
**SPECIAL BOE MEETING
MONDAY, NOVEMBER 18, 2013
NASHUA HIGH NORTH BOARD ROOM**

A Special Board of Education meeting was held at Nashua High North on Monday, **November 18, 2013**. Mr. Hallowell called the meeting to order at **7:00 p.m.**

Present: Mr. Ryder, Mr. Vaughan, Ms. Van Twuyver, Mrs. Ziehm, Mr. Mosher, Dr. Murotake, Ms. Muise, Mr. Haas, Mr. Hallowell

Also Present: Mr. Conrad, Ms. Crebase, Mr. Farrenkopf, Ms. Marandos, *Channel 99 Videographer*

MOTION FROM FINANCE & OPERATIONS COMMITTEE MEETING HELD AT 6:30 P.M.

MR. RYDER MOVED, SECONDED BY MRS. MUISE TO APPROVE THE NORTH ATHLETICS BOOSTERS CLUB LEGACY WALKWAY PROPOSAL DATED NOVEMBER 14, 2013.

Mr. Ryder

This came before the Finance & Operations Committee twice before. All the questions have been answers and the cost to the district will be practically nil. The installation of the bricks that are going to be sold to make up the walkway, will be done by Plant Operations. So that's the only cost to the district. It looks like a very worthwhile thing to do. They're going to sell 3 different size bricks for different prices. This will be outside the gymnasium at the North High School

Voting on Motion:

MR. RYDER MOVED, SECONDED BY MRS. MUISE TO APPROVE THE NORTH ATHLETICS BOOSTERS CLUB LEGACY WALKWAY PROPOSAL DATED NOVEMBER 14, 2013.

SO VOTED.

COMMON CORE STATE STANDARDS

Dr. Murotake moved, seconded by Mrs. Ziehm to suspend the rules in order to allow for public comment.
So voted.

PUBLIC COMMENTS**Karen Thalman, 13 Shingle Mill Drive**

I'm one of the white suburban moms that the Secretary of Education, Arne Duncan despises. I've been complaining about changes happening in our schools for over 20 years. It's dumming down, dumming down, dumming down... which the common core represents to me. The suggestions that I would put forward that would bring us back to the school system we used to be would be: Brick back to homogenous grouping for stem subjects; get rid of Everyday math and teach additional multiplication tables in 2nd and 3rd grade; get rid of block scheduling; and stop the social advancement of kids who don't learn a skill in a grade. We need our children to learn in the elementary grades instead of pushing them along. Let's get back to teaching kids instead of brainwashing.

Paul Thalman, 13 Shingle Mill Drive

Read a paragraph from Washington Times dated yesterday, asking to ban common core from Catholic schools. It's my opinion that the device of nature of common core will expand private schools and put added pressure for vouchers. Left article for the record

Doris Hohensee, 15 Swart Terrace

What you're studying is whether or not the common core standards were mandated. I know that's a difficult question because the transparency of this whole process is nil and none. I now go to all State Board meetings just to follow what's going on, because the minutes are abridged and the videotapes are nonexistent. You're asking in this resolution whether these mandated expenses will be reimbursed. Well, I'm here to tell you it's voluntary. That's why Alton reversed it. So if you voluntarily adopt this program, you get to pay for it. So delaying everything for 2 years, is just crazy. How it was adopted, was the flexibility waiver they put in. They promised that they would set up 5 regional liaisons to support the outreach for implementing the common core. So the federal government is funding this regional plan. They come and meet with Mr. Conrad and the others in this district. And that's how they've been implementing common core without your knowledge or consent. And now you're wondering whether we should delay it for 2 years? Let's finally just look at the issue.

The real crux of it is Smarter Balance. That's mandatory under state law, 193-C. But if you look at it, our assessments have to be valid, appropriate and objectively scored. Smarter Balance fails on all 3. They're measuring in these assessments, your student's values, attitudes and beliefs. We are not going to be college ready because they're transforming our student's values, attitudes and beliefs. What's more, they cannot be objectively scored. So Smarter Balance ought to be rejected or not implemented, because it's not a valid assessment for our children. This assessment is not good in 2015. Where's informed consent? The International Research Bureau says you cannot have human subjects that do research unless you inform their parents and get written consent. Nobody's done that for the pilots and field tests.

So Race to the Top money was sent to 19 states. Sixty percent of those states are pushing back. *Read comments made by a NY educator, about students being diagnosed with Common Core Syndrome. You need to reject or delay Smarter Balance completely. Look at what your taking. Our children are more important than these federal dollars.*

Howard Kauffman, 6 Gettysburg Drive

I'm here to express my opposition to the common core standards and their implementation. At a minimum I would ask that the Board defer any vote until the new members are duly on board. They represent the latest will of the people, and that they should be the ones making the forthcoming decisions. I'm especially concerned about the privacy of the data that comes out of the common core program. There is a 424 page document that has hundreds or different data elements, including the address, sibling name, allergies, etc. These are the kinds of data being collected on our students. It seems like the more we find out about common core, the more things we don't like. Many states have opted out. Manchester and Alton have opted out in NH after doing some due diligence. I think you owe our students and taxpayers that same due diligence. And anything hastily done is poor judgment on your part. So at a minimum I would ask that you defer.

I would like to think that it's not like the health care bill, where they say you have to pass the bill to find out what's in it. That's sort of what's happening with common core. Let's not make a decision like the US Congress, and fail to do our due diligence on important legislation that impacts the education of our students moving forward. There is a whole issue of local control here. Please, you are our elected representatives as it relates to education in our city.

We need you to step up and take a leadership decision, do due diligence, and do what the public has asked you to do... spend our money wisely. With the amount of money we're spending, I don't think we're getting the value out of our education. But don't make the same mistakes with curriculum. Because you have a chance here to enhance the curriculum to meet the need of students, and not the needs of corporate interests or non-profit organizations.

And it's always about the money. Where does it come from? Who pays for it? I've heard the estimate is anywhere from \$270 to over \$400 cost per students, in terms of materials, computer, technology, etc. for common core. Well, who pays for that? And then finally, what is the impact to the teachers? They're going to need to be trained, and the testing is an enormous effort that needs to be addressed. If common core imposes many more testing requirements, that takes away more time for instruction and puts more burden on faculty. Thank you for your kind attention.

Jay Claire, Stanford Road

When we start experimenting and trying new things with kids, they become guinea pigs. I was an A student until I came to Nashua in 1969 and was in 5th grade. At that time they came up with these great ideas about open concepts, and moving desks together and kids working in groups, etc. That's what I experienced when I came to Nashua. Before that I was an individual. When I came here my grades fell. It wasn't until 12th grade when I signed up for a remedial reading class and got some individual attention in reading, when my teacher told me I was a smart guy. When I was done there I got A's and B's, but that wasn't until the last semester of school.

