ballou, to vote his conscience.

The Board reviewed and discussed the results of a goal setting meeting held on September 17th. Impressions and revisions were discussed and recommendations for changes were decided upon by consensus. L. Barrett MOVED: That the Board adopt the 1994-95 School Board Goals as presented and modified; SECONDED by J. Fallon. VOTED: 8-0-0-2. D. Keating recommended that when the goal document is finalized, the goals will be assigned to specific committees for implementation.

B. Hamill MOVED: That the Board approve the manifest as presented (Payroll #6, \$202,343.01; Warrant #18, \$133,679.06; Warrant #19, \$13,253.75 and Warrant #20, \$190,136.73); SECONDED: by J. Carnie. VOTED: 7-0-1-2. J. Tommila abstained. J. Tommila expressed concern that he did not have sufficient time to review the warrants.

Dr. Wheeler distributed a schedule of events planned for the CEO Bus/Ed group meetings.

The matter of addressing school district vouchers was discussed. J. Tommila expressed concern for the lack of time to review the manifests and asked that warrants be prepared and included in the Board packets a week in advance. Board members suggested that the current system does work as

evidenced by the auditor's reports and the financial updates. J. Menton indicated that "anything can be done" but to schedule a week in advance for the Monadnock District would be disruptive to processing payrolls and accounts for other Districts, vendors, and payees. He further described specific events from the beginning of building the budget to the approval of invoices for payments as a series of checks and balances.

J. Menton submitted the District's MS-22 (revised) for Board signatures. The Board also received copies of the REVISED REVENUE AND CREDITS, MS-24 form.

Dr. Wheeler announced that the State School Board will be conducting a meeting at the Monadnock Regional High school on October 19th. and asked that a committee be formed to plan for the event.

K. Holt announced that a Health Curriculum has been finalized and that representative will be located in each school to familiarize all teachers with the curriculum and to implement the curriculum.

SUPERINTENDENT'S REPORT:

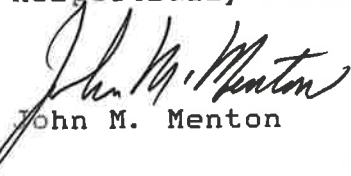
As Dr. Wheeler indicated in his report, school prayer and the Separation of Church and State are not the issue. The issue facing school districts in the future will be religious harassment, such as, the harassment of individuals wearing religious articles and the gathering of individuals to express religious beliefs. He used a video to illustrate the extremes to which opponents of the religious debate have taken. It was Dr. Wheeler's recommendation that a public school district stay the middle road and be prepared to defend its position as events evolve.

NON PUBLIC SESSION: None

ADJOURNMENT:

There being no further business G. White MOVED That the meeting of the Board be adjourned; SECONDED by J. Carnie. APPROVED: by a voice vote at 10:15 P.M.

Respectfully submitted,



John M. Menton

**MONADNOCK REGIONAL SCHOOL DISTRICT
EDUCATIONAL GOALS FOR 1994-1995**

1. SUPPORT SCHOOL EXCELLENCE PROGRAMS IN EACH OF THE SCHOOLS BY CONTINUALLY EXAMINING THE OUTCOME BASED EDUCATION PROGRAM WHICH IS DESIGNED TO MEET EACH STUDENT'S EDUCATIONAL NEEDS.

By:

- a. New England Association of Schools and Colleges Evaluation of Monadnock Regional High School
- b. Mt. Caesar full involvement with the New Hampshire School Improvement Program
- c. Emerson Elementary developing a school improvement plan
- d. A K-12 team of teachers/administrators working with Antioch of New England College on the development of a Critical Skills Classroom model

2. CONTINUE SUPPORT OF THE "FIVE-YEAR FACILITIES PLAN" WITH EFFORTS TO IMPROVE FACILITIES THROUGH THE BUILDING MAINTENANCE AND CUSTODIAL CARE PROGRAM TO UPGRADE THE APPEARANCE AND LONGEVITY OF THE DISTRICT FACILITIES

3. ENCOURAGE STAFF TO SERVE AS LIFE-LONG LEARNER MODELS TO COMMUNITY, PARENTS AND STUDENTS

By:

- a. Including non-certified staff in the program
- b. More closely associating certified staff members professional development goals with their supervision goals
- c. Continue to provide SAU workshops for certified staff and invite non-certified staff to attend if the workshop pertains to their roles/responsibilities
- d. Develop a reward/recognition program for efforts toward self improvement
- e. Develop workshops for substitute teachers to assist them in their role as a classroom teacher in the district

4. CONTINUE TO UPGRADE THE MEDIA/INFORMATION SYSTEM

5. CONTINUAL IMPROVEMENT OF COMMUNICATION AND INTERACTION WITH THE COMMUNITIES

BY:

- a. Expanding community use of school facilities
- b. Provide training opportunities for parents
- c. Develop "Success by Six" program with cooperation of others in the Monadnock Region
- d. Expand the business, higher education, public education frameworks

6. DEVELOP A DISTRICT DATABASE PROGRAM THAT WILL PROVIDE A BASIS FOR DECISIONS AND HISTORICAL INFORMATION

7. OBTAIN MONEY FOR SCHOOLS AND PROGRAMS FROM NON-DISTRICT FUNDS

MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
October 4, 1994

MEETING AT

Roxbury Town Hall

Policy Committee Meeting at 7:00 PM

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Parent request for children to attend MRSD Schools.
- c. Action on District Goals. (see attachment)
- d. Action on the manifests.
- h. Correspondence/announcement

5. 8:45P SUPERINTENDENT'S REPORT

- a. New Administrators to the District orientation/workshop efforts.

6. 9:00P NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues

7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: September 28, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

There is nothing more common than to confound the terms of American Revolution with those of the late American War. The American war is over, but this is far from being the case with the American Revolution. On the contrary, nothing but the first act of the great drama is closed.
1787 -- Benjamin Rush

It seems to be a short agenda, but we have been fooled before, so why not discuss within which act we are presently engaged. Some folks are ready to ring the curtain down. Not so fast! Well, we have come a long way baby, but we have miles to go before we sleep. As we review the District's Goals how do they assist in the present Act?

4.c. This item reflects a discussion held at the last board meeting. Following your approval, the goals should be assigned to groups to formulate a strategy to ensure action and the reporting of the outcome. Also, we should discuss implications for the budget process/product. Principals/directors are submitting their budgets to the SAU in the near future. Should they be impacted in some way, other than as the schools/departments have already determined? For example: the statement involving the development of the non-certified staff.

5.a. Orientation exercises have been set with the new administrators to the district. The effort is to present them with documents, history, form and function of the various parts which affect the district's operation. We have held our first meeting and established an agenda, of sorts, to deal with concerns. Of importance is that the new administrators contribute what they know and do well to the whole mix of making the district a better place for all students to learn the curriculum. Perhaps the board or representatives would chose to meet with the new administrators to broaden their understanding of you and you of them?

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
October 4, 1994, Roxbury Town Hall

Meeting was called to order by L. Barrett, Vice Chairman, at 7:35 P.M.

PRESENT:

L. Barrett, T. Britton, J. Carnie, J. Fallon, B. Hamill, J. Tommila, G. White, Student Representative E. Russell, Dr. Wm. Wheeler, Superintendent of Schools and K. Holt, Assistant Superintendent. Also present J. Menton, D. Bell, K. Craig, L. DeCoste, and J. Stettler.

CONSENT AGENDA:

G. White MOVED: The approval of the minutes of September 20, 1994; SECONDED by J. Fallon. VOTED: 6-0-1-3.

G. White MOVED: That the administration's recommendation for course reimbursements be approved (S. Glimenakis, \$275; C. Heller, \$275); SECONDED by J. Fallon. VOTED: 7-0-0-3.

CITIZEN CONCERNS:

Bonnie Morang, a former Swanzey resident now residing in Keene, requested that her children be allowed to remain at the Mt. Caesar School and the Cutler School for the 1994-95 school year. She cited that moving her children to another school district at this time would be particularly disruptive. She also noted that she would provide transportation for her children. T. Britton MOVED: That the Board approve the request for the 1994-95 school year; SECONDED by J. Fallon. VOTED: 7-0-0-3.

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS:

G. White reported that on Monday, October 3rd he represented the Facilities Committee at a meeting with the administration to discuss heating and ventilation concerns at the Cutler School. He described various solutions to the problem, including the use of heating unit ventilators, air conditioners and window ventilation. He also indicated that the problems were not just unique to the Cutler School. Mt. Caesar and the High School ABC modulars also experience high classroom temperatures. He distributed a graph showing test results of measuring carbon dioxide content over a period of five days. Cost factors for correcting the problems were also discussed. A list of building needs prepared by C. Roosa was also distributed to the Board. Dr. Wheeler presented a Facilities Report Update outlining the Board's Five Year Building Program, a building proposal submitted by the Fine Arts Department for construction of a rehearsal and classroom facility and a proposal submitted by D. Mousette for constructing multi-purpose rooms in each of the three northern schools. G. White noted that R. Banwell and J. Ingram will be asked to attend the next meeting of the Facilities Committee.

L. Barrett reported that the Policy Committee met to review voting procedures for waiving school board policies. She noted that the current policy requires six members voting in the affirmative to waive a board policy. The Committee did not recommend any change in that policy.

Dr. Wheeler reported that D. Keating, D. Stockwell, J.C. Russell, Erik Brown and himself have formed a committee to plan for the State School Board Meeting to be held at the high school on October the 19th.

Dr. Wheeler distributed revised copies of the District's Goals for the 1994-95 school year. J. Fallon MOVED: That the Board adopt the 1994-95 School District Goals as presented: SECONDED by G. White. VOTED: 7-0-0-3.

B. Hamill MOVED: That the Board approve the manifest as presented (Payroll #7, \$215,869.33; Warrant #21, \$114,555.17; Warrant #211, \$33,281.08 and Warrant #22, \$402,836.89); SECONDED: by G. White. VOTED: 6-1-0-3.

Dr. Wheeler reported that a meeting will be held on October 6th at Keene to hear a briefing on the State Board's plan for assessing student performance. Invitations to the High Schools French Festival were presented to the Board and information regarding the NSBA convention was distributed.

SUPERINTENDENT'S REPORT:

Dr. Wheeler informed the Board of the activities regarding the orientation of the new school administrators to the affairs of the District. Meetings are scheduled every two weeks and matters of leadership, management, instruction, curriculum and assessment are topics for discussion. Both K. Craig and J. Stettler spoke favorably of the process and expressed their appreciation for all the support and help that has been afforded to them.

