

CONTOOCOOK VALLEY SCHOOL DISTRICT  
Office of the Superintendent of Schools  
106 Hancock Road, Peterborough, NH 03458-1197

EDUCATION COMMITTEE

March 20, 2017  
SAU Boardroom  
5:30 PM

**Agenda**

**Committee Members:**

Crista Salamy - Chair, Linda Quintanilha, Bernd Foecking, Janine Lesser, Rich Cahoon

**5:30 Approval of February 20, 2017 Minutes – 5 minutes**

**5:35 Update on 1:1 Learning Environment**

- March 13, 2017 PD Day at CVHS
- Draft 1to1 Implementation Plan (see attached)

**6:00 [IKF – High School Graduation](#)**

- Follow-up on the history leading to the current Health and PE credit requirements

**6:15 Summer Programming at the Middle School**

**6:30 Other**

**Next Meeting:** Monday, April 17, 2017 @ 5:30 PM in the SAU Boardroom

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EDUCATION COMMITTEE

February 20, 2017  
SAU Boardroom  
5:30 PM

**Minutes**

**Committee Members:**

Crista Salamy - Chair, Linda Quintanilha, Bernd Foecking, Janine Lesser, Rich Cahoon

**Committee Members Present:** Crista Salamy, Linda Quintanilha, Bernd Foecking,  
Janine Lesser, Rich Cahoon

**Others Present:** Kimberly Saunders, Dr. Ann Forrest, Myron Steere, Kristen Reilly, Gib West, Helfried Zrzavy, Nicky Fraley

**5:30 Approval of January 30, 2017 Minutes – 5 minutes**  
**Linda Quintanilha moved to accept the minutes of January 30, 2017. Janine Lesser second. Unanimous.**

**5:35 Update on 1:1 Learning Environment**

- Review of the Approved 1:1 Proposal (attached)

Gib West reported that focus has been on the device, and not the teaching and learning piece. Time has been spent thinking about “purpose”, and making sure that the tool has “purpose”. Work has been done to flesh out that purpose. The goal is to have staff train with Chromebooks at SMS and CVHS.

Ann Forrest said that how 1:1 devices will address learning is important. A major focus of Professional Development in March and during the summer will be focused on Google Classroom as a foundation. It is important to hold parent focus groups and training to bring them along with us to understand the reason for this type of learning environment.

Discussion took place about connectivity throughout the district.

Further discussion took place about the reasons for this “shift”. Collaboration online is a goal for student learning.

Policies for acceptable use and for technology that is put in student’s hands and taken home needs consideration.

The plan is to purchase them in this school year’s budget.

What does the day look like for a student with a Chromebook? They may be used to enhance student writing and collaboration. The teacher can spend more time on

student writing skills; revising the work to make it better. Multiple people can give feedback anytime during the day.

Peer feedback, in real time, is possible for the older students before a project is checked in and graded.

If you are a tuition student; who pays for the Chromebook was asked.

- Current focus on further developing and detailing the implementation plan to include specific action steps related to:
  - building technology leadership capacity in key district- and building-level administrators;
  - building technology leadership capacity in key staff members;
  - planning and designing differentiated professional learning and training opportunities for staff;
  - planning and designing differentiated learning and training opportunities for students;
  - planning and designing differentiated learning and training opportunities for parents; and
  - identifying best practices related to all the above.

#### **6:00** [IKF – High School Graduation](#)

- History leading to the current Health and Physical Education (PE) credit requirements

Gib West reported that a number of years ago, we transitioned from a PE and Health philosophy to a wellness philosophy. With the addition of the wellness components, these components were tied to PE. Because they are joined as two nine week courses, students meet the requirements for graduation. It did not make sense to have a PE alternative because it was built into the curriculum.

Discussion took place about when and how it changed. Gib West agreed to research. It was noted that the student athletes are bearing the burden of the change more than other students.

Competency needs consideration in this conversation.

The next conversation would be who it would be granted to; Varsity, JV, Unified?

The thought is that in the past, a movement to integrate PE and Health was made.

Related to that is that the decision was made but the practice did not follow. What is the current practice and how well are the two integrated?