I represent millions of kids who got into a situation with good people like you. Every one of you on the Board are good people and mean well. But at the end of the day it means a human being and a life. For some reason, unfairly NH is sometimes called backwards. That's unfair, it is a good state. And I think people try too hard to be on the cutting edge about trying new things. I'm not picking on NH or Nashua, but I think if I hadn't moved, I might have been able to go to college when I was 18, and really done something. We can talk about the money and all kinds of things, but at the end of the day we're talking about kids and about lives. Common core is about experiment. And we're not going to know the damage until after it's done. I'm trying to limit, 30 years from now having people like me coming here with a tear in their eye asking why was I a guinea pig. Why did I experience common core?

We don't need the Feds... un-named, faceless people in Washington, D.C. telling us how to raise our kids. We know what's best in our households, and our schools and our towns. It is about local control. And I'm asking each of you whether you vote for common core or not, to think of me. I could have done something with my life, if I wasn't an experiment for the school system who wanted to do new things. Thank you very much.

Helen Honorow, 46 Raymond Street

I want to be clear that I'm speaking only as apparent and individual here in Nashua, even though I'm on the State BOE. I applaud the efforts that the Nashua School System has taken thus far to implement the common core. I think the district website has done great things to help parents, students, etc. to understand what the common core is all about. There are some great references for parents to look at to answer their questions. And I applaud the district for all they have done to help parents better understand it.

The common core is not a fad. It has been well researched. It was not developed by the Feds. It was developed by states, and governors, and... I think the result of the common core is going to help students wherever they go to school in NH to be expected to have very high standards in math and language arts. The standards will be understood. And whether a child lives in Nashua, or Hollis or Bedford, they are going to be held to the same standards, which will help them if they go from one community to another. What I'm concerned in Dr. Murotake's resolution, is there is a state law about assessment. There is accountability required in our state and federal law. We don't have options. There aren't waivers to not have an accountability system in place. So I'm not clear how we could even do what's being suggested, to put on hold. But I would urge the Board not to do that.

I don't think that Nashua has been late to the table here. Nashua has been working hard to implement the common core standards for years, and there is very good professional development. And while there are some teachers who feel that common core is not the best thing to do, the vast majority of teachers that I have spoken to and are familiar with do think it's a very good program. It's challenging, and hard work and is not going to be able to be implemented over night. But it does not take away what the teachers, staff and people in our community have been doing for years. They have been working on achieving and developing a curriculum that will help students be career

and college ready; be able to analyze difficult information; be able to read and be able to do the critical thinking and analysis that is demanded of everyone today.

I urge you to continue the terrific work that the city of Nashua has been doing in implementing the common core. I think anything new is scary. Anything new brings with it a set of concerns. But I think the City of Nashua has doing a very good job in making sure that they will be ready. The first testing is not until the spring of 2015. And I think they will be ready for the assessments. Calling them high stakes? Well, any assessments have some stakes associated with them. The NECAP's had stakes associated with them. But nobody is going to be jailed; nobody is going to lose their jobs. I think it's very important to keep our eye on the ball... which is to make sure our students come out of the Nashua School System with the kind of knowledge, understanding and critical thinking skills that they're going to have to have to be successful in the 21st century. Thank you for the hard work you have been doing.

Pam Jordan, 13 Ashland Street

My daughter attends Charlotte Avenue School and is in the 3rd grade. I attended this meeting tonight because I was interested in seeing the extent to which people here really have an understanding of the common core. Although I can't say that I'm strongly for or against it, I do know that our state has adopted it and I have a good understanding of what it's meant to do. And I do know that it is not a federal program.

So I want to speak out now, knowing that many people here are not aware of the background of common core and what it's meant to do. I would encourage those of you who will remain on the Board to continue to educate parents and taxpayers about it. I appreciated hearing what Helen had to say, and learned a lot from what she said. I had been interested in how much data you had about teacher and principal opinions on common core so far, and their concerns. I'd like more feedback on that, although Helen has spoken generally on that. I'd wanted to make sure you have in place other plans for educating us as parents and the public, so we can understand fully that this is not a federal program.

There are many websites that are helpful. And if you go on to the State BOE website, and the common core site, they provide you with websites including the PTA.org. They will clarify some of these issues that I think people have a misunderstanding about. Forty-five states have adopted the common core, including our own. It's a state led effort. And it's important to understand that common core state standards do not dictate the details of academic curriculum.

Unfortunately Dr. Murotake, I have not had a chance to read your resolution, but I am concerned about it. It seems that we as a community cannot opt out of common core. And what I know about common core (and I appreciated the one-page information sheet that we as parents got at the beginning of the year), I want to see it implemented. As we know, the history of American education going back to Dewey and all the way up to now... schools are incubators of experimentation... and I'm sure they always will be. I like the principles of this program, and trying to prepare our children for college and life afterwards... and giving them critical thinking skills. So I thank you for all the work you have done.

Debra Olszta, Ward 3

Looking at other standards is not scary, as a couple of people have said. Manchester has said that they're going to be looking at other standards. They're looking at the standards of the successful states and comparing with common core... and looking for the best. They're called the Manchester Academic Standards. And Nashua can do the same. They can collaborate with Manchester... why not? Do it together and get the best standards. Common core are not the best standards. It's a total dumming down of our students. Math and science... it's an atrocity of what's going to be happening to our students. And so I just encourage the Board to not be scared. You can look at other standards as well. You can call them Nashua Academic Standards, or you can call them something else. But I would collaborate with Manchester. I think that's a good idea.

Noelle Taku, 20 Hollyhock Avenue

First of all I'd like to congratulate Dr. Murotake, Mrs. Ziehm, Ms. Oden and Mr. Farrington to being elected to the BOE. I'd also like to thank Mr. Ryder and Mr. Vaughan for their dedicated office to our community. I have much respect for the offices you hold and the enormity of the decisions that directly affect our children. I don't think common core has been a huge change affecting 45 out of 50 states. There are a small handful of states that have had a head 1-2 year start with common core. What is alarming, is that online you can find newspaper article after newspaper article pointing to the dismal test results since implementing common core.

Referenced the handout she provided to Board members.

Proponents have argued that common core levels the playing field for kids not getting help at home. The article said that students testing below basic competencies will now need to be placed in remediation or academic intervention services. And schools that serve in predominantly poor student body will be fiscally overwhelmed as they try to meet the needs of so many students. They said that students will find that support is watered down.

Two weeks ago the American Federation of Teachers President blasted NY and other states' implementation of common core standards. She said if you think ObamaCare implementation is bad, the implementation of common core is far worse.

Because we're using Smarter Balance, I decided just to look at it for myself. I noticed that every test at every grade level said that the American Institute for Research of AIR, prepared the test. I thought it was odd that a research company was writing scholastic aptitude tests. So I looked at their website and their mission statement says that they are the world's largest behavioral and social science research organization. So why did Nashua sign up to use Smarter Balance? A company that is using AIR to regularly assess our students. Shouldn't we be using a company that has a track record in determining whether a student has grade level scholastic competencies?