NON PUBLIC SESSION:

At 9:05 P.M., B. Hamill MOVED: That the Board move into non public session for the purpose of discussing legal issues and negotiations; SECONDED by G. White. VOTED: 7-0-0-3 by a roll call vote.

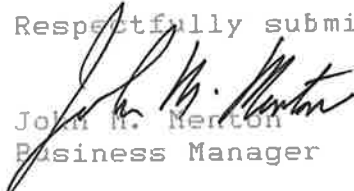
Legal issues and negotiations were discussed.

The Board voted to returned to public session at 9:47 P.M.

ADJOURNMENT:

There being no further business G. White MOVED That the meeting of the Board be adjourned; SECONDED by B. Hamill. APPROVED: by a voice vote at 9:48 P.M.

Respectfully submitted,


John H. Norton
Business Manager

Monadnock Regional School District

Health Education Curriculum Guide

1994

G	Outcome
0	identify visible parts of the body and name 1 thing each part can do
0	explain that each person grows at his or her own rate
0	tell how books can help people learn about new topics
0	demonstrate self-esteem
0	accept personal responsibility for one's own actions
0	listens to a story and tells about trying hard to do well
0	demonstrate a positive attitude, respect for self and others, and a personal striving for excellence
0	describe how one might feel when a family pet dies
0	tell how to speak in a classroom so that everyone can hear, has a turn, and noise level isn't too loud
0	demonstrate personal self-control in stressful situations
0	accept and respect individual differences through communication and cooperation
0	explain how each person is different and tell one "special" thing about oneself
0	develop sensitivity to other's feelings and needs
0	name 2 ways to make and keep friends
0	classify foods into basic food groups
0	use the telephone to call for help in a role play situation
0	demonstrate good personal hygiene
0	tell why one should never eat anything other than food and take medicines from parents, nurse, or doctor
0	distinguish between "OK touch" and "Uh-oh touch" and tell what to do when uncomfortably touched
0	explain why seat belts/car seats can help save lives
0	tell name, address, and phone # and tell to whom one may give this information
1	name the parts of body used for the five senses and identify a characteristic
1	measure personal growth between Fall and Spring
1	explain why growing bodies need food, rest, and exercise
1	tell how each of the five senses helps prevent injury or illness
1	give the name of the school nurse and tell when/why one might go to the nurse
1	name and explain the jobs of at least 3 community helpers
1	tell about 2 things s/he can do to protect the environment
1	give the name of and tell about the role of the school guidance counselor
1	demonstrate self-control, confidence, and trust
1	name one good thing about oneself and one thing to improve
1	demonstrates manners in communicating with others
1	demonstrate at least one positive way to solve a conflict
1	demonstrate how to say "no" to avoid peer pressure, or to be safe from harm
1	tell how to make a new student feel welcome in the classroom
1	tells at least 2 ways students in the class are the same and 2 ways they are different
1	explain the relationship between healthy eating and personal well-being
1	demonstrate proper teeth brushing and flossing and tell why "baby teeth fall out"
1	demonstrate how to take a radial/carotid pulse
1	demonstrate a safe way to sit, stand, lift, walk, eat, run, and play
1	tell why regular health and dental visits are important
1	describe why someone might go to a hospital or to the emergency room
1	dress appropriately for the weather and describe why this is important for health
1	describe what to do if someone is hurt and is bleeding
1	differentiates between feeling well and feeling ill and tell why one's should stay home when ill

G	Outcome
1	explain why it is important to follow safety rules on the bus, at school, and at home
1	tells at least 3 things one can do if approached by a stranger
1	tell what to do if someone tries to sell/give tobacco, alcohol or drugs to students
2	name at least two people to whom one could turn for help with a problem or worry
2	tell about one's activities in the community and how it helps us grow
2	identify characteristics of a person with a positive attitude
2	explain a positive way to deal with sad, angry, or unhappy feelings
2	share feelings in a positive manner
2	explain how "counting to ten" can help avoid problems when a person is under stress
2	identify why people sometimes argue/fight and name 2 ways to get along better
2	tell about chores one has at home and explain why each family member must help out
2	explain various roles people play with families and tell about 1 fun activity s/he does with own family
2	tell why breakfast is called "the most important meal of the day" and name a favorite breakfast
2	tell why sleep is important to well-being
2	engage in daily physical activity for at least 20 minutes
2	demonstrate skills in at least two activities which can serve as lifetime fitness activities
2	describe at least 2 precautions to take when exposed to the sun's rays
2	explain how thinking ahead/making a plan can prevent accidents and injury
2	tell about germs, how they are spread and name 3 things one can do to prevent the spread of germs
2	differentiate between appropriate things to share and inappropriate things to share
2	explain the difference between safe play and unsafe play
2	measure one's body temperature and tell the relationship between temperature and well-being
3	explain differences and similarities between boys and girls, especially in sports, thinking, and physically
3	tell why some people wear orthodontic braces
3	explain how re-using paper helps improve our community
3	explain what a recycling engineer or landfill specialist does
3	write a story about a person who took a risk and "won", such as an Olympic athlete, astronaut, etc.
3	participate in group decision-making and planning
3	describe how another person might act if s/he is under stress, such as crying, mad, or quiet
3	explain why family members should respect each other and their property
3	explain positive ways in which people demonstrate love for each other
3	explain at least one time when help from another person to solve a problem might be needed
3	name at least 3 healthy snacks and tell why each is a healthy choice
3	describe how the body uses food as energy
3	name the 6 nutrients and identify a food that contains each one
3	name at least five activities which will promote physical fitness
3	demonstrate at least one activity which can increase pulse/heart rate
3	explain the relationship between tobacco use and illness, including long-term consequences
3	demonstrate or describe bicycle safety, including wearing a helmet
3	explain why substance use is harmful to children and tell why there are laws to prevent their sale to youth
3	tell why it is important to carefully read instructions before using toys, games, machines, etc.
3	explain the term "noise pollution" and name three ways to protect one's hearing
4	describe the anatomy and physiology of the digestive system and how to protect it
4	describe changes that occur during pre-adolescence, especially those in emotions and social situations
4	write about a memory of someone who has died and identify a resource to help with the associated feelings

G	Outcome
4	identify & demonstrate respect for differences/similarities, esp. for cultural, ethnic, racial, handicap
4	demonstrate appropriate risk taking on the playing field and in the classroom
4	given a listing of adjectives, select at least 5 that describe him/herself and 4 that do not
4	explain how being under stress can affect one's appetite such as over-eating or not eating
4	form opinions, ideas, and decisions and present this information orally to the class
4	tell what to do if someone says/does things that feel uncomfortable, especially about being a boy/girl
4	tell how friends can help each other when problems arise
4	explain the relationship between healthy eating and success in sports
4	explain the relationship between nutrients, as they build and repair cells, and being healthy
4	using the Food Pyramid, plan one day's menu with foods one likes to eat
4	explain the benefits of lifelong dental hygiene
4	explain two fitness activities one can do in New Hampshire during each season
4	explain the relationship between personal hygiene and exercise
4	describe safety procedures to follow when home alone
4	explain the side effects of caffeine, including increased heart rate and sleeplessness
4	name at least 4 safety rules of lifetime sports
4	discuss the impact of the sun on health and well-being including sunburn, sun/heat stroke, eye damage
4	describe "addiction" and name at least 3 substances which are potentially addictive, including tobacco
5	describe the anatomy and physiology of the musculo-skeletal system and tell how to protect this system
5	describe the anatomy and physiology of the circulatory system, how to protect this system
5	describe the anatomy & physiology of the respiratory system, how to protect it
5	explain why a support group might help one cope with problems such as asthma
5	explain the impact of tobacco smoke on the respiratory system
5	explain how the human body functions differently when a person is under stress
5	explain how conserving electricity can help maintain our well-being and name 3 ways to conserve
5	compare purchase prices & labels of at least 3 health care products
5	use facts to substantiate personal opinions and demonstrate willingness to listen/hear others opinions
5	explain how sexually transmitted diseases are spread from one person to another
5	describe the three ways that HIV is spread from one person to another
5	demonstrate positive interactions with members of the opposite sex
5	demonstrate acceptance of the opposite sex, especially on the playing field
5	explain physical differences between men and women and their relationship to sexual reproduction
5	create a healthy lunch/snack, share it with the class, and tell why you liked or didn't like it
5	explain the importance of personal hygiene and how failure to be clean can affect interpersonal relations
5	develop a plan for self-improvement in the area of physical fitness
5	describe/demonstrate an activity showing resting pulse, maximum and target heart rates
5	name at least 5 basic human needs and explain what might happen if needs are unmet
5	explain how increased levels of physical activity can strengthen the heart muscle and circulatory system
5	describe changes in skin & sweating during adolescence and describe proper hygiene related to changes
5	explains how to take risks so that one can improve performance without being unsafe
5	describe procedures for electrical safety and tell what to do for electrical shock
5	describe ways to protect the skeletal system and tell what to do if someone may have broken a bone
5	analyze the relationship between substance use and irresponsible/unsafe behavior
5	explain safety practices in varying weather conditions
5	name at least 4 safety rules of lifetime sports

