**SCC Meeting Minutes**

**October 1, 2012**

**PRHS Library**

Present: Beth Harrington, Julie Fogarty, Jordan Brownstein, Andrew Buttolph, Stephen Buttolph, Chris Demion, Will Gunn, Ryan Amtmann, Carolyn Varin, Amey Bailey ,Kathy Boyle, Kate Brownstein, Deborah Brownstein, Dawn Day, Patricia Rella, Barbra Noyes, Stephen Cole, Peter Gulick, Bob Price, Bruce Parsons, Emelia Fleck

* Peter Gulick called the meeting to order at 5:15 p.m.
* Agenda was introduced
* Core Curriculum
* ELO’s
* Senior Finals
* Dress Code
* Kathy Boyle passed out handouts illustrating an overview of The Common Core for the SCC
* The Common Core (often referred to as CCSSO and the National Governors Association) is a set of rigorous standards, expectations and requirements set to teach and prepare students to master the proper knowledge and skills required to succeed in college and careers
* The Common Core began 5- 6 years ago when the ACT testing company began noticing that Freshmen in High School and College were enrolled in a high percentage of remedial classes in both English and Mathematics
* Bob Price spoke of shifting towards the Common Core
* One issue our country was having was the number of students that were not prepared to enter college
* The amount of students enrolled in college remedial courses was astronomical
* In addition to the amount of students enrolled in remedial courses was a high percentage of students that were not graduating from college (66%)
* Colleges were reporting that students graduating from high school were not college or career ready
* High schools need to up the ante, preparing students graduating from high school to be ready to succeed whether it be in college or directly into the work force
* Kathy mentioned that the career force was noticing that students entering careers directly from high school depended on computers for math and close reading , were not equipped to make change and were unprepared for their career choice
* SAU 48 has researched global standards such as Singapore Math, based on the Singapore model focusing on what students around the world are required to learn
* Society has changed, people are constantly moving from state to state and having the Common Core instilled in the public school system gives students the same set of standards with math and reading where ever they are stationed
* Students must master the curriculum and skills in their grade level before moving up to the next grade
* There are two sets of test, the Park and the Smarter Balanced
* New Hampshire has adopted the Smarter Balanced (similar to the NWEA) for Spring, 2015
* Grades 3-8 and 11 assessment
* 12 week window
* Test consists of computer adaptive , performance, multiple choice and short answer
* The test progressively increases in difficulty, assessing where the student is academically
* Long and challenging theoretical and problem solving questions
* Bob stated that 9th Grade seminar will be working with problem solving, study skills, application of level and following through to prepare for a higher level of testing
* Kathy mentioned that all teachers will need to use appropriate tools and refer to math within their subject area
* Common core focuses on few topics and discusses them in greater depth, mastering the topic and coherence from grade to grade
* Focus on non-fiction reading and understanding how to read and comprehend the density text complexity of a textbook
* Will teach procedures and provide evidence to demonstrate comprehension, and conceptual understanding,
* Students need to be prepared for group work and public speaking and posses strong listening and study skills
* Bob spoke of the shift in testing
* When a student is presented a passage with the NECAP test they are required to read the passage and answer questions on the passage
* The Smarter Balanced test will be a computer adaptive test
* Students will be required to answer questions using multiple passages in addition to video clips and a listening pieces to synthesize information , draw from sources and compare and contrast
* Everything will be based on evidence
* Kathy focused on writing within the Smarter Balance test
* Writing needs to focus on the use of evidence rather than personal opinion
* Students may be given two pieces of writing outlining a pro and a con on a subject resulting with the students opinion based answer on the evidence given to support their argument drawing from the information that they have been given
* Kathy spoke more about the shift in testing
* High level of academic achievement
* We need to make a shift about how we look at our curriculum and student expectations
* PRHS has already started implementing the shift
* How well we deal with the shift as a school will depend how well the process is understood
* We need to take our time with the shifting process
* Will Gunn asked the question , Is this shift required by the State?
* The state school system has adopted the common core of standards but the legislature has not
* In 2015 our students will be held accountable on the test on the common core
* The Smarter Balanced test will be replacing the NECAP test
* New Hampshire and 17 other States have adopted the Smarter Balanced test, meeting the ‘No Child Left Behind’ federal accountability mandate
* Bob Price spoke to the committee about extended learning opportunities
* The SCC could benefit from researching and identifying how other schools carry out their programs , how they are dealing with accelerated students and financially dealing with the extra cost
* Examine the consequences, should our policy be changed?
* Through our acceleration policy students who have met the criteria are able to take classes at PSU
* The policy is specifically for PSU but school board supports any additional cost for students to take extended courses through online programs provided by other colleges and universities such as Stanford, John Hopkins, Harvard
* Many students chose to take classes through online programs such as Virtual Learning Academy