We have two independent states that have fully implemented common core, and have seen a 30% decrease in student achievement. We would be doing the Nashua students a great disservice if we just blindly go along with the program and don't do our due diligence in researching the facts before we fully implement. Let Nashua determine if the standards and the curriculum it focuses on is causing this decrease in student achievement scores, or see if the tests themselves are poorly written. Or maybe it could be a combination of both. Virginia Barry said there are no waivers that she is aware of for the assessment tests. And test scores will be on the Nashua children's permanent record.

There are 45 states implementing common core, and more and more data will come out shortly. So I'm just suggesting that we study all the facts before we subject Nashua students to the same fate as Kentucky and New York. Thank you very much for hearing and considering what I have to say. And I trust you will do what 's in the best interest of the students.

Dave Taku, 20 Hollyhock Avenue

I first want to address one of the earlier fallacies that I heard earlier, that a common standard is a good thing. I think clearly as we've seen from Kentucky and New York is that a common standard is not a good thing, if it's a sub standard. As I look at my children's future, I'm less concerned about how children can move from one city to another within NH. I'm more concerned with how America's children are going to compete in the world against China, Singapore, Finland and Sweden and all the other 20+ countries that are beating us soundly from a stem perspective.

I really want to talk about the testing standards that were mentioned in terms of Smarter Balance. I'm concerned and curious why the state feels it needs to measure the values and behaviors of our students. Why that's more important than scholastic aptitude? Who determines if it's a good or bad value? What happened to the separation of church and state? I'm really concerned about any attempt of behavior modification. That has no place in the classroom. At my work we use a tool with the premise that behavior is based on 3 different components. One being an individual's personal motivations; another being their personal values; and the third being the environment. And all three of these were given equal weight. I think that is really important.

So I really wonder how the state is really measuring a child's behavior. And I would ask the parents if you feel comfortable in the state determining what values are considered to be normal or abnormal. Are you comfortable in allowing the state to decide what behaviors are normal and abnormal? And these behaviors get turned into a label that become part of a student's permanent record. As an employer, I know that these tools can be very valuable in helping to get the most out of people. They can also be abused to a great extent. They can be used to discriminate against individuals and create perceptions about what an individual is capable of and not capable of. Here we're talking about minors without consent, in their formative years, having behavioral assessments made by who knows who, becoming part of their permanent records and potentially dictating their future. It's just absolutely something that we as a community should not be a part of. Thank you very much.

Maggie Allard, 4 Sweet William Circle

I just came to know about common core a few weeks ago. As an Indian American, I can speak to the Indian American community, who by and large... just looking at my family in the U.S. are stem folks. So we're engineers and physicians, and scientists, lawyers and people in finance. And when there's a curriculum that's geared to the middle 40% and placing egalitarianism over excellence, there has to be a question of what that does over 2 or 3 generations. My husband is not Indian, but was a business owner here in NH. He's had many employees under him and that he had to manage. If you shot the head off an organization and just had the arms and legs, the organization doesn't run. As a physician, I know that I am the one bringing the money into the organization. The medical assistants, the nurses, the front desk staff, the people down in the lab... their jobs depend on me making the money. That's how it is.

So you have to cater to both. I'm not saying that you should not have help for the middle 40% or even the bottom 30%. But if you don't allow for excellence, there will be no corporations, there will be no one going for an MBA, or a doctorate, or a post-doctorate. There won't be research that's well based. And that's very scary.

I have come to love this country. It's a great country. I've gone from Head Start to Harvard, and only in this country can this happen. There's no way someone can pass a law that is part of that gigantic stimulus package they passed in 2009 for the economy, that they could have done the field testing, piloting, testing all different groups and comparing the data. That's why they're so shocked at what they're seeing in 2011 from Kentucky and 2012 from New York. Because they're running an experiment. This is not how standard surveys are done.

One of the other pieces that really bothers me is that none of this was run by an independent review board. If there's data on children that's being kept over time by a third party, without the parent being able to consistent or not on it... that should be illegal. What measures have been in place to know that our children's data is secure?

And you know they're saying that the test scores are lower because the children don't know enough. That's an assumption. Have they tested that assumption? They could be lower because the kids don't know enough, or they could be lower because they're teaching them French and they speak English. They're just saying things. I don't know what the common core is teaching to, but I don't want experiment on my children. I don't understand how this is going to put us ahead. Like I said, if you log off the head, you need every part of that body. And there's no shame in any part of it. It only matters to me that my children are making a good, honest living. But they should be allowed to go to the level that they can in this country. That's what America is about. If you're willing to do the work, the ceiling's the limit. And I'm a testament to that.

Ann Marie Banfield, Bedford, Education Liaison at Cornerstone Policy Research

I was asked to come here by some Nashua residents to speak on this. I think some of the districts around NH are looking at the limits and wondering why we're not raising that level. Common core for instance doesn't even incorporate the stem preparation standards in the math standards. They end at Algebra I and there are a few trigonometry concepts. The Algebra II standards don't even cover a full Algebra II course. So if you want to get this community behind you... because I heard a lot of people here tonight saying we want something better. I really don't think anybody's going to fight you if you want to raise the standards.

It is true that we had some pretty pathetic standards under Governor Lynch. I even heard the Commissioner of Education mention that they were rated a D minus. Common core comes along and everyone wants to jump on that. Was it a step up? Possibly you can make that argument. But you can go higher.

If you do nothing at all, the one thing that you should do is prepare a gap analysis for the people in this town. That means, look at what you're doing in the school, take the best standards out there, which we know is California when it comes to math standards. Do a gap analysis. What are the best standards out there? Then look at the common core and show what the differences are. What is Nashua doing? What does common core offer? And show these people what you are doing. Because they want something better. There are parents out there that are not willing to settle for mediocrity.

What happens in 2 years when our waiver expires? What happens then? What happens if common core is blowing up around the country and is abandoned at some point? And you've invested all this money and time into aligning with a set of standards that could be gone in 2 years? What then? That's one of the key elements that drove

Manchester to say, we're going to do our own. And they are. And they've had offers from content experts to help them free of charge.

So if you want the community to support you, you have to be transparent and tell them what you're doing. And you have to look at this honestly and offer something that they can rally behind you. And they will. If you offer them quality, they will. And I think the Manchester Mayor and School Board figured that out. They did it and got a round of applause, and nobody has spoken out against it.

The Smarter Balance Assessment... good luck with that. First of all, have your teachers... have you vetted that assessment? Granted it's in the pilot stage. That assessment better be vetted by your teachers. Because what I'm looking at, is not something that I'd want to be judged on. And yes, our teachers are now going to be evaluated on this. It's not objective, it is subjective. There are political questions on that assessment. That should raise your concern. Look at the article that just came out from the reporter at the *Union Leader*, talking about the questions that he took from the Smarter Balance, and how political they are. Vet that Smarter Balance before you bring it into this school.