G	Outcome
6	identify the functions of the glands in the endocrine system and the relationship to sexuality
6	explain how inherited traits are passed on from parents to offspring
6	explain the process of human reproduction
6	describe the anatomy and physiology of the nervous system and how to protect this system
6	explain at least 2 health benefits of "reduce, re-use, recycle"
6	analyze media/role model impact on substance use, such as ball players using smokeless tobacco
6	discuss how some people might want to hurt themselves and tell how to help someone who feels this way
6	describe the feelings associated with the loss of a loved one
6	resolve conflicts in school and explain at least 2 positive ways to resolve conflicts
6	explain how one might politely ask someone of the opposite sex to dance, go to a movie, ball game, etc.
6	explain why stereotypes can interfere with good communication and getting along with others
6	name at least three aspects of a positive relationship
6	explain how friends sometimes try to get one to do things one should not do
6	demonstrate ways to improve communication within the family during the adolescent years
6	describe how one might feel if parents got divorced and name an agency who can help deal with the feelings
6	describe sexual harassment, give examples of "harrassing", and tell what steps to take
6	using examples from literature, explain how people behave in an effort to meet basic human needs
6	explain the relationship between exercise and weight management
6	explain why physical activity can help reduce personal stress
6	explain why maintaining an appropriate weight throughout life is important to good health and a long life
6	explain why young people may need more sleep as they approach puberty
6	explain the relationship between music lyrics, beat, and tune on personal well-being
6	write safety instructions for an activity or item they might use
6	demonstrate skill in contacting an agency dealing with substance use and abuse
6	identify and model ways to prevent the spread of infection
6	explain why/demonstrate how to avoid riding with people who have been drinking
6	name at least 4 safety rules of lifetime sports
7	explain needed skills and education for medical technicians, and laboratory technicians
7	explain the steps to take if one is sexually harassed by another person in school
7	identify personal learning style and how to use this to help learn more about oneself
7	use a decision making model to make a personal decision
7	establish at least 5 personal goals, set an action plan, and evaluate outcomes
7	separate personal needs from wants and goals
8	given certain health and family concerns, identify a resource to help deal with each concern
7	explain in a nice way that you don't want to do something with someone else
7	describe an "enabling relationship" and suggest ways to improve the relationship
7	explain the impact of substance abuse by a member on family life
7	explain and demonstrate appropriate behaviors related to others sexuality
7	identify steps to take if involved in violent or unsafe relationship
7	evaluate various methods of birth control and give reasons why a person might use birth control
7	explain why a support group might help a person cope with weight management
7	analyze why & how violent dating relationships occur
7	given the climate, culture, and geography of a country, name at least 1 food eaten by residents
7	explain how culture can affect choices one makes about personal health, exercise, etc.
7	describe signs and symptoms of substance abuse

G	Outcome
7	analyze various methods of treatment for substance abusers such as counseling, AA, and self-help
8	volunteer to help others through community service
8	develop a directory of resources available to help teenagers deal with personal/family/friends concerns
8	demonstrate community involvement through volunteer work in the school or community
8	explain needed skills and education for physical therapists and chiropractors
8	explain steps to take if one is sexually harassed in the community or on the job
8	establish at least 5 personal goals, set an action plan, and evaluate outcomes
8	explain why a support group might help a person cope with depression or emotional problems
8	describe signs, symptoms and possible causes of depression
8	evaluate interactions between parents and adolescents for positive outcomes
8	resolve conflicts which arise in classroom situations
8	given the history of the US, evaluate the impact of food on our national growth
8	analyzes differences in personal health and life span between 1776 and today in the US
8	describe the basic process of CPR and name one place to go for training
8	demonstrate/explain 4 things to do to prevent rape
8	explain specific strategies which might be effective in preventing the spread of HIV
8	differentiate between health maintenance and eating disorders
9	explain needed skills and education for ecologists and environmentalists
9	demonstrate ways to handle situations where a classmate or co-worker is disrespectful
9	take actions to prevent sexual harassment and explain what to do if one is harassed--
9	develop a plan for lifelong fitness activities which will improve health and well-being--
10	explain the wellness model and its components
10	assess personal level of wellness in the 3 component areas
10	describe the life cycle, and explain how human needs may change and yet remain the same as one ages
10	explain why it is vital to "know one's own body" and describe 5 symptoms that might signal ill health
10	analyze personalities and behaviors and differentiate between positive or possible abnormal ones
10	explain a theory of basic human needs and describe how people behave when needs are unmet
10	analyze behaviors which may be related to potential suicide and tell what to do to help that person
10	establish at least 1 personal goal, set an action plan, and evaluate the outcome
10	analyze personality type and suggest personal career options
10	develop a plan for management of personal stress
10	apply conflict resolution techniques to personal life
10	give examples and demonstrate "refusal skills"
10	analyze changes in emotions/feelings during the adolescent years and explain impact on a family
10	apply the decision making process to a real life problem
10	analyze the impact of various parenting strategies on children
10	analyze the financial and legal implications of teenage pregnancy on society
10	analyze positive and negative relationships and suggest ways to improve or end a relationship gone awry
10	demonstrate positive communication skills in the classroom and relate these to other relationships
10	analyze choices when involved in an abusive relationship and name resources that can provide help
10	develop a listing of traits one has and a list of traits one would like in a partner
10	discuss issues related to family/community violence and debate ways to eliminate violent behavior
10	develop a plan for lifelong nutritional health and weight management
10	debate one's personal right to smoke/drink/drug versus society's need to protect unborn children
10	describe 2 services provided by the Red Cross and tell about precautions to protect the blood supply

G	Outcome
10	explain how health insurance can protect against financial loss in the event of illness
10	debate the issues related to national health care reform
10	analyze advertising gimmicks for emotional impact, accuracy, and effectiveness in marketing
10	explain needed skills and education for nurses and physicians
10	discuss the impact of HIV, substance abuse on health care costs nationally and personally
11	review media messages and evaluate propaganda or sales found in these messages
11	establish at least 5 personal goals, set an action plan, and evaluate outcomes
11	using literary examples, explain how people behave in an effort to meet basic human needs
12	establish at least 5 personal goals, set an action plan, and evaluate outcomes
12	using literary examples, explain how a relationship can impact the individuals involved

POSITION PAPER ON ADEQUATE PUBLIC EDUCATION

INSTRUCTIONAL TRENDS COMMITTEE

NEW HAMPSHIRE SCHOOL ADMINISTRATORS ASSOCIATION

Summer, 1994

We hold that part II, article 83 imposes a duty on the State to provide a constitutionally adequate education to every educable child in the public schools in New Hampshire and to guarantee adequate funding. . . in counts (1) and (2) that the State fails to spread educational opportunities equitably among its students and adequately fund education,"

Claremont v Governor, NH Sup Crt, Dec 30, 1993.

Preamble

Children and youth require an equitable opportunity to obtain an adequate public education. Adequate to make a good living with a challenging job in order to live a good life. This paper is presented in an attempt to explain what the term adequate education means; to designate who is responsible for providing the best opportunity for all children and youth to obtain an adequate education; and how it will be determined if children and youth obtain an adequate education.

Mission

To develop an adequate public education plan which provides equal opportunities for all New Hampshire children and youth to be educated for economic preparedness, life long learning, successful participation in a global society, and appreciation for diversity.

Vision

New Hampshire will be a world wide leader in creating a public education system which exceeds the expectations of all residents, providing equal access to high quality education for all children and youth.

We believe that:

- Ω All New Hampshire children and youth deserve an equal opportunity to be adequately educated.
- Ω The "Goals 2000, Educate America Act" presents a structure for the development of a State plan to improve education for all children and youth in New Hampshire (see Appendix A).
- Ω A description of adequate education exists in the document, "New Hampshire Governor's Task Force on Education: Student Performance Outcomes," Dec. 1990 (see Appendix B) and the New Hampshire's Business and Industries report "What They Should be Able To Do" (see Appendix C).

- Ω Providing an adequate education for all children and youth is the responsibility of the State.
- Ω The third, sixth and tenth grade curriculum frameworks and student performance assessments being implemented at the state level are an excellent first step toward defining what New Hampshire students should know and be able to do.
- Ω All children and youth can learn at a significantly higher level than they are at the present time.

Standards should be established to:

Ω Determine Adequate Resources:

- √ Curriculum materials for students use
- √ Instructional materials for teachers use
- √ Computer/technology materials
- √ Specific student needs - special education and gifted/talented

Ω Determine Adequate Current Practice for:

- √ Governance
- √ Administration
- √ Teaching
- √ Learning
- √ Community/parent involvement

Ω Adopt Student Expected Outcomes: (see Appendices B & C)

- √ Academic
 - English
 - Reading and literature
 - Language
 - Writing
 - Oral Communication
 - Foreign Languages
 - Social and Cultural Studies
 - Economic Studies
 - The Arts: Creative and Performing
 - Physical Development and Health
 - Mathematics
 - Science and Technology
 - Computer Competency
- √ Critical Skills
 - Identification and Definition of Problems
 - Creative Thinking
 - Critical Thinking
 - Decision-making
 - Communication
 - Cooperation/Collaboration
 - Organization
 - Leadership/management

Curiosity/openness to New Ideas/imagination/skepticism
Living and Career Skills

- √ Core Values
 - Human Worth
 - Self-esteem
 - Discipline
 - Ethical Values
 - Respect for Differences
 - Integrity
 - Persistence
 - Responsibility
 - Stewardship

Assessment of:

Ω Determined Resources: Inventory

- √ Adequacy of curriculum materials
- √ Adequacy of instructional materials
- √ Adequacy of computers and technology available
- √ Adequacy of attending to the needs of specific students, special education and gifted/talented

Ω Current funding, governance and implementation practices:

- √ Performance of Governor's Office, Legislature, Courts, State Board of Education, Department of Education as each relates to adequately serving the needs of all New Hampshire children and youth
- √ Performance of school district boards, School Administrative Units, school level administrative offices, and all school level personnel as each relates to adequately serving the needs of all New Hampshire children and youth

Ω Adopted Student Expected Outcomes

- √ All expected outcomes should be assessed for all students on a continuing basis which would include but not limited to the current state assessment of third, sixth and tenth grade students (copies may be obtained at the New Hampshire Department of Education)
- √ Results of this assessment should be reported individually and to the community at large
- √ All expected outcomes should be assessed for all students prior to exiting any New Hampshire public school.

- Ω A follow up survey of all New Hampshire public school graduates should be conducted upon their fifth year after graduation to determine the effectiveness of their education.

Summary:

Public education is a critical part of life in New Hampshire. How well the citizens are educated will determine the quality of that life. The outcomes which we believe students need are well defined in the "New Hampshire Governor's Task Force on Education: Student Performance Outcomes", National Goals 2000: Educate America Act" and the New Hampshire Business and Industry Association's report on "What They Should be Able to Do". These outcomes define an adequate public education, the task before us is to implement the changes, provide the funds to support the implementation, and then assess performance. Changes are needed in the present system to ensure success for all children and youth in the future. These changes include different roles for State Officials, local officials, business and community leaders, parents and educators. All parties must play an active, positive role in affecting the changes. Equal educational opportunity includes appropriate funding support for all New Hampshire's children/youth and all New Hampshire's public schools.