What are the PE competencies?

This will be discussed further at the March Education Committee meeting.

#### **6:15 Other**

**Summer school will be discussed in March as well.**

**Next Meeting:** Monday, March 20, 2017 @ 5:30 PM in the SAU Boardroom

**Motion to adjourn at 6:30 p.m. Second. Unanimous.**

Respectfully submitted,

Brenda Marschok

**IMPLEMENTATION TIMETABLE**  
(from original proposal 2016)

SY	Infrastructure	Professional Development	Device Rollout	Evaluation
2016-17	Assessment and upgrade of wireless infrastructure at CVHS, SMS, GBS.	<ul style="list-style-type: none"> <li>● Present anytime/anywhere concept</li> <li>● Share 1:1 long-term plan and rollout schedule</li> <li>● Demo device use</li> <li>● Introduce Google Classroom as LMS option</li> <li>● Prepare for phase-in in selected grades</li> <li>● Additional professional development for LITS</li> </ul>	No 1:1 rollout.	Evaluate current policies regarding computer use. Establish baseline data on equity, access, and digital age learning before implementation. Design rubrics/surveys.
2017-18	Continued monitoring of infrastructure needs and adjustments as needed	<ul style="list-style-type: none"> <li>● Regular staff meetings with focus on ongoing 1:1 implementation (bldg admin)</li> <li>● Embedded coaching for grade level teachers in 1:1 classrooms (LITS)</li> <li>● PLC focus on tech integration (teachers)</li> <li>● Ongoing professional development for LITS and teachers</li> </ul>	Option 1&2: 1:1 in grades 7-10 Option 3: 1:1 in grades 8-9	Gather data on equity, access, and digital age learning after first year of implementation
2018-19	Continued monitoring of infrastructure needs and adjustments as needed	<ul style="list-style-type: none"> <li>● Regular staff meetings with focus on ongoing 1:1 implementation (bldg admin)</li> <li>● Embedded coaching for grade level teachers in 1:1 classrooms (LITS)</li> <li>● PLC focus on tech integration (teachers)</li> <li>● Ongoing professional development for LITS and teachers</li> </ul>	Option 1: 1:1 in grades 5-12 Option 2: 1:1 in grades 6-11 Option 3: 1:1 in grades 7-10	Gather data on equity, access, and digital age learning after second year of implementation
2019-20	Continued monitoring of infrastructure needs and adjustments as needed	<ul style="list-style-type: none"> <li>● Regular staff meetings with focus on ongoing 1:1 implementation (bldg admin)</li> <li>● Embedded coaching for grade level teachers in 1:1 classrooms (LITS)</li> <li>● PLC focus on tech integration (teachers)</li> <li>● Ongoing professional development for LITS and teachers</li> </ul>	Option 1: no grade level rollout Option 2: 1:1 in grades 5-12 Option 3: 1:1 in grades 6-11 Purchase spare devices/carts to replace phased out chromebooks (pre-proposal assets)	Gather data on equity, access, and digital age learning after third year of implementation
2020-21	Continued monitoring of infrastructure needs and adjustments as needed	<ul style="list-style-type: none"> <li>● Regular staff meetings with focus on ongoing 1:1 implementation (bldg admin)</li> <li>● Embedded coaching for grade level teachers in 1:1 classrooms (LITS)</li> <li>● PLC focus on tech integration (teachers)</li> <li>● Ongoing professional development for LITS and teachers</li> </ul>	Option 1: no grade level rollout Option 2: no grade level rollout Option 3: 1:1 in grades 5-12 Purchase spare devices/carts to replace phased out chromebooks (pre-proposal assets)	Gather data on equity, access, and digital age learning after full implementation