This is not a federal program. But it's being pushed by the federal government. It is being coerced onto our states through a NCLB waiver, and Race to the Top money. That's the difference. So we are being coerced. I have sat in meetings with Senators and House of Representatives in this state, and we were told that if we didn't pass legislation, we were not going to get a waiver from NCLB. That's not federal involvement? That's not federal coercion? Sorry, I see that much differently.

The last point I want to bring up is the privacy issue. This should be a policy. Make a policy in this school district that any information on a student, will not leave without their parental permission. Bill Gates, the biggest funder of common core said, we will know if this works in 10 years. I don't have children in this school district, and I look at the people that do and I am concerned. Are they going to find out in 10 years that this is another program that failed their kids? I'm a math tutor. There is nothing rigorous about confusing a child in mathematics. That is a way to kill their love of learning mathematics. And if that's what you're doing, you'd better think long and hard. Because that's how it's being sold in many districts... we want your children to struggle. That's part of common core. If those children don't have a good parent to help at home, or a tutor... you've lost that student. Because they're confused... because common core math now seeks to confuse them.

Think long and hard before you make this decision to move forward. I thank you for your time and for listening. I congratulate you, and I agree with the prior comments that you are doing your due diligence and are here to serve the residents of Nashua. And I respect that and am thankful for that. I have a lot of encouragement that you will do the right thing.

Dan Hogan, Watson Street

The things I heard here tonight make me realize that nothing I can say can top what's already been said. I think the group here tonight has done an outstanding job of making the points of what needed to be made. What happens to these studies after they're done?

There have been so many studies that have been for the Nashua School District over time. What happens to all these studies after they're done? Just answer the young lady who spoke over there about common core not being a federal program. A senior in Tennessee said that the federal government provided \$4.5 billion to promote this. So if that isn't a federal program, what in the world are they doing providing \$4.5 billion to promote it? They gave \$600 million went to Tennessee alone, and obviously they've had the program for a number of years. This senior that was graduating and gave the presentation, was not at all convinced that the core curriculum was the way to go.

It must be very difficult for the teachers and the School Board to continue making these changes. In goals 2000 we were going to be number one in math and science. What happened to goals 2000? What happened to the strategic plan that I heard about? Every teacher in the schools were dedicated to that particular program? Did we just forget about that? Just throw it out and start with something new. I was taught to think in the Nashua School District. So you've done an excellent job over the years. Let's not blow it now on another experiment.

I shed tears for Jay when he spoke up here. He always speaks from the heart. He doesn't have a great formal education or the degrees perhaps. But he has more common sense than any other individual I know. I want to thank all those who spoke opposing common core this evening.

Laura Alazum, Londonderry

I'm here because I'm so heartened to hear that there is some resistance, and pushback, and public discussion about adopting common core. I think it's critical that people have this discussion now. It's our kid's future, and probably their kids. All common core is, is the ground work for Smarter Balance. Federal politicians talk about a cradle to career education agenda. And in order to accomplish this great, grand goal that they have, they need a ton of data. And common core is just the beginning to get to Smarter Balance, to gather that data. And if I sound like a bit of a conspiracy theorist, I'm sorry but I'm not. All of the information is publically available... they don't make any bones about it. When Arne Duncan says this is what we want to do, people ought to really listen to him. There are so many data points, and they're hoping to be able to gather all this information for this enormous data base from Smarter Balance.

When the federal government funds 50 state data bases and requires that they all be inter-operative, and then requires that everybody provide this information through Smarter Balance in a way that is constantly up to date and constantly being shared, I think that's a de facto federal data base. And it's incredibly invasive, and all part of this very public plan. So this is the time we have to start saying no. Because it's going to be too late before too long. And I want to thank for letting us speak. I really appreciate the public discussion.

Mr. Hallowell

I do want to thank you all for coming out. It was sometimes hard to bite my tongue. I found myself sometimes agreeing and disagreeing, but that's the nature of being on a Board like this... you always want to jump in. So we are now going to take up Dr. Murotake's resolution and have a discussion. And that will just be the Board, just to everyone is aware of how that works.

Dr. Murotake

I received an email from Mr. Sherman earlier today and would like to read it, if that's okay.

Mr. Hallowell

Okay. But I would rather you first take the motion from the table.

Dr. Murotake moved, seconded by Ms. Van Twuyver to take from the table the Nashua Resolution on Common Core, dated October 14th. **So voted.**

DR. MUROTAKA MOVED, SECONDED BY MS. VAN TWUYVER TO REPLACE IN ITS ENTIRETY, THE RESOLUTION THAT WAS JUST TAKEN FROM THE TABLE, WITH THE REVISED NASHUA RESOLUTION ON COMMON CORE, DATED NOVEMBER 15, 2013.

Mr. Vaughan

If we were to pass the second version of this, which is some three pages long... that you are endorsing all of these points. And I personally have not researched all of these points. They were interesting to read, but I would suggest that rather than endorse all of these "whereas's", I would make an amendment.

MR. VAUGHAN MOVED, SECONDED BY MR. HALLOWELL TO AMEND THE MOTION, TO INCLUDE ONLY THE FIRST 13 LINES OF THE REVISED PROPOSAL.

Dr. Murotake

While I appreciate the intent of Mr. Vaughan's motion, I would oppose it. I believe it would be more beneficial to keep the resolution intact as we have it in this document. And then to essentially give a public reading of the resolution in its entirety. And then we may move to further amend this resolution.

I realize given the time that it is already that we may not complete this process at this meeting. So we may table this new resolution once again and continue at a later time.

Mr. Ryder

I would like to see this motion tabled so the new incoming members can vote on this for the new year.

Mr. Hallowell

Once we take the motion up, you can make that motion. I'd like to first dispense with what it is that we're tabling.

Ms. Van Twuyver

Can this resolution be put up on our website for people to read?

Mr. Hallowell

It should be on there as it was part of our packet. And while I certainly enjoy the sound of your voice Dr. Murotake, I don't really think that reading the entire 3 pages of this serves any purpose other than to reiterate what's publically available. I would prefer we not do that. And since Mr. Vaughan made the amendment, I have concerns about many of the whereas's as being more political statements than necessarily factual statements.

Mr. Ryder

Here, here.

Mr. Hallowell

So my concern is, I also would not want to endorse a resolution with all these items in here, which makes it appear that this Board has taken a stance on whether those things are factual or not.

Ms. Muise

I echo everything that you just said. I am uncomfortable with a number of these statements because I don't know them to be true, coming from those parties. So while I would be uncomfortable with the whole resolution as it stands, I would be more apt to look at Mr. Vaughan's version of the amendment.