Appendices are: Available at SAU #38 Office

- A. Goals 2000: Educate America Act
- B. The Essential Components of a Successful School - NH Business Roundtable
- C. What Should They Be Able To Do? - NH Business and Industry Association
- D. NH Governor's Task Force on Education: Student Performance Outcomes

MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
October 18, 1994

MEETING AT

Gilsum Elementary School

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Presentation of bid on Greenhouse at MRHS.
- c. Assignment of District Goals to establish strategies.
- d. Budget report on 1994-1995 budget. (see attachment)
- e. Report on Business/education meetings.
- f. Action on the manifests.
- g. Correspondence/announcement
 - a. Health Curriculum Report. (see attachment)
 - b. NHSAA Position Paper on "Adequate Education" (see attachment)
 - c. NHSBA meeting prior to Delegate Assembly meeting on October 29, 1994.

5. 8:45P SUPERINTENDENT'S REPORT

- a. David Mousette report on the Northern Schools.

6. 9:00P NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues

7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: October 12, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

I never give them hell. I just tell them the truth and they think it is hell.
-- Harry S. Truman

4.b. Charlie has a bid on the greenhouse and will present it at the meeting for your action.

4.c. We have agreed and accepted seven goals for MRSD. The goals are to guide action through this school year. They tell staff, administrators, and others what is expected to be emphasized. In the past administrators had attempted to incorporate the goals into the fabric of the budget when necessary or into whatever other phase of operation they applied to in the District. This year the Board wishes to place a strategy to the goals in order to more directly describe what is expected. Administrators endorse this effort and are prepared to work with board members to create the strategy. Goals need to be assigned to groups in order to accomplish this.

4.d. This year's District budget was altered several times before arriving at its present state. Administratively we knew that some spending patterns had changed before the end of the last school year. The major changes occurred in the area of special education. We enrolled several students during the 1993-1994 school year who impacted negatively on the spending patterns. Primarily the inclusion program worked. We did bring students from out-of-district placements to the schools for educational service. That caused our instructional assistants count to go up, which in turn caused us to spend more in that Object. At the same time several of the families who moved to the District had children who were being served out-of-district. That phenomena caused us not to save the money expected by bringing the students back to the schools as earlier described. In turn the number of out-of-district students increased our transportation costs.

The actions described above impact negatively on this year's budget as well. The changes occurred after the presentation of the budget to the voters. Therefore, I anticipate that this year's budget is not prepared to provide the necessary monies to purchase what we had budgeted for. It is this change that I wish to discuss with you.

John has enclosed a budget summary to prepare you for the discussion.

4.e. Three business/education groups are now meeting. They are the Business/educators group which has been meeting for the past two plus years, the CEO business/educators group which has met three times, and the business people who have met with the MRSD teachers last Wednesday night. What do you wish to know about the form and function of each group? What do you see as important for the business people and school people to accomplish?

MONADNOCK REGIONAL SCHOOL DISTRICT

NOTES: Monadnock Regional School Board
October 18, 1994, Gilsum School

Meeting was called to order by D. Keating, Chairman, at 7:30 P.M.

PRESENT:

B. Ballou, L. Barrett, J. Carnie, J. Fallon, B. Hamill, D. Keating, G. White, J. Young, Dr W. Wheeler, Superintendent of Schools and K. Holt, Assistant Superintendent. Also present J. Menton, D. Bell, K. Craig, D. Mousette, J. Stettler, D. Stockwell, C. Roosa and D. Swenson.

CONSENT AGENDA:

G. White MOVED: The approval of the minutes of October 4, 1994; SECONDED by J. Carnie. VOTED: 6-0-0-4. B. Ballou not present to vote.

G. White MOVED: That the administration's recommendation for course reimbursements be approved (D. Elkavitch, \$99; A. Caparelli, \$115; E. Baker, \$115; J. Williams, \$180.60; J. Breckell, \$204; E. Reed, \$109; V. Gill, \$109; B. McCulla, \$109 and A. Monether, \$189.); SECONDED by L. Barrett. VOTED: 6-0-0-4

J. Young requested that the next Board agenda include an opportunity to discuss the life span of school buses under the contract and vehicle safety.

CITIZEN CONCERNS: None

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS:

J. Menton reviewed a history of concerns affecting the District's Food Service Program deficit financial position; most notably the rising cost of employee benefits and low, high school participation. He noted that there is some question as to how long the current deficit of \$108,000 can continue as a liability. D. Swenson introduced a number of reports, including a four year summary of meal counts, reimbursable meals, cost of purchased foods and the market value of commodity foods. He recommended that the price for lunch be brought into the range of adjoining districts; increasing the elementary lunch from \$1.05 to \$1.20 and from \$1.30 to \$1.45 for the high school. D. Swenson also distributed a report showing the number of students scheduled for each of the five high school lunch periods. The range was from an average low of 131 students to a high of 408. There was considerable discussion regarding the scheduling of large groups of students and the affect of the new serving facilities. The Board asked that more information be made available regarding the actual number of students served during each lunch period and the number of non reimbursable meals. The recommendation to increase lunch prices will be acted upon at the next meeting of the Board. J. Menton asked that the Board consider in the 95-96 budget the funding of the Food Director's office.

C. Roosa informed the Board that he received one bid of \$200. for the sale of the high school greenhouse. J. Young MOVED: That the Board accept the bid; SECONDED by G. White. VOTED: 5-1-1-3.

The Board discussed the assignment of the School District Goals to appropriate committees or to active school district groups. Dr. Wheeler will provide a formal listing of the assignments.

J. Menton distributed a year-to-date expenditure report and a projection of year-end expenditures. He noted anticipated overages in special education salaries and special education transportation. Based on current spending levels, a year-end deficit of \$37,000 is projected. Strategies to avoid the deficit were discussed.

Dr. Wheeler advised the Board of the activities of the C.E.O Business, Educators Group, the Business/Education Group and a Business/Teacher Group that met recently for the first time. The next meeting of the C.E.O. Group is scheduled for Dec. 7th at Netherlands Insurance. Kingsbury will host a group of teachers on November 14th.

B. Hamill MOVED: That the Board approve the manifest as presented (Payroll #8, \$213,360.46; Warrant #23, \$199,890.29; Warrant #24, \$136,200.70 and Warrant #25, \$29,134.25); SECONDED; by J. Carnie. VOTED: 7-0-0-3.

K. Holt gave a brief report on the Health Curriculum noting that "it is not new, but new in print". She described events and the involvement of staff in documenting and implementing the curriculum. It is expected that the recommendations will be set in motion before the end of January.

A position paper, Adequate Public Education, prepared by the New Hampshire School Administrators Association distributed by Dr. Wheeler was a cause for some discussion.

J. Menton gave a brief report on the results of proposals for life and LTD insurance and school bus concerns that are being addressed by the administration and Cheshire/Laidlaw.

J. Young asked that administration provide the Board with a report on the early admission of students and their adjustment to school and success of learning.

B. Hamill reported that he has received a letter from the Monadnock Education Association requesting that a date be set to begin negotiations for the 95-96 school year.

SUPERINTENDENT'S REPORT:

D. Mousette's report to the Board addressed the issue of Reading Assessment as practiced in the Northern Schools. A document prepared for the presentation identified the reading materials being used. The actual assessment process was described and the progress and percentage of students reading below grade level, at grade level and above grade level was illustrated.

NON PUBLIC SESSION:

At 9:50 P.M., G. White MOVED: That the Board move into non public session for the purpose of discussing legal issues and negotiations; SECONDED by Barrett. VOTED: 7-0-0-3 by a roll call vote.

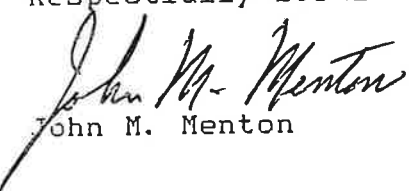
Legal issues and negotiations were discussed.

The Board voted to returned to public session at 10:20 P.M.

ADJOURNMENT:

There being no further business G. White MOVED That the meeting of the Board be adjourned; SECONDED by B. Hamill. APPROVED: by a voice vote at 10:21 P.M.

Respectfully submitted,



John M. Menton

Brenda Fortier
4 Beach Street
Brattleboro, VT 05301

October 7, 1994

Dr. William Wheeler
Superintendent of Schools
SAU #38
580 Old Homestead Highway
Swansey, N.H. 03446

Dear Mr. Wheeler,

My children have been enrolled in the Monadnock School system since 1st grade. Recently I moved to Brattleboro VT. My daughter is in 11th grade and would like to graduate with her class at Monadnock School. My daughter Theresa is living in Swansey with my sister, Debra Rivest, so she can continue going to Monadnock High School. She is doing well at Monadnock and I'm concerned that, if I move her to a new school and doesn't like it, she may quit.

My son has had allot of problems at Monadnock High and is now enrolled in Brattleboro High School.

Mr. Stockwell, Principal of Monadnock High, told me that if I wanted Theresa to continue going to Monadnock High School, although Theresa is living in Swansey, it would have to be brought to your attention and then go before the school board for their approval. It is very important to Theresa to graduate with her class. She will be 18 in May of 1995. I will look forward to hearing from you.

Kind Regards,

Brenda Fortier

Brenda Fortier

Theresa Rivest is living.

Debra Rivest

Swansey Center N.H.

03446

would like this to go to School Board

Brenda Fortier

HCR 33 Box 221
Keene, New Hampshire 03431
October 4, 1994

Dr. William Wheeler
Superintendent's Office
Swansey Center, New Hampshire 03431

Dear Dr. Wheeler,

The purpose of this letter is to inform you and the Monadnock Regional School Board of my request for maternity leave. My due date is February 17, 1995. I would like to have my maternity leave begin six to eight weeks after the birth of my child. During my disability leave, which would begin on February 27, 1995, I would like to use thirty of my sick days. After that I would like unpaid leave.

I wish to return to my current Third Grade Teaching position at Troy Elementary School at the beginning of the 1995-1996 school year.

If you have any questions please do not hesitate to contact me at school (242-7741) or at home (357-7383).

Thank you for your cooperation.

Sincerely,

Barbara Arguin
Barbara A. Arguin

cc: Judy Stettler

**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
November 1, 1994**

MEETING AT

Wyman House, Swanzey Center

Facilities Committee Meeting: 7:00 PM, Monday, October 31, 1994. MT. Caesar.

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Two distinct parent's request for tuition waivers.
(see attachment)
- c. Maternity Leave Request. (see attachment)
- d. Budget report on 1994-1995 budget.
- e. Action on the manifests.
- f. Correspondence/announcement
SAU #38 School Board Agenda. (see attachment)

5. 8:45P SUPERINTENDENT'S REPORT

- a. State Board meeting at MRHS.