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES NEEDED	MEASURES OF SUCCESS	STATUS
<b>Goal 1. Policy and Procedures</b>							
1.1 (I)	Identify policies that will need to be reviewed.	Assistant Superintendent, District Systems Administrator, Building Principals, School-based Systems Administrators, School-based Technology Integrators	3/1/2017	3/15/2017	EHAA – Internet Safety And Responsible Use Policy For Students; GBEP – Acceptable Use Policy: Staff; EHAA-F – Agreement for Authorized Use of School-Owned Materials	Relevant policies have been identified.	<b>Other:</b> Accidental Damage/Loss Policy
1.2 (I)	Review policies from other school districts that have transitioned to a 1to1 learning environment.	Assistant Superintendent, District Systems Administrator, Building Principals, School-based Systems Administrators, School-based Technology Integrators	3/1/2017	3/15/2017	List of school districts that have successfully transitioned to 1to1 learning environments--Windham School District, Natick Public Schools	Policy exemplars further inform and strengthen recommendatiuons for CVSD policy revisions and development.	
1.3 (I)	Review policies and send recommendations for policy revisions and/or policy development to the Policy Committee.	Assistant Superintendent, District Systems Administrator, Building Principals, School-based Systems Administrators, School-based Technology Integrators	3/15/2017	3/31/2017	CVSD policies and policy examplars from other school districts	Recommendations for policy revisions and development are submitted to the Policy Committee for review and consideration.	
1.4 (I)	Review recommendations for policy revisions and/or policy development.	Policy Committee	4/4/2017	4/18/2017	Revised and/or developed policies are in the Policy Committee meeting packet.	If needed, further revisions are made based on feedback from Policy Committee members.	
1.5 (I)	Present revised and/or newly developed policies to the full School Board for a 1st read.	Policy Committee	5/2/2017	5/2/2017	Revised and/or developed policies are in the School Board meeting packet for a first read.	If needed, further revisions are made based on feedback from School Board members.	
1.6 (I)	Present revised and/or newly developed policies to the full School Board for a 2nd read.	Policy Committee	5/16/2017	5/16/2017	Revised and/or developed policies are in the School Board meeting packet for a second read.	If needed, further revisions are made based on feedback from School Board members.	
1.7 (I)	Approve revised and/or developed policy.	Full School Board	6/6/2017	6/6/2017	Revised and/or developed policies are in the School Board meeting packet for a final vote to adopt.	Policies related to the implementation of a 1to1 learning environment have been adopted by the School Board.	

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES NEEDED	MEASURES OF SUCCESS	STATUS
<b>Goal 2. Learning infrastructure</b>							
2.1 (I)	Promote equitable access to quality learning tools, technologies and resources	School Board, Assistant Superintendent, District Systems Administrator, Building Principals, School-based Systems Administrators, School-based Technology Integrators, all grades 7-10 teachers	9/1/2017 (with perhaps staggered roll-out at different levels)	6/25/2018	Chromebooks 1to1 in grades 7-10, robust wireless access infrastructure at schools, appropriate filtering solution with differentiated exclusion sets, test of broadband access for home use and strategies to address digital inequities (e.g. offline learning options), adequate tech support at middle and high school levels to minimize downtime of resources	Access to learning tools, technologies, and resources, as measured by survey data	
2.2 (I)	Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)	Building Principals, School-based Technology Integrators, all grades 7-10 teachers	9/1/2017	6/25/2018	PD on relevant project-based learning, perhaps training opportunities offered by the Buck Institute for Education <a href="https://www.bie.org/">https://www.bie.org/</a>	Levels of PBL integration into classroom learning, as measured by survey data	
2.3 (I)	Teachers integrate the use of the 4cs (communication, collaboration, critical thinking, creativity) into lesson planning and delivery.	Building Principals, School-based Technology Integrators, all grades 7-10 teachers	9/1/2017	6/25/2018		Levels of 4c's integration into classroom learning, as measured by survey data	
2.4 (I)	Teachers identify in curriculum mapping (under "Technology Integration"), and implement in the classroom, specific student learning goal/s, using the latest ISTE NETS-S (2016): (1) Empowered Learner (2) Digital Citizen (3) Knowledge Constructor (4) Innovative Designer (5) Computational Thinker (6) Creative Communicator (7) Global Collaborator	Building Principals, School-based Technology Integrators, all grades 7-10 teachers	9/1/2017	6/25/2019	Resources specific to the goal/s identified, including possible changes in school network filtering and security settings, where appropriate (e.g. in support of goal NETS-S 7)	Levels of NETS-S integration into classroom learning, as measured by survey data-- Wouldn't the evidence be the curriculum maps? AA	