Mr. Haas

I've been called terse in my communication skills. And therefore I like Mr. Vaughn's succinct look at this whole resolution. Everything that is desired to occur is mentioned in that first paragraph. And in my opinion, all the whereas's do not add a whole lot of strength for me. And as others have said, we have not had the opportunity to judge the accuracy of the statements. I'm not criticizing Dr. Murotake, because I think he is probably far more versed than I am. But I like to see the information so I can make my judgment on its value.

Dr. Murotake

The purpose of the whereas's and the therefore's was to be as specific as is possible. I do admit that the whereas's tend to be somewhat tutorial in nature. But what I intended to is provide sufficient information in the statements so the Board could perform their due diligence. You could Google those words and go to the source of the information in the whereas's. While I understand the intent of Mr. Vaughan's motion, I think that as a resolution and document, it would probably be more useful to consider the resolution as a whole.

Mr. Vaughan

Whatever tutorial effect the whereas's and other clauses would have, has actually had its affect already as the Board has had this for some weeks. And I believe that the incoming Board members and members of the public have also had a chance to look at this. So the task of those elements have been accomplished, to whatever degree it would be accomplished. And I would suggest that we focus on the import of the motion.

Mrs. Ziehm

This whole issue has given me an ulcer, I tell you that. I'm very concerned about the damage it will do to our students, and it will do damage. But as far as I'm concerned, this Board was not included. Nor was our state legislators included.

Mr. Hallowell

Is this about which version of the document we should take up?

Mrs. Ziehm

I would say yes. But you may not. My thing is that the more important issue is common core. I'm not in agreement with common core. It was done in 2010 with little or no dialogue. It is an unfunded mandate and they do not have the right to do that. So I question this whole legal process. I would like to hear what's legal or what's not. Should we have been included in this dialogue. It says it's local control, and that's us. If I'm going to vote on this tonight, because I'm against common core I don't want to do the testing either. So I guess I would vote against Dr. Murotake's resolution. And I agree that all these whereas's are a little too much whereas.

Mr. Haas

The comment that was made that we should approve this resolution and then go to the web and verify the information, to me is backwards. I can't do that. Because by approving the resolution without doing my due diligence is backwards, and in good will I can't do that.

Mr. Hallowell

I think Dr. Murotake's point was that if we had Googled that prior to this meeting, we would have found that information. I think that was his point.

Mr. Haas

That wasn't my understanding.

Ms. Van Twuyver

Also, don't the whereas's, Dr. Murotake provide documentation on why you have this resolution? And didn't you send a lot of these articles and things around to the Board already?

Dr. Murotake

I did. The document does unfortunately tend to be long. It is generally in the style of resolution writing. Although this factually based, they may sound political. Some of the points made in the whereas's reflect the 13-14 public comments we heard. But it's ultimately the will of this Board. My intent was that making these statements, it would provide you with a vehicle for detailed discussion and due diligence on each point. And I admit that if we do that, we will not likely complete that process tonight. Or we can take Mr. Vaughan's recommendation, which I do not strongly disagree with. It is the will of the Board.

Mr. Hallowell

If we don't get past this, we're not going to talk about anything. And whichever way we go, someone can always make a motion to add something back in afterwards. So we should get to the point of voting.

Mr. Ryder

I'm in favor of Mr. Vaughan's motion. I don't agree with many of Dr. Murotake's resolution points. I think some of the whereas's are a bit extreme.

Ms. Muise

I have to say this. My main problem is that I am not comfortable saying what Nashua parents, which means those here and at home want. I'm not comfortable speaking for other Nashua elected officials. I can't do that. I haven't talked to all of them and they haven't all spoken to me. Neither can I speak to the public of Nashua. It is all just beyond the scope of what I was elected to do.

Voting on Motion:

MR. VAUGHAN MOVED, SECONDED BY MR. HALLOWELL TO AMEND THE MOTION, TO INCLUDE ONLY THE FIRST 13 LINES OF THE REVISED PROPOSAL.

SO VOTED BY ROLL CALL. (6-3; Nay: Dr. Murotake, Mr. Mosher, Ms. Van Twuyver)

Mr. Hallowell

Dr. Murotake, if you want to read it as it stands now, you can do that.

Dr. Murotake

The resolution as it stands now as amended, reads as follows:

NASHUA RESOLUTION ON COMMON CORE (As Amended 11/18/13)

Prime Sponsor: David Murotake Co-Sponsors: Sandra Ziehm, William Mosher, Elizabeth Van Twuyver

NASHUA BOARD OF EDUCATION: Requests New Hampshire Board of Education and New Hampshire General Court to delay mandatory implementation of Smarter Balanced Assessments (SBA) and other Common Core State Standards (CCSS) alignments mandated in the CCSS Implementation Framework for a period of not less than two years, conduct public hearings relative to the feasibility and affordability of implementing CCSS, determine if State Board of Education requirement to implement CCSS constitutes a mandate and evaluate privacy concerns relative to CCSS assessments, and forbid use of assessments and tests which require mandatory submission of privacy information or violate the strict provisions of New Hampshire and Federal privacy laws.

Mr. Hallowell

Thank you. So that is the motion that is on the floor.

Ms. Van Twuyver

I would like to amend the motion to include lines 114 through 116.

MS. VAN TWUYVER MOVED, SECONDED BY MRS. ZIEHM TO AMEND THE MOTION TO INCLUDE LINES 114 THROUGH 116, WHICH READ: "BE IT FURTHER RESOLVED THAT A COPY OF THIS RESOLUTION BE TRANSMITTED TO THE SUPERINTENDENT OF NASHUA SCHOOL DISTRICT, MAYOR AND BOARD OF ALDERMAN OF CITY OF NASHUA, STATE COMMISSION OF EDUCATION, PRESIDENT OF THE SENATE, AND SPEAKER OF THE HOUSE."

Mr. Vaughan

I guess I would oppose that, just because it seems like the wrong way to implement it. I thought perhaps it should say that the Board directs the Superintendent to create a letter to these individuals to that effect or something. But I don't understand why we would send copies of this to every elected official in the state. It seems to do very little for the children of the City of Nashua, and put this BOE and the City of Nashua in an ongoing and political firestorm. And I don't know what that does for our kids... to have us take that political stand.

Mrs. Ziehm

If this was passed, it would seem to me it would be with a letter to say enclosed a copy of the resolution we just passed.

Mr. Hallowell

I would assume we would put a cover letter on it.

Mr. Haas

I don't see the need to send it to the Mayor or the BOA. The BOA at this time usually get more concerned about how we spend our money, and not what goes on in the classroom. I don't think I can support putting that back in.

Ms. Van Twuyver

I believe sending that to the Mayor is very helpful because she does have a lobbyist who can lobby for us.