6. 9:00P NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues

7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: October 26, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

I used to be Snow White, but I drifted.

-- Mae West

I don't know as anyone ever accused me of being snow white, but I have drifted. It is to the speculators as to whether it was North or South, right or left?

4.b. I trust the attached letter is sufficient information to open discussions on behalf of the student mentioned.

4.c. Second verse, same as the first.

4.d. The 1994-1995 spending indicates that we will overspend the budget by some \$50,000. The administrative team met to discuss the issue. We wish to convey our discussion and suggestions to the Board.

As we count, this is the fifth time we have been back to the current budget to deal with cutting. The numbers have been moving faster than a "Nor'easter. Well! I am allowed some exaggeration. Most of the cuts have come from proposed staff positions and school materials.

The administrators dealt with the current problem by reviewing projected expenses against budgeted amounts. The results are explained below.

<u>Program</u>	<u>Budget</u>	<u>Projected expense</u>	<u>\$ difference</u>
Transportation			
Special Education	\$174,000	\$269,100	\$95,100
Cause:	New and unexpected out-of-district placed students Seven students budgeted for in the MRHS program and served 25		

Special Education			
Related Services	\$65,700	\$90,600	\$24,900
Cause:	I.E.P.'s written after the budget was established and new students to the District		

Instructional Assistants			
Elementary	\$190,000	\$302,000	\$112,000
Cause:	We planned on having more Instructional Assistants than we had before. However, we didn't know how many. Therefore, the numbers are greater than anticipated. We had planned that any increase in this area would be a corresponding decrease in out-of-district tuitions. We can map that we have moved out-of-district students to District schools and that the movement, by itself, resulted in a savings to the District. Unfortunately, we had more students with out-of-district placements move into the District. That caused our out-of-district tuitions to be reduced less than we had budgeted.		

Obviously, we are not thinking of a deficit totaling the three entries mentioned. Plus items occurred which result in just a projection of \$50,000 deficit. We did not attempt to enumerate the pluses.

Other changes will occur within the spending patterns before the end of the current school year. The results may impact negatively, causing the deficit to be larger, or they may impact positively, causing the deficit to be smaller (go away). Special Education conforms to Federal and State Law not to local budgets. It is in a constant state of flux because of the mobility of the parents and the struggle on the part of educators to better meet the needs of all children and youth.

We propose that we not spend:

Mt. Caesar	\$3,500
Cause: SIP reduction, Ad travel	
Special Education - Related Services	\$15,000
Health Screenings for staff	\$5,000

The remainder of the deficit we would defer acting on until the conclusion of the first semester. At that time we will have a better view of the spending patterns for Special Education and, if we can maintain a mild climate, the fuel account. Other patterns may change as well. Such as, long-term substitutes, field trips, contributions from philanthropists. Drifting?

Other options we would encourage the Board to think about and explore are to:

- a. Dip into the \$167,000
- b. Provide for a Deficit Appropriation
- c. Tell the administrators to go back to the drawing board and cut the additional monies from the current budget.
- d. Tell the administrators where you would like to cut the current budget.
- e. Cut a certain amount of the monies from each line of the budget or from each school and department within the District.

In conclusion, can you believe it, these problems will need to be addressed in the process as we prepare the 1995-1996 budget for the public. The administrators are attempting to deal with the issues, as we presently know them, and computing their impact.

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
November 1, 1994, Wyman House

Meeting was called to order by D. Keating, Chairman, at 7:35 P.M.

PRESENT:

B. Ballou, L. Barrett, J. Carnie, J. Fallon, B. Hamill, D. Keating, J. Tommila, G. White, J. Young, Student Representatives E. Russell and B. Snider, Dr. Wm. Wheeler, Superintendent of Schools and K. Holt, Assistant Superintendent. Also present J. Menton, D. Bell, K. Craig, L. DeCoste, D. Mousette, J. Stettler, D. Stockwell, and C. Roosa.

CONSENT AGENDA:

G. White MOVED: The approval of the minutes of October 18, 1994 as corrected; SECONDED by B. Hamill. VOTED: 7-0-0-3. B. Ballou not present to vote. J. Fallon noted he was not in attendance as reported in the minutes.

G. White MOVED: That the administration's recommendation for course reimbursements be approved (E. Corrindia, \$99; J. Hazelton, \$99; P. Swingle, \$40; K. Shanks, \$125; J. Boufford, \$166.60; J. Boufford, \$40; D. Matteson, \$85 and D. Matteson, \$275.); SECONDED by B. Hamill. VOTED: 8-0-0-2.

CITIZEN CONCERNS: T. Walsh of Troy requested that his son be permitted to attend the Emerson School. Mrs Walsh is a member of the Emerson School Aff. B. Hamill MOVED: That the Board approve the request; SECONDED by G. White. VOTED: 8-0-0-2.

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS:

Walter Rohr, an insurance consultant and in attendance as requested by the Board, commented on his working relationship with Districts assisting with developing health benefit packages. Support was expressed for his services. B. Ballou urged that the Board work in cooperation with the Teachers Association to consider benefit options.

J. Tommila reported that the Facilities Committee met and reviewed maintenance requests and questions regarding the 2nd year of the District's Five Year Plan. R. Banwell, B. Ingram and J. Ingram were in attendance. He noted that the Hilson building in Keene is being taken down and that the Committee discussed the possible use of the main arch supports for the high school construction plan. G. White will be talking to the appropriate parties regarding the arches. D. Keating reported that R. Banwell can have a plan completed by the end of November. The Finance Committee will meet at 6:30 P.M. prior to the next Board meeting on Nov. 14th at the High School to discuss high school program proposals and building needs. D. Keating noted that the Troy heating and ventilation proposal was also discussed.

B. Ballou reported on the recent session of the NHSBA Delegate Assembly. He distributed a list of all resolutions approved by the Assembly. He noted that the State Department of Education testing of Grade 3 received considerable attention. He also noted that November 17th has been designated as Public Awareness Day to inform the public of the test results and of plans for further testing.

Dr. Wheeler distributed a revised list of the District's 1994-95 Educational Goals. The revision includes the names of individuals associated with implementing each of the goals. Board members were assigned to each of the goals to provide leadership and direction for scheduling goal planning meetings.

The agenda called for the Board to hear a request to waive tuition costs for a high school student who has moved from the District. At the request of D. Stockwell the Board moved into non public session. At 8:10 P.M., L. Barrett MOVED: That the Board go into non public session to consider a personal student issue; SECONDED by J. Fallon. VOTED: 8-0-0-2 by a roll call vote.

G. White MOVED: That the Board approve the request to waive tuition cost and permit the student to continue in membership for the remainder of the school year, subject to the student's performance and attendance; SECONDED by L. Barrett. VOTED: 8-0-0-2.

At 8:25 P.M., the Board returned to public session.

The Board heard the request from B. Arguin to waive the Board's policy for time maternity leaves can be granted. B. Hamill MOVED: That the request to waive the maternity leave policy be approved; SECONDED by J. Fallon. VOTED: 8-0-0-2.

Dr. Wheeler addressed his report to the Board regarding a projected end-of-year deficit due to increased costs in special education. No action was taken and Dr. Wheeler was asked to provide the board with an up-date for the second meeting in January.

B. Hamill MOVED: That the Board approve the manifest as presented (Payroll #9, \$203,654.48; Warrant #26, \$323,267.98; Warrant #27, \$261,590.94 and Warrant #28, \$49,409.29); SECONDED; by J. Carnie. VOTED: 7-0-1-2.

The latest issue of newsletter "Mutterings" was distributed to the Board.

J. Menton distributed further information regarding State reimbursement for meals served, cost of preparing meals, a five year history of lunch prices and a sampling of the number of student buying lunch each lunch period. The Board asked that D. Swensen attend the next meeting of the Board to further discuss the request to increase price for lunch.

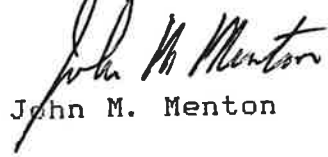
SUPERINTENDENT'S REPORT:

Dr. Wheeler referred to, and discussed, the agenda for the State School Board meeting scheduled for November 9th in the High School library.

ADJOURNMENT:

There being no further business J. Young MOVED: That the meeting of the Board be adjourned; SECONDED by G. White. APPROVED: by a voice vote at 5:55 P.M.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "John M. Menton".

John M. Menton

**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
November 15, 1994**

MEETING AT

Monadnock Regional High School

Facilities Committee Meeting: 6:30 PM.

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

- a. Parent's request to have a youngster remain at MRHS with tuition waiver. (see attached)

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Hot Lunch report. (report received at last meeting)
- c. Third grade assessment District distribution procedure.
- d. NEASC evaluation report on MRHS. Dan Stockwell reporting.
- e. Presentation of 1995-1996 MRSD Budget.
- f. Action on the manifests.
- g. Correspondence/announcement

5. 8:45P SUPERINTENDENT'S REPORT

- a. Mt. Caesar Elementary School report. Lilla DeCoste reporting.

6. 9:00P NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues

7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: November 9, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

The best preparation for tomorrow is to do today's work superbly well.

-- Sir William Osler

4.c. A procedure has been developed to share the third grade assessment reports with this year's fourth grade parents. We wish to share that information with you. At the same time we wish to inform, reinforce, the purpose of the third grade assessment. A copy of "Questions and Answers" has been attached for your review.

4.d. Dan Stockwell will update the Board on New England Association of Schools and Colleges evaluation of MRHS. The procedure is a ten year cycle with self-evaluation, peer evaluation and implementation of recommendations from the visiting peer review team.

4.e. The budget will be presented reflecting all of the staff/school requests. As in the past, the entire requests will be presented for your review and action.