* It is written into multiple schools policies that of the a class is offered as a part of the core set of courses than students must take it at the school unless it is for credit recovery or there is a scheduling conflict that cannot be corrected
* As more online opportunities are offered and more students chose to participate in them it becomes the question of whether or not schools need as many teachers
* The number of ELO’s from three years ago was under 5 as opposed to the 60-70 students participating in ELO’s this year
* Peter announced that VLACS (Virtual l Learning Academy) would be speaking to the SCC during our next meeting to talk about their program and what ELO’s they offer for both high school and college
* Kathy used an early ELO example of an art student exhausting the courses offered in a high school could work with a local artist which included a curriculum which allowed them different options for their academic interest
* Bob laid out the ELO process
* Students must fill out applications, go through an accredited program and create a portfolio of work demonstrating that they have achieved the competencies
* Work must be reviewed by guidance councilors and a certified teacher and approved by Bob and Bruce
* Many school encourage this for advancement
* Peter spoke about VLACS
* Charter school
* 3-12 grade
* Several teachers at PRHS teach through VLACS
* Students are in constant contact with their teachers via e-mail
* There are monthly telephone calls home to both students and parents
* Andrew asked the question, if a student at PRHS wanted to take an honors class that is not offered as an honors class but is offered as a regular class, how would that fall into policy? Would it be exempt out or would it tie in?
* Bob explained that being a public high school we have a limited amount of courses that we offer. If a student would like to take a class such as honors Biology it would be at their own expense, it does not replace what we offer here.
* Andrew explained that he took economics though an online independent study program. Would this have anything to do with ELO’s at all?
* Bob stated that no, it is unlike a VLACS course which it a certified program where students are receiving a grade. The work would need to be reviewed by a certified teacher
* If a student takes any class outside of PRHS, the grade will go on their transcript but it is not counted on their GPA
* Students must carry a minimum of credits (Freshmen, Sophomores and Juniors must carry a minimum of 6 credits, Seniors must carry a minimum of 5 1/2 ) students may take online courses but to be considered a full time student, a student may use only one online course to meet the requirement, only one online credit can count towards the minimum
* Peter asked if we should continue on as Bob suggested, providing our school board with up to date information, researching how other schools handle ELO’s
* Bob stated that it was a valid topic for the school board to understand
* Peter suggested that he write up a proposal and we decide later
* Peter spoke about Seniors and finals
* Many parents and students would like the old policy put back into place of Seniors with who have been accepted into college or have a 90% or above average being exempt
* Bob stated that this year’s senior class was in 8th grade when the policy changed
* When the new policy was changed the school board grandfathered all students that were in high school at that time, making last year’s Seniors the last class to be grandfathered
* This is the first year the new policy will be taking effect
* Bruce recommended that that this is a school board related topic, not an issue to be taken up the SCC and advised parents and students to speak with him if they have questions regarding the policy
* Bob stated that exams are a learning opportunity and by exempting students deprives them from that opportunity
* Peter addressed the issue of the new dress code policy
* Bruce stated that there had been an extremely long process of collaboration with students, members of the community and the school board
* 68% of students requested uniforms
* The policy that is in place currently is a work in progress
* Students have been researching the possibility of uniforms as well as cost (ex: Kakis and a collared shirt)
* One issue is how the school could cover the cost for students who could not afford 3 or 4 uniforms
* Dances take place in school, therefore the dress code policy is in effect (excluding the semi formal and the prom)
* Feedback from any parent or student regarding the dress code is welcomed and encouraged
* As a school we need to show consistency regarding the policy
* Fashioned has changed during the last few years making it more difficult and imperative to address and change the dress code
* Deborah stated that there may be push back from uneven enforcement during day to day school life. If there is a rule that cannot be enforced evenly throughout than it will undoubtedly change the culture of the school
* Bruce stated that is why they went into a length rather than stating ‘short skirt’
* It is difficult for a male teacher to address the issue with a female student
* As inconstancies arise the policy will be fine tuned
* Deborah stated that it is not fine tuning the policy that is the issue, it is fine tuning the enforcement (ex: when two students come to school dressed the same and only one is asked to change)
* Bruce stated that in the past teachers were told that the dress code would be handled by the administration but with the new policy in effect the staff has been asked to be more involved.
* Teachers have been asked to phone into the office if they see a dress code violation
* Students recommended adding discipline to the policy
* Over 30 parents have called in to thank the administration for instituting the new dress code policy
* Bob added that some students come in wearing an appropriate outfit and later change into something inappropriate

The meeting was adjourned at 6:15 p.m.

The next meeting is scheduled for Monday, November 5th at 5:15 p.m in the PRHS Library.