Mrs. Ziehm

I would disagree with you Mr. Haas. The Aldermen in the end are going to be the ones to fund it. So I think it says to them that we're concerned and are looking into it a little further, and want them to know what we're doing.

Dr. Murotake

I'm in favor of Ms. Van Twuyver's motion.

Voting on Motion:

MS. VAN TWUYVER MOVED, SECONDED BY MRS. ZIEHM TO AMEND THE MOTION TO INCLUDE LINES 114 THROUGH 116, WHICH READ: "BE IT FURTHER RESOLVED THAT A COPY OF THIS RESOLUTION BE TRANSMITTED TO THE SUPERINTENDENT OF NASHUA SCHOOL DISTRICT, MAYOR AND BOARD OF ALDERMAN OF CITY OF NASHUA, STATE COMMISSION OF EDUCATION, PRESIDENT OF THE SENATE, AND SPEAKER OF THE HOUSE."

SO VOTED BY ROLL CALL. (7-2; Nay: Mr. Vaughan, Mr. Haas)

MR. MOSHER MOVED, SECONDED BY TO MRS. ZIEHM TO AMEND THE MOTION TO INCLUDE LINES 107 THROUGH 112, WHICH READS: "THE NASHUA SCHOOL DISTRICT SHALL NOT ADMINISTER ANY ASSESSMENT OR TEST WHERE PRIVACY OF STUDENT INFORMATION CANNOT BE GUARANTEED TO THE FULL EXTENT OF DISTRICT PRIVACY POLICY, STATE PRIVACY LAWS OR FERPA, WHICHEVER IS STRICTER, AND REQUEST STATE BOARD OF EDUCATION AND GENERAL COURT TO FORBID USE OF ASSESSMENTS REQUIRING MANDATORY SUBMISSION OF PRIVACY INFORMATION WITHOUT PERMISSION AND OPT OUT, OR VIOLATE STATE PRIVACY LAWS, FERPA AND OTHER PRIVACY RULES."

Mr. Vaughan

Ad I understand this, this would effectively prohibit us from using the Smarter Balance Assessment, since I don't know what guarantee would mean. I guess anyone could say I don't feel like it's guaranteed and therefore not give the assessment. I heard the Commissioner say that you don't have to abide by the CCSS but of course you do need to take the SBA. I struggle with the interpretation, although I understand there is a great deal of energy around privacy of information. This is written so that it is essentially not possible for us to do.

Mr. Hallowell

This says nothing about Smarter Balance. This indicates to me that this paragraph is really about any test that we might administer in the school district. It's nice words, but the bottom line is, I don't know how you have a attest, where you send it to someone to score but they don't know something about the student. So I'm not sure what it means. There's personally identifiable identification... it doesn't say that in here. So I'm not sure what things we can't send to somebody as part of a test.

Dr. Murotake

There were some questions that were forwarded to the DOE and Commissioner Barry that have not yet been responded to.

Mr. Conrad

Several weeks ago I did the email the Board with an 11-page statement from the DOE around privacy concerns. And we've posted that on our website under the Curriculum tab.

Dr. Murotake

So that paragraph basically stipulate that the NSD shall not violate our privacy rules. And I'm very much in favor of Mr. Mosher's motion.

Mr. Vaughan

This very explicitly says district, state or FERPA, whichever is stricter. And it's a very complicated paragraph. I'm not sure of the implementation of it. I understand the emphasis on privacy, which we discussed a number of time.

Ms. Muise

I'm uncomfortable. We're talking about privacy information and we're not specifying what information that consists of. What I may consider private information, someone else may not. And I don't want to get us into the case where we may already administer a test that some member may say has private information using a student's ID number. It's not specific enough for me to feel comfortable with what we're actually agreeing to.

Mr. Haas

When I was reviewing this document, I scratched out those lines because I thought they were pretty much redundant to the first paragraph that says we're not going to do any testing that would violate privacy information. In the first paragraph we required we requested that they don't require us to give tests that will require mandatory submission to privacy information. So I think it's redundant and unneeded. And as Mr. Vaughan said, I don't know where it's going now. So I need to know that before I guarantee. And I don't know what personal information they're asking for at this point in time. So I can't support this.

Mr. Hollowell

This paragraph appears to apply to any test. So I guess I would ask, when students take their SAT test, they put down at minimum their name and address. Some would consider that private information. It goes to the SAT Testing Board and into their database. Is that allowed?

Dr. Murotake

Privacy is well defined in a number of statutes, including FERPA and HIPPA.

Mr. Hollowell

You probably are right about FERPA and their definitions and state privacy laws. You extend that to district privacy policy... we could put anything we wanted in there.

Mr. Conrad

This is the one paragraph in this document that makes me very uncomfortable, as a Superintendent in the following the way. My responsibility is to uphold local policies, state laws and federal laws as they pertain to education. And typically those don't conflict. We have an obligation as a district by state law, to provide the accountability assessments that are provided. Now is NECAP, then essentially it's Smarter Balance. I don't want to be in a position where I'm either giving a directive that violates state law or local policy. If the Board is concerned about this, I would suggest you get a further legal opinion from the Board's attorney or other sources to determine what the legal requirement of this Board is to follow the state rules around accountability assessments before you pass a policy that could put you in conflict with that.

Mr. Hollowell

Or a resolution, in this case.

Ms. Van Twuyver

Well, this is just a resolution. It's not a law yet or policy. And if this was successful all the way to the top, I would assume that we would be okay.

Mr. Hollowell

Well, I would say that this particular paragraph imposes on this school district that the Nashua School District shall not administer any assessment, etc., etc. This is not part of... we're going to send this to the state legislature and encourage them to pass some legislation that doesn't allow us to do this. This is actually imposing something on this school district directly. Is that accurate, Dr. Murotake?

Dr. Murotake

Yes.

Mrs. Ziehm

And it really goes directly to what I was trying to say. Is it legal the way this has happened, or isn't it? I would like to hear from my attorney specifically on what their position is. I'd like to know what we really can do and can't do.

Mr. Hallowell

I will say that if you look at the first paragraph of this, this is really sending a request off to the NH Legislature saying this is what we'd like you do to. They're not likely to do something that would be against the law. So when it comes to the first paragraph, although I may not support it, I think in general, we're simply putting in a request to the State Board to consider at least delay the implementation of Smarter Balance and some other things for two years. So that certainly seems within the bounds of legality for what we're doing.

Mr. Vaughan

I believe what you just said. But I just don't see the profit in going through this complicated language that may obligate the Board to things it doesn't understand. Get to the nub of it with 1-13, or fine... 14-16. But let's get on with the actual content discussion and not sort of walk through a mine field of language. It just seems unnecessary.