MONADNOCK REGIONAL HIGH SCHOOL

580 Old Homestead Highway, East Swanzey, N. H. 03446

Telephone: (603) 352-6575

Fax #: (603) 355-1209



Daniel E. Stockwell
Principal

Ellen M. Cronin
Assistant Principal

Douglas R. Gagne
Assistant Principal

Mary N. Caldwell
Guidance Director

November 2, 1994

Mrs. Jean Shaw
c/o Jill Osbourne
57 West Street
West Swanzey, NH 03469

Dear Mrs. Shaw:

This letter is to confirm our telephone conversation on Monday, October 31, 1994. At that time, I informed you that your son, Andrew Shaw, is attending Monadnock Regional High School illegally. Since Andrew is seventeen years of age and a minor, his legal residence is with his legal guardian. It is my understanding that you, Jean Shaw, are the legal guardian of Andrew and your residence is in Keene. Therefore, Andrew cannot attend the Monadnock schools without the consent of the Monadnock Regional School Board. (See attached R.S.A. 193:12)

Consequently, you should contact Dr. William Wheeler, Superintendent of Schools, and arrange a time to request permission from the School Board that Andrew be allowed to attend Monadnock Regional High School on a tuition or tuition free basis.

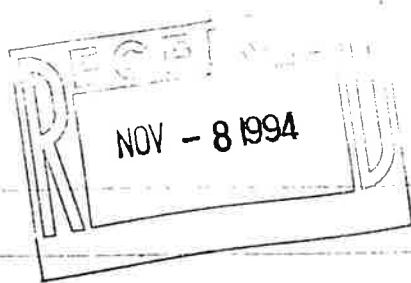
Dr. Wheeler can be contacted at 352-6955. The next official Board of Education meeting is November 15, 1994 at 7:30 pm and will be held in the library of the Monadnock Regional High School.

If approval is not granted by the school board on the evening of November 15, 1994, Andrew will become an official non-member of Monadnock Regional High School on November 16, 1994.

Sincerely,

Daniel E. Stockwell
Principal

DES/mh



35 Army St #6
Keene, N.H. 03431

October 31st, 1994

Dear Dr. Wheeler,

I am in receipt of
Ms. Brown's letter dated last week;
and am requesting that I be
put on the agenda for the
next school board meeting
regarding this matter.

My phone number is 357-1623
and you can reach me after 4
most days.

Thank-you
Jean Shaw

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
November 15, 1994, Monadnock Reg H.S.

Meeting was called to order by D. Keating, Chairman, at 7:35 P.M.

PRESENT:

B. Ballou, L. Barrett, T. Britton, J. Fallon, B. Hamill, D. Keating, J. Tommila, G. White, Student Representatives E. Russell and B. Snider, Dr. Wm. Wheeler, Superintendent of Schools and K. Holt, Assistant Superintendent. Also present J. Menton, K. Craig, L. DeCoste, D. Mousette, J. Stettler, D. Stockwell, R. Allen, T. Warner, D. Swensen and A. Corindia.

CONSENT AGENDA:

G. White MOVED: The approval of the minutes of November 1, 1994.; SECONDED by J. Fallon. VOTED: 7-0-1-2.

G. White MOVED: That the administration's recommendation for course reimbursements be approved (J. Kempton, \$100; M. Hurley, \$125; N. Frazier, \$109; M. Shepardson, \$125; K. Polifrone, \$81; P. Teitelman, \$35 and B. Arguin \$99.); SECONDED by B. Hamill. VOTED: 8-0-0-2.

Responding to J. Tommila's request for the policy on course reimbursement, Dr. Wheeler explained the \$500 "cap" for Staff Development and \$500 for approved advance degree programs. L. Barrett noted that the policy is included in the negotiated Master Agreement.

D. Keating asked that the chairman for each of the Goals Committees be identified in the minutes. The Goals Committee chairman are as follows: Support School Excellence Programs, Dr. Wheeler; Support of the "Five-Year Facilities Plan, J. Tommila and G. White; Support Life-Long Learner Models, K. Holt; To Continue Upgrade the Media/Information System, T. Britton; Continual Improvement of Communications, J. Fallon; To Develop a District Database Program, D. Keating and To Obtain Money for Schools and Programs, Dr. Wheeler.

CITIZEN CONCERNS: G. White MOVED: That the Board enter into Non-Public session for the purpose of discussing a personal student issue; SECONDED by L. Barrett. VOTED: 8-0-0-2 by a roll call vote at 7:44 P.M.

The Board heard the request of a former Swanzey resident that her son continue to be enrolled as a high school student and to waive any tuition costs. G. White MOVED: That the Board approve the request and to waive tuition fees until the end of the current semester, and that the approval be subject to the student's academic performance, attendance and compliance with the school's rules of conduct; SECONDED by B. Ballou. VOTED: 7-0-1-2.

G. White MOVED: That the Board return to public session; SECONDED by L. Barrett. VOTED: 8-0-0-2 at 8:07 P.M.

STUDENT COUNCIL CONCERNS: None

The Board complimented the Field Hockey Team for its 2nd place finish in the State finals. D. Keating noted that girls soccer team sent a note of appreciation to the Board for its support.

OTHER SCHOOL BOARD BUSINESS:

D. Keating reported that the Facilities Committee met with the administration to review staffing requests and program proposals for the 1995-96 school year and to review the 2nd year of the five year building plan. R. Banwell will be asked to consider plans for additional classrooms as well as the proposed multi purpose room.

Dr. Wheeler provided a follow-up to the meeting of the State Board of Education held at the high school on November 9th. He commented on the presentation by Peter Epping of Antioch College, J.C. Russell's presentation on cooperative learning and thanked the Student Council for contributing to the success of the day. State Board members toured the Mt. Caesar School as well as the high school. Monadnock Board members who were in attendance praised the effort and the value of the meeting.

T. Warner presented a four page report on the Monadnock Regional School District's Long Term Technology Plan, including a projected budget proposal of \$413,000. He explained each of the four phases of a learning model, providing examples of student learning and teaching practices. Board members expressed considerable interest regarding student participation, the acquisition of equipment and the time frame for implementing the proposal.

D. Swensen presented to the Board data showing the breakdown of the number of students assigned to each lunch period, the number of Type A lunch purchases, ala carte lunch purchases and the number of non participating students. The request for Board approval to increase the cost for school lunch was discussed. L. Barrett MOVED: That the Board approve the request to increase the elementary school lunch to \$1.20 and the high school lunch to \$1.45; SECONDED by B. Hamill. VOTED: 8-0-0-2.

K. Holt described to the Board the process by which parents will be informed of the District's results of the State's testing of grade 3. The District's grade three results will be sent home with students on the 18th of November. Meetings will be held with parents for questions and answers in Swanzey on November 28th; in Troy on November 29th and in Gilsum on December 1st.

D. Stockwell provided a historical overview of the high school's accreditation by the New England Association of Schools and Colleges (NEASC) and briefly described the planning efforts for the scheduled evaluation in the Fall of 1996. R. Allen, Chairman of the Steering Committee, distributed information explaining the value of accreditation, identified the self-

evaluation teams and their members and a time table showing the final report of the evaluation to be submitted by the NEASC in March of '97.

Dr. Wheeler presented to the Board the proposed budget for the 1995-96 school year referencing his budget message contained in the budget report. J. Menton described the changes in the budget format. The Board was reminded of the budget workshop scheduled for Saturday, November 19th, 8:00 A.M. at the Wyman House.

B. Hamill MOVED: That the Board approve the manifest as presented (Payroll #10, \$220,332.28; Payroll 10A, \$7,283.24; Warrant #29, \$191,295.77; Warrant #30, \$15,919.72; Warrant #31, \$237,626.62 and Warrant #32, \$29,369.85); SECONDED; by G. White. VOTED: 7-0-1-2.

Dr. Wheeler presented J. Marchand's request for an unpaid day of leave. B. Ballou MOVED: That the Board approve J. Marchand's request; SECONDED by L. Barrett. VOTED: 8-0-0-2.

K. Craig and J. Stettler informed the Board of the many items of furniture and office equipment donated to the Troy and Emerson Schools by C.R. Bard of Fitzwilliam. The principals expressed their appreciation for the donations and praised the relationship between Bard and the communities. D. Keating will personally thank C.R. Bard on behalf of the Board.

Dr. Wheeler informed the Board of P. Breckell's decision to resign as the varsity baseball coach. He cited the increased responsibilities as athletic director as the major reason for his resignation.

Dr. Wheeler informed the Board of M. Fosher's decision to retire in June, 1995. B. Hamill MOVED: That the Board accept M. Fosher's notice of retirement with regret; SECONDED by L. Barrett. VOTED: 8-0-0-2.

Dr. Wheeler distributed the most recent edition of the School Law Journal.

Student Representative E. Russell and B. Snider reported favorably on the event of the State School Board meeting.

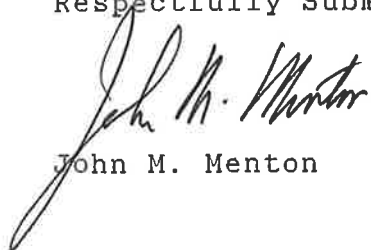
SUPERINTENDENT'S REPORT:

L. DeCoste reviewed and highlighted with the assessment results of the Early Prevention of School Failure program and the assessment of the Writing Continuum. Charts were distributed and used to illustrate the assessment results. She responded to a number of questions and an exchange of thoughts and ideas. While not scientific, she noted that there seems to be a pattern for students who have difficulty with auditory discrimination also experience behavior difficulties and related learning problems.

ADJOURNMENT:

There being no further business G. White MOVED: That the meeting of the Board be adjourned; SECONDED: by L. Barrett. APPROVED: by a voice vote at 10:10 P.M.

Respectfully Submitted

A handwritten signature in cursive script, reading "John M. Menton". The signature is written in dark ink and is positioned over the printed name.

John M. Menton

**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
December 6, 1994**

MEETING AT

Wyman House, Swanzey Center

Facilities Committee Meeting: 6:30 PM.

CALL TO ORDER AT 7:30 PM

1. 7:30P CONSENT AGENDA

- a. Minutes of previous meeting
- b. Approval of reimbursement requests
- c. Board Concerns - Old/New Topics

2. 7:45P CITIZEN CONCERNS

3. STUDENT COUNCIL CONCERNS

4. 8:00P OTHER SCHOOL BOARD BUSINESS

- a. Board committee reports
- b. Discussion of the 1995-1996 MRSD budget
- c. Action on the manifests.
- d. Correspondence/announcement

5. 8:45P SUPERINTENDENT'S REPORT

- a. David Bell reports on the Cutler Budget request.

6. 9:00P NON PUBLIC SESSION

- a. Personnel Contract
- b. Legal issues
- c. Negotiations

7. ADJOURNMENT

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER

600 Old Homestead Highway

East Swanzey, New Hampshire 03446

Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: November 29, 1994
Topic: Discussion of Agenda Item
From: Bill Wheeler

budget (bu'j'it), n., v., -et ed -- et ing. n. 1. estimate of the amount of money that can be spent, and the amounts to be spent for various purposes, in a given time. Governments, schools, companies and persons often make budgets. 2. stock and collection: *a budget of news*. -- v. make a plan for spending.

We are in the process of making a plan for spending. The budget is organized by *function* and *object* for each school or for the entire district. The present computer system can format the budget into many subdivisions or breakouts. In other words we may analyze the thing to the n^{th} degree. The "bottom line" is still the bottom line. It is not, as you sometimes hear from we administrators, about how much was cut from the budget, but more important, is how much do we have to spend and for what purposes will it be spent.

I firmly believe that education is an investment in the future. But, as in any good business, we need to balance the investment with the capital present. It seems like a dichotomy when we report on the schools or other programs within the district and tell how "wonderful" things are. We report on the budget and report on how "much is needed" to run the district or schools. Are we "wonderful" or are we "much in need"? The answer is somewhere between the two perspectives. If we were spending at the State average per student we would increase the budget by approximately \$2,000,000. If we taxed at the State average for schools we would decrease the budget by \$2,250,000. Trying to decide how much should be spent and what is a fair tax is difficult at best.

Our task is to spend the money prescribed in the best way we know how. In other words, "how do we get the biggest bang for the buck?"

We know staff salaries and benefits are the single most costly item in the budget. Our student/teacher ratio is approximately 19:1 while the State average is 15:1. We know that our teachers are paid at about the State average salary. We know that our proportion of certified employees in comparison to the non-certified employees is about the same as the State average. We know the more affluent schools are spending a greater amount of money for technology than do we. We don't know whether they are doing any better because of the spending. We know a greater percentage of our budget goes to funding special education students than do many other districts within the State. We know that we spend more on transportation than do most other schools within the State. We know that we would like to provide better/more opportunities for all students to succeed within our schools. We know that we would like to decrease the tax on homes, especially for those who have difficulty meeting their tax obligation because of low family incomes.

We know alot more about the district. Now what we need to know is what is of the greatest value upon which we can spend the money?

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
December 6, 1994 Wyman House

Meeting was called to order by D. Keating, Chairman, at 7:30 P.M.

PRESENT:

B. Ballou, L. Barrett, J. Carnie, J. Fallon, B. Hamill, D. Keating, J. Tommila, J. Young and Dr. Wm. Wheeler, Superintendent of Schools and K. Holt, Assistant Superintendent. Also present J. Menton, D. Bell, K. Craig, L. DeCoste, J. Stettler, D. Stockwell, T. Warner, and C. Roosa.

CONSENT AGENDA:

J. Fallon MOVED: The approval of the minutes of November 15, 1994.; SECOND-ED by B. Hamill. VOTED: 5-0-2-3. J. Carnie expressed his disapproval with the vote of the Board approving the increase in the cost for student lunches.

L. Barrett MOVED: That the administration's recommendation for course reimbursements be approved (T. Majoy, \$110; C. Edson, \$60; D. Gagne, \$10; R. Galloway, \$250; N. Lines, \$289; R. Rust, \$50; C. Savage, \$55; D. Springfield, \$105; T. Fosher, \$40; J. Marchand, \$109; M. Osburn, \$162.20; M. Moe, \$10; C. Parkman, \$40 and J. Williams, \$50.); SECONDED: by J. Fallon. VOTED: 7-0-0-3.

J. Tommila asked J. Menton if the District was having a problem with cash flow. He answered in the affirmative and that the issue will be discussed as part of budget discussion. J. Tommila also inquired as to the \$7500 settlement reported in a recent warrant. Dr. Wheeler noted the need for confidentiality and that he would explain the circumstances in non public session.

CITIZEN CONCERNS: J. Fallon presented a request of a Troy parent requesting that the bus route be extended seven tenths of a mile to her home. She cited water hazards on both sides of the road and the absence of homes. The request was discussed and it was decided that the request should be reviewed by the transportation committee. J. Menton was asked to schedule the meeting.

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS:

D. Bell, Cutler School Principal, presented an overview of his budget proposal for the 1995-96 school year, highlighting major requests. The Board raised questions regarding the request to replace two GELCO modular classroom units and two ABC modular classroom units with six new and improved modular classroom units including additional lavatories. D. Bell spoke with concern responding to questions of air quality and classroom temperature in the GELCO units. Other issues included the availability of

lavatories, the increased student population and the relocation of the ABC units.

B. Hamill reported that the SAU #38 budget hearing was held on December 5, 1994 at the Wyman House and the Board approved the budget as presented. He noted the completion of his two year term as Board chairman.

D. Keating's report on the activities of the Facilities Committee raised many questions regarding the proposed second year of the building plan, increased enrollments, program proposals and staffing needs, a multi purpose facility versus a gymnasium, and financing. Converting existing classroom spaces to meet program needs in the areas of music and drama was discussed. Concerns were expressed that it was not economical and discerning to implement the plan to locate more modular classrooms at the high school. Thoughts were expressed that two classrooms should be added to the newest addition to meet program needs. Dr. Wheeler summed up the issues by stating, "Too many building issues and not enough dollars". D. Keating expressed concern for the need to bring closure to the building plan before the Board approves the 95-96 budget. A meeting of the Facilities Committee was scheduled for Tuesday, December 13th, 4:00 PM, at the Wyman House. Key people representing the "Citizens" and "Friends" will be notified of the meeting by J. Tommila. J. Carnie asked that minutes of the Facilities Committee be sent to Board members. Dr. Wheeler advised the Board that a tentative meeting of the Board was scheduled for the 13th to review the budget. After some discussion, B. Hamill MOVED: That the Board schedule a special meeting on December 13th, 7:00 PM, at the Wyman House for the purpose of reviewing the budget; SECONDED by L. Barrett. VOTED: 7-0-0-3. B. Hamill was not present for the vote.

J. Carnie MOVED: That the Board approve the manifest as presented (Warrant #33, \$144,739.83; Warrant #34, \$4,100; Warrant #36, \$186,132.32; Payroll #311, \$202,138.34; and Payroll #12, \$196,876.14; SECONDED; by J. Fallon VOTED: 6-0-1-3.

Dr. Wheeler read a letter that had been sent to Mr. Crotto, Band Director, from the Supervisor of the Keene Parks and Recreation Department complimenting him and the performance of the High School Band at the Harvest Festival event. The Board was also informed of students being recognized and awarded for their participation in a recent art show. K. Holt distributed copies of "Mutterings" to Board members. A letter to J. Menton from the Fitzwilliam Selectmen explaining the reason for not making a November assessment payment was shared with the Board. J. Menton distributed a report showing the schedule of payments made by the eight member towns and discussed the problems of meeting payrolls, contract obligations and paying bills. Dr. Wheeler explained it was information for the Board relative to cash flow problems and cause for the District not to be making timely payments to its suppliers.

J. Menton distributed budget information showing a distribution of costs according to objects and according to programs. Information regarding revenues and the impact on monies to be raised by taxes was also distributed. Board members raised many questions and discussed many concerns;

MRSD Facilities Plan: YEAR TWO

The Board's Facilities Committee met at the Wyman House at 4:00 PM, Tuesday, December 13, 1994 to discuss options in implementing the 1995-1996 MRSD facilities plan. Several citizens were in attendance to offer opinions and advice. A report was made to the Board at a special meeting called for at 7:00 PM, Tuesday, December 13, 1994.

The original five year plan called for the District to add a multi-purpose room and three modular classrooms at MRHS at a cost of \$753,000 in year two. Opinion/consensus was that a multi-purpose room at this cost would not fulfill the plans to have it serve as a gymnasium for physical education classes, a Fine Arts room for music and stage productions, and a cafeteria. Also, it was opinionated that constructing modular classrooms, to be removed in a few years, was wasteful. Therefore, this plan was altered to two options.

Option #1:

MRHS:

Add seven permanent classrooms with an addition to the library	\$550,000
Add corridor to connect additions to present hallway	\$ 70,000
Add computer/technology update to library	\$ 75,000
Architect Fees	\$ 50,000

Cutler:

Add four modular classrooms with bathrooms	\$ 80,000
Total	\$825,000

Option #2:

MRHS

Add four permanent classrooms with an addition to the library/corridor	\$450,000
Architect Fees	\$ 36,000
Add computer/technology update to library	\$ 75,000

Cutler

Add eight modular classrooms on five year lease remove four existing Gelco modular classrooms relocate two existing ABC modulares	\$137,000
---	-----------

Emerson

Relocate two existing ABC modulares	\$ 15,000
Total	\$713,000

The facilities committee recommended Option #2 to the Board.

Budget Cuts Presented by the Administrative Team to the MRSD Board
December 13, 1994

Explanation of the spreadsheet attached to this note

- Column 1: Affected school or department
- Column 2: Affected account number
- Column 3: Description of the item
- Column 4: Amount of money for each item
- Column 5: Subtotal for each school/department affected
- Column 6: Total amount of money cut by each additional item
- Column 7: Regressive total from designated \$1,000,000 goal

Priority One Items: Are those items deemed of less value and would be the first cut from the budget

Priority Two Items: Are those items deemed of more value but would be cut from the budget to reach the \$750,000 or \$1,000,000 goals

An explanation of the numbers with which the administrators worked.

Presented budget 1995-1996	\$16,957,056
Facilities	<u>\$ 1,264,706</u>
Equals	\$15,692,350
First level cut	<u>\$ 750,000</u>
Equals	\$14,942,350
Second level cut	<u>\$ 250,000</u>
Equals	\$14,692,350

In reviewing the First Priority Items and the Second Priority Items one views that the total is \$1,307,472. This decision was rendered to help focus on options which may be considered for inconclusion or exclusion.

Superintendent's note: Much of the 1994-1995 budget reductions occurred in the 300, 400, 500, 600, and 700 objects; therefore, it is difficult to reduce that significantly. Also, salaries and benefits (except health and dental insurance) and the Computer/technology proposal is not included in the sum of the budget.