Voting on Motion:

MR. MOSHER MOVED, SECONDED BY MRS. ZIEHM TO AMEND THE MOTION TO INCLUDE LINES 107 THROUGH 112, WHICH READS: "THE NASHUA SCHOOL DISTRICT SHALL NOT ADMINISTER ANY ASSESSMENT OR TEST WHERE PRIVACY OF STUDENT INFORMATION CANNOT BE GUARANTEED TO THE FULL EXTENT OF DISTRICT PRIVACY POLICY, STATE PRIVACY LAWS OR FERPA, WHICHEVER IS STRICTER, AND REQUEST STATE BOARD OF EDUCATION AND GENERAL COURT TO FORBID USE OF ASSESSMENTS REQUIRING MANDATORY SUBMISSION OF PRIVACY INFORMATION WITHOUT PERMISSION AND OPT OUT, OR VIOLATE STATE PRIVACY LAWS, FERPA AND OTHER PRIVACY RULES."

Motion Fails by Roll Call. (4-5; Yes: Ms. Van Twuyver, Mrs. Ziehm, Mr. Mosher, Dr. Murotake)

DR. MUROTAKA MOVED, SECONDED BY MR. MOSHER TO AMEND THE MOTION TO INCLUDE LINES 97 THROUGH 99.

Dr. Murotake

It was clear from the testimonies offered tonight that there are 2 different components of the common core. One is a curriculum standard and the curriculum and program studies that it influences. And the other are the assessments. Lines 97-99 are basically a statement by this Board and district that we will try to provide the best education possible. I understand that this is something we already do in the NSD. But given the public testimony that we heard tonight, I think we should actually say that in this resolution.

Ms. Van Twuyver

Isn't it a requirement of the CCSS that we can add only 15% to the curriculum standards? And I think this would have the same problem.

Ms. Crebase

I'm not sure what you're talking about. What 15% are you talking about?

Ms. Van Twuyver

I thought it was a point that we could only increase or add to the standards by 15% in our district.

Ms. Crebase

I've not read anything about that.

Mr. Conrad

Our first challenge is always working to assure every student is proficient at the level of the standard. But that is just the floor. So as we have more advanced learners who can be challenged to go further or learn deeper, we should be differentiating our instruction so that they can do that. And there is absolutely nothing in the standards that would prevent us from doing that.

Dr. Murotake

The 15% that Ms. Van Twuyver is referring to is a deviation of the common core. By contract, use of the common core as a floor standard, you can go indefinitely higher than that, as long as it's affordable to the town.

Mr. Hallowell

First of all, common core is a minimum standard. It does not mean that every student graduates as soon as they meet that minimum standard. So as such, you can take up to 15% of the items that are in common core and you can change them. But they don't want you to wholesale change them, because then they wouldn't be the same common core standards.

Ms. Van Twuyver

Thank you, I think I understand that now.

Ms. Muise

I have no problem adding these words back, but maybe for a different reason. The reason I have not been an uproar about the CCSS is because I believe the NSD has been doing this already. I have a lot of faith in our curriculum people and our teachers that are working very hard on our curriculum. And I believe we are using this as a floor. And I speak to people in our schools every day. So I have no problem saying that to the best of our ability we will write the best curriculum and the best standards that we can do.

Mr. Ryder

I'm saying the same thing as Mr. Vaughan... we have already made this decision. It was the very first amendment we voted on. Now we just keep backtracking. We've already eliminated all this stuff.

Mr. Hallowell

Based on parliamentary procedure, this is perfectly acceptable. The original amendment removed a number of items, and there may be certain items that people want to add back in.

Here's what I think we should do. These three lines should be the three things we pass. Because this is what we're doing. I heard Manchester thrown around. All they did, was say the common core is our base standard, and we're going to have our students achieve more. Which is exactly what we do in this school district. That's what minimum standards are. So, I'm fine with these 3 lines. This is what we do. Instead of a floor, we should call it the minimum curriculum standards, because that's what they are.

You know, I've heard people tell me we're not going to have AP students anymore, because we're passing the common core. It's ridiculous. Of course we're going to have AP students. None of those courses are going away. I've delved into a lot of this. I'm on everybody's email list and have read everybody's links. But these are just a set of standards. When I go through them, I don't see the end of civilization. The standards that the state of NH passed many years ago didn't have pilot tests. A bunch of people got in a room and made standards. Some very fine people in this room set science standards. But they didn't go out and test pilot programs every time they changed the standard. It's not possible in education to do that. And if you did that, wouldn't you then be experimenting on students? It's not possible.

Somebody talked about different states and how the test scores went down. Well, one of the reasons why test scores went down is because these are harder standards. That's what the Superintendent has been telling us. Students will have a harder time. There could also be other reasons why scores go down, too.

This is frustrating to me to go through each one of these items.

Mrs. Ziehm moved, seconded by Mr. Vaughan to call the motion.
So voted by roll call. (8-1; Nay: Mr. Hallowell)

Voting on Motion:

DR. MUROTAKA MOVED, SECONDED BY MR. MOSHER TO AMEND THE MOTION TO INCLUDE LINES 97 THROUGH 99.

SO VOTED BY ROLL CALL. (6-3; Nay: Mr. Ryder, Mr. Vaughan, Mrs. Ziehm)

Mr. Hallowell

So now we can go back to Dr. Murotake's original motion, as amended and including lines 1-13, 97-99 and 114-116.

Ms. Muise

Where we have now included lines 97-99, where we have now changed curriculum... does it not go to a Curriculum Committee and then to the BOE?

Dr. Murotake

As Chair of the Curriculum & Evaluation Committee, this is what we already do.

Voting on Main Motion as amended:

DR. MUROTAKA MOVED, SECONDED BY MS. VAN TWUYVER, TO REPLACE THE RESOLUTION THAT WAS TAKEN FROM THE TABLE, WITH THE REVISED NASHUA RESOLUTION ON COMMON CORE, DATED NOVEMBER 15, 2013, AS FURTHER AMENDED THIS EVENING, WHICH ONLY INCLUDE LINES 1-13; 97-99; AND 114-116.

SO VOTED.

MS. VAN TWUYVER MOVED, SECONDED BY DR. MUROTAKA TO APPROVE THE NASHUA RESOLUTION ON COMMON CORE, AS AMENDED.

Mr. Ryder

I would like to suggest that we table this motion until the two new members are on the Board to participate in this discussion.

Mr. Conrad

Legislature can't carry over to the next Board. To tabling it would effectively kill the motion.

Mr. Ryder

So what is the alternate so the new Board members can be involved it this?

Mr. Hallowell

There is no alternative for that. We could stop debate now, vote on it, table it which kills it, or we could adjourn.

Ms. Van Twuyver

We could table and recall it when we want to.

Mr. Hallowell

We certainly can. But we can't recall it once the new Board sits. Because you can't carry over legislation into the next term.

Mr. Conrad

You could reintroduce it.

Mr. Hallowell

Okay, somebody can reintroduce it.