**MONADNOCK REGIONAL SCHOOL DISTRICT
SCHOOL BOARD AGENDA
December 20, 1994**

MEETING AT

Monadnock Regional High School, Swanzey Center

CALL TO ORDER AT 7:30 PM

- 1. 7:30P CONSENT AGENDA**
 - a. Minutes of previous meeting
 - b. Approval of reimbursement requests
 - c. Board Concerns - Old/New Topics
- 2. 7:45P CITIZEN CONCERNS**
- 3. STUDENT COUNCIL CONCERNS**
- 4. 8:00P OTHER SCHOOL BOARD BUSINESS**
 - a. Board committee reports
 - b. Insurance report and proposal.
 - c. Decision on the 1995-1996 MRSD budget
 - d. Action on the manifests.
 - e. Correspondence/announcement
- 5. 8:45P SUPERINTENDENT'S REPORT**
 - a. Christmas report.
- 6. 9:00P NON PUBLIC SESSION**
 - a. Personnel Contract
 - b. Legal issues
 - c. Negotiations
- 7. ADJOURNMENT**

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, Assistant Superintendent
John M. Menton, Business Manager

Kathy Holt, Assistant Superintendent
Kenneth R. Dassau, Director of Special Services

To: MRSD Board Members
Date: December 15, 1994
Topic: Discussion of Agenda Items
From: Bill Wheeler

*The time draws near the birth of Christ;
The moon is hid; the night is still;
The Christmas bells from hill to hill
Answer each other in the mist.*

--Alfred, Lord Tenneyson, In Memoriam

Life is good!

After a few years in education, spanning four States, I believe that spending money on students' education is far more enjoyable and rewarding than getting money for it. Of course, I may speak of this now as Kathy and my children are finished with their Baccalaureates.

4.b. The insurance report and proposal will be presented to the board by the Negotiations Committee. This may need to occur in Non-public session.

4.c. Several documents are attached for your review. One document details the Facilities Committee report and recommendation for Board action. Three plans were reviewed and two options were presented at the December 13, 1994 Board meeting. The Board should be prepared to make a decision on this matter. One document details the items removed from the administrators' budget presented. John will be absent until after the Board's budget is presented to the Budget Committee; therefore, the budget will represent the discussion held at the December 13th meeting. Changes may still be made to that budget, obviously, and then we will prepare the Board's budget. Quite possibly, only the Summary Report will be presented to the Budget Committee for their January 2, 1995 meeting.

MONADNOCK REGIONAL SCHOOL DISTRICT

MINUTES: Monadnock Regional School Board
December 20, 1994 Monadnock Regional High School

Meeting was called to order by D. Keating, Chairman, at 7:37 P.M.

PRESENT:

B. Ballou, L. Barrett, J. Carnie, J. Fallon, B. Hamill,
D. Keating, J. Tommila, G. White, J. Young, E. Russell and
B. Snider, Student Representatives, Dr. Wm. Wheeler,
Superintendent of Schools and K. Holt, Assistant Superintendent.
Also present D. Bell, K. Craig, L. Decoste, D. Mousette,
J. Stettler, D. Stockwell and T. Warner.

CONSENT AGENDA:

G. White MOVED: The approval of the minutes of December 6,
1994.; SECONDED by B. Hamill. VOTED: 8-0-0-2.

G. White MOVED: That the administration's recommendation for
course reimbursements be approved (D. Elkavitch, \$115; L. Wydo,
\$105); SECONDED by J. Fallon. VOTED: 8-0-0-2.

D. Keating asked W. Wheeler for an update of special education
costs from the October meeting at the January 2, 1995 School
Board meeting.

CITIZEN CONCERNS:

Gideon Nadeau of Troy presented the Board with a list of
questions and concerns from some citizens in Troy. This list
includes questions regarding the increase in the budget, total
enrollment in the District, eliminating study halls and late
buses and the purchase of the Hilson building in Keene.
D. Keating explained that some of the questions would be answered
during the course of the meeting.

Nancy Calendar of Surry commended the Board for proposing to put
an additional teacher at Surry Elementary. She expressed the
concerns of many parents saying that they feel the children are
not getting the help and attention they need.

STUDENT COUNCIL CONCERNS: None

OTHER SCHOOL BOARD BUSINESS:

G. White reported that the Transportation Committee will question
Laidlaw on the age of the buses. He will reread the contract to
see if there are any stipulations regarding the age of buses. He
also reported that he went to the Troy site and hasn't met with
the Committee yet to make a final decision regarding the
extension of the bus route. The Transportation Committee would
like a breakdown of Special Education students that ride the
buses and the cost of their transportation. It was also noted
that the Committee members have been invited to Manchester to
view a computerized bus system.

G. White explained the purchase of the Hilson building arches for a possible addition at the High School.

It was also noted that there would be no reports concerning insurance or negotiations at this meeting.

It was decided that all other business would be taken care of excluding the Non Public Session before the decision on the 1995-1996 budget.

SUPERINTENDENT'S REPORT: None

Dr. Wheeler explained the changes to the Budget Summary, Revenue and the proposed budget which included the changes from the last Board meeting. He also explained that the budget does not include salaries and the Technology plan. It was noted that the additional classrooms at Cutler were entered in the budget twice. With this subtraction, the total proposed budget is \$15,966,235.

There was discussion between board members regarding building aid and the high school's accreditation in 1996 and what needs to be done at the high school before that takes place.

J. Stettler distributed a handout which showed the projected enrollment for 95 - 96 and proposals for multi-grading. This raised questions regarding the proposed teacher at Mt. Caesar and Surry. A discussion followed regarding additional staff vs. additional classrooms. L. Decoste explained that a Spec. Ed teacher at Mt. Caesar is her #1 priority and expressed concern if it becomes necessary for her to cut a 3rd grade teacher.

T. Britton proposed moving the Unreserved Fund Balance to current assessment, taking \$50,000 from the land reserve, cutting out the Troy boiler and reducing the number of new classrooms at Cutler. Discussion followed concerning money to maintain the boiler. D. Bell explained the current and future needs at Cutler. A discussion followed regarding the state of the rooms at Cutler.

L. Barrett MOVED: \$170,000 for the Troy boiler be removed from the budget. SECONDED by B. Ballou. VOTED: 7-3-0-0.

A motion was MOVED and SECONDED to add \$39,000 salary and benefits to the budget for an additional teacher at Troy Elementary. VOTED: 10-0-0-0. J. Carnie would like more information regarding the proposed teaching positions at Surry and Mt. Caesar.

B. Ballou MOVED: That the budget to be presented to the Budget Committee be \$15,835,235. SECONDED by G. White VOTED: 8-2-0-0.

L. Barrett MOVED: That the Board approve the manifest as presented (Warrant #37, \$6,084.77; Warrant #39, 25,397.71; Payroll #13, \$204,490.07; Warrant #40, 144,941.60; Warrant #35, \$277,658.29) SECONDED by B. Ballou VOTED: 9-0-1-0

At 10:00 P.M. J. Carnie MOVED: that the Board move into non public session. SECONDED by T. Britton. VOTED: 10-0-0-0 by a roll call vote.

The Board returned to public session at 10:10 P.M.

There being no further business the meeting was adjourned.

Respectfully submitted,

Sharon E. Turner

Sharon E. Turner

**MONADNOCK REGIONAL SCHOOL DISTRICT
EDUCATIONAL GOALS FOR 1994-1995
Prepared and adopted by the School Board**

- 1. SUPPORT SCHOOL EXCELLENCE PROGRAMS IN EACH OF THE SCHOOLS BY CONTINUALLY EXAMINING THE OUTCOME BASED EDUCATION PROGRAM WHICH IS DESIGNED TO MEET EACH STUDENT'S EDUCATIONAL NEEDS.**
- 2. CONTINUE SUPPORT OF THE "FIVE-YEAR FACILITIES PLAN" WITH EFFORTS TO IMPROVE FACILITIES THROUGH THE BUILDING MAINTENANCE AND CUSTODIAL CARE PROGRAM TO UPGRADE THE APPEARANCE AND LONGEVITY OF THE DISTRICT FACILITIES.**
- 3. ENCOURAGE STAFF TO SERVE AS LIFE-LONG LEARNER MODELS TO COMMUNITY, PARENTS AND STUDENTS.**
- 4. CONTINUE TO UPGRADE THE MEDIA/INFORMATION SYSTEM.**
- 5. CONTINUAL IMPROVEMENT OF COMMUNICATION AND INTERACTION WITH THE COMMUNITIES.**
- 6. DEVELOP A DISTRICT DATABASE PROGRAM THAT WILL PROVIDE A BASIS FOR DECISIONS AND HISTORICAL INFORMATION.**
- 7. OBTAIN MONEY FOR SCHOOLS AND PROGRAMS FROM NON-DISTRICT FUNDS**

SCHOOL ADMINISTRATIVE UNIT NO. 38

SWANZEY CENTER
600 Old Homestead Highway
East Swanzey, New Hampshire 03446
Telephone (603) 352-6955 FAX (603) 358-6708

Hinsdale School District

Monadnock Regional School District

Winchester School District

Dr. William V. Wheeler - Superintendent

Richard T. McCarthy, *Assistant Superintendent*
John M. Menton, *Business Manager*

Kathleen Holt, *Assistant Superintendent*
Kenneth R. Dassau, *Director of Special Services*

To: MRSD Budget Committee Members
Date: December 21, 1994
Topic: MRSD Budget Summary
From: Bill Wheeler

Last night the MRSD School Board voted a 1995-1996 budget for you. Attached is the MRSD Budget Summary which presents expenditures and revenues.

Explanation of the summary sheets by column:

Account - numerical description of the Function (term denotes amount of money for a purpose)

- 1000 - Regular Instruction
- 2000 - Support Services
- 4000 - Facilities and Construction
- 5000 - Other Outlays

Description - a brief description of the Function's areas being served

1994-95 Budget - current values of each Function's areas, presented for comparison purposes to proposed 1995-1996 budget

Maintenance - an administrative declaration of what is needed to maintain the current education and service programs

Administration - an administrative declaration of what is needed to improve the current education and service programs

Capitol - an administrative declaration of what is needed in staff and equipment to improve or maintain the present level of education and service programs.

1995-96 Total - proposed values for each Function's areas

\$ Change - the calculated difference between the 1994-95 Budget and the 1995-96 Total

% Change - the percentage difference between the 1994-95 Budget and the 1995-96 Total

During the January 2, 1995 meeting questions or concerns which you have involving this data/information will be addressed. The District Budget (more detail) will be presented at that meeting.

If I can be of assistance please give me a call.

Sincerely yours:


Bill Wheeler