Mr. Ryder moved, seconded by Ms. Muise to table the motion. **Motion Fails.**

Mr. Hallowell asked Mr. Haas to temporarily take over as Chair

Mr. Hallowell

I'm confused by the language in line 7. It seems to be contradictory to lines 97-99, which tells us to keep going in aligning education standards and curriculum.

Dr. Murotake

As I had mentioned before, the CCSS actually comprise 2 if not 3 separate components. One is the establishment of a curriculum standard, which is like a specification for the minimum of quality of curriculum which we call *Program of Studies* in Nashua. The other major part is the establishment of core aligned assessments, which is the Smarter Balance. So the CCSS implementation framework requires the schools to use the Smarter Balanced Assessment test. The assessments and consequences that come with it definitely have problems. Because of the this, the AFT paid for a study in March. It's true that approximately 75% of the teachers...

Mr. Vaughan

Mr. Chairman, is this all in answer to the question? I believe Mr. Hallowell has the floor, and I wonder if the question has not been answered at this point.

Mr. Hallowell

I was wondering that myself. So the question was, what does the CCSS alignments mandated in the CCSS Implementation Framework mean?

Dr. Murotake

That basically means that any requirement to test to the Smarter Balanced Assessments, and I included the additional words in case there were other requirements that were mandated by not clearly specified in the CCSS Implementation Framework. Further on down the table, you see requirements to administer the Smarter Balanced Assessment.

Mr. Hallowell

What confused me as your first part talks about the Smarter Balanced Assessments, and if we're not doing that why would we align anything to that?

Dr. Murotake

I was trying to get to that. I've been trying to read Mr. Robert Sherman's very short email. May I do that now?

Mr. Hallowell

Is that going to discuss this...

Dr. Murotake

It will help you understand.

Mr. Hallowell

Okay.

Dr. Murotake

Mr. Sherman wrote earlier to me today, and I quote: "I cannot be there tonight, as I have another meeting to attend. The position of the National AFT is also for a 2-year delay, so teachers and administration can receive the necessary training needed to implement the common core. Bob Sherman."

Now, that survey I was talking about earlier was triggered by the need for more time. So the major element of that is the high stakes summative assessments, the SBA. But there may be other alignments in there, which even if you were to get a 2-year moratorium, which we could determine over time would also need to be relaxed if in fact we are going to be giving teachers and administration more time to implement the common core in a more steady way.

Mr. Hallowell

I still don't see how it doesn't conflict with lines 97-99. It seems like you're saying that you have to stop aligning things to the CCSS. And I struggle with a 2-year moratorium. If we're going to do a 2-year moratorium on the test and on doing anything to improve the training of teachers, etc. on the common core... how are we any better off in 2 years? Unless your goal is to basically kill the implementation of the standards.

Dr. Murotake

President Hallowell, it is actually fairly straight forward. If you understand the common core, you understand that the curriculum standards by themselves not only form a floor for NH, but essentially a set of best practices for what constitutes the types of curriculum that you should be implementing as a minimum standard for the state. By contrast, the high stakes assessments and consequences put the teeth into the CCSS. Without the SBA, essentially what we have in Nashua or NH is a best practice for minimum standards for Math and ELA. And we the more time that we need.

Mr. Hallowell resumed the Chair

Mr. Vaughan

I'm not sure I actually understand the result of that discussion. It appears to me that the import of lines 1-13 and the lines we've added is that now the district would need to pause its implementation of the common core for this 2-year period. And it may seem that I'm creating a straw man, but it sounds like Dr. Murotake is saying we don't want anyone sneaking in this common core stuff, because we want to have a 2-year moratorium. We have already put in place a number of programs, which I believe the principle sponsors of this resolution have reviewed, and certainly not opposed in any way, shape or form. So I'm frankly befuddled. If we are to roll back those things, I think it would be quite destructive. And finally, I think that iReady would fit in this budget, because that is compatible with common core.

Dr. Murotake

It was not the intent of this resolution to restrain this district from proceeding with things like professional development, etc. It was to request a 2-year moratorium of this district's implementation of Smarter Balanced Assessment. The primary concern, especially from the Teacher's Union is that we don't seem to have all of our ducks in line. It's clearly perceived by our teachers that they need more time to align their classroom, curriculum, lesson plans, etc. And to carefully review the kinds of programs of studies we get, textbooks, etc. What's becoming very clear, is that because of a perceived great rush to deploy the common core, there has not been the careful review and due diligence that we are used to in years past. It has caused some very flawed curriculum resources. The primary driver for that is the high stakes summative assessments and consequences. I'm not sure if tools like iReady would fall into this. It was not the intent to curtail the use of iReady. It was to make sure that we have at least 2 years without having Smarter Balance hanging over our heads.

We do recognize that we do need ongoing assessment. So that would be an ongoing discussion with our administration and the State DOE of what would be an acceptable exam. And there are some options. Whether we like it or not, the NCLB waiver that we received moves the AYP adjustments to the NECAP. So the state has not banned the use of NECAP. However there may be other assessments that can still be used that will be acceptable to the state. The state is already considering alternatives to the SBA.

Ms. Van Twuyver

I'd like to have clarification on which programs the Curriculum Committee has approved that would have to be rolled back. The only thing I can think of that was common core aligned were the math books. The curriculum we haven't seen yet with the new...

Mr. Vaughan

I understood lines 1-13, and I guess I also understood the other lines we approved to constitute a request that this Board would make to a bunch of folks to delay the test. That's what I originally thought. But the more we get into this, there are all these other things we need to consider whether we're doing. But I guess I would ask Dr. Murotake, was it the first way I understood it correct? That this is basically just a request we're making to please delay this? Or does it have some ongoing implications for programs and for curriculum that this district would adopt?

Dr. Murotake

This is basically a request. But we as Board members are required to do what the State BOE tells us to. And the State Board told us to implement the common core implementation framework. What we can do is to urge and request a couple of bodies to change this. I do not think, although we can check with our attorney's, that we can simply tell the state we're not going to use the Smarter Balance assessments... thank you very much. I think we have to urge and request two bodies at the state that essentially established policy or rule making for the state's minimum public education. One of those bodies is the State BOE. So we can request this body to relieve us of the requirement that they established in terms of rulemaking. The other body we can ask to do this is the general court... the State House of Representatives and the State Senate. The other thing that could be that we're not addressing is to contact the Governor.

Mrs. Ziehm called the motion. **So voted.**

Voting on the Motion:

MS. VAN TWUYVER MOVED, SECONDED BY DR. MUROTAKE TO APPROVE THE NASHUA RESOLUTION ON COMMON CORE, AS AMENDED.

Motion Fails by Roll Call. (3-6; Yes: Ms. Van Twuyver, Mr. Mosher, Dr. Murotake)

Mrs. Ziehm moved, seconded by Ms. Van Twuyver to adjourn. **So voted at 9:58 p.m.**

Submitted by Jacki Waters