	<b>ACTION</b>	<b>RESPONSIBLE PERSON(S)</b>	<b>START DATE</b>	<b>COMPLETION DATE</b>	<b>RESOURCES NEEDED</b>	<b>MEASURES OF SUCCESS</b>	<b>STATUS</b>
2.5 (l)	Library Learning Commons augments professional resources related to 1to1 infrastructure and learning designs	LITS team	4/1/2017	6/25/2018	Professional resources related to 1to1 infrastructure and learning designs, made available in the physical and virtual learning commons	Volume and currency of the PD selection	

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES NEEDED	MEASURES OF SUCCESS	STATUS
<b>Goal 3.</b>	<b>Provide professional development to teachers that will support them in leveraging the use of technology as a way to offer students personalized instruction, emphasizing critical thinking, communication, collaboration, and creativity.</b>						
3.1 (I)	District PD Day for HS Staff: (a) The Case for Blended and Personalized Learning: (b) Personalized and Blended Learning How Does it Look in Action? (c) Google Basics, Tricks of the Trade: (d) The Heart of the Matter: Improving Writing Instruction in the Digitally Integrated Classroom; and (e) Team Reflection and Planning Time	Assistant Superintendent, District Systems Administrator, Building Principal, School-based Systems Administrator, School-based Technology Integrator	3/6/2017	3/13/2017	Chromebooks with Google licenses	Outcomes for Staff: 1. Department's Elevator Speech. 2. Definition of blended learning. 3. Training and Trying Plan for you/your job alike/team 5. Classroom Practice Transformation Plan (Due Dates?)	
3.2 (I)	Survey staff to gather data on their perception of (a) how teachers and students use technology for learning, (b) the availability of devices and Internet access in school and at home, (c) the levels of teacher and student foundational, online, and multimedia skills, and (d) the policies, procedures, culture, and professional development and technology needs across the organization.	Assistant Superintendent, District Systems Administrator, Building Principals, School-based Systems Administrators, School-based Technology Integrators	5/1/2017	6/15/2017	BrightBytes Survey or Speak Up Survey	Analysis of data will enable the district to (a) measure the impact of programs and initiatives to ensure successful technology learning; (b) develop comprehensive, cost-effective tech plans supported by research-based data, (c) strengthen stakeholder communication with personalized reports, (d) inform curriculum development with data analytics and actionable next steps.	
3.3 (I)	Summer 1to1 Institute: Focus on Google Classroom	Assistant Superintendent, School-based Technology Integrators	Summer 2017	Summer 2017	Google classroom exemplars, options fully enabled by District Systems Administrator (e.g. Guardian Summaries)	Completed training for early adopters and Teacher Leaders	
3.4 (I)	Provide workshops and embedded professional development on a consistent basis, responding to needs identified through teacher surveys and walkthrough data.	Assistant Superintendent, Building Principals, Technology Integrators, Lead Teachers if schedule allows	9/1/2017	6/30/2018	Ongoing training modules in response to identified teacher demand	Completed training modules with actionable next steps towards classroom integration	

	<b>ACTION</b>	<b>RESPONSIBLE PERSON(S)</b>	<b>START DATE</b>	<b>COMPLETION DATE</b>	<b>RESOURCES NEEDED</b>	<b>MEASURES OF SUCCESS</b>	<b>STATUS</b>
3.5 (l)	Technology integrators, teacher leaders get Google Certified so that they are in-district trainers.	Tech Integrators, Teacher Leaders	7/1/2017	1/19/2018	Access to Google-based training online or attendance of Google Summit at CAMPBELL HIGH SCHOOL, 1 Highlander Ct, Litchfield, NH 03052, USA July 18-20, 2017	Completed Google certification with actionable next steps	
3.6 (l)	District- and school-level leaders take MassCUE's Leadership in Blended Learning course.	Assistant Superintendent, Building Principals, Tech Integrators, Teacher Leaders	Summer 2017	Summer 2017	Access to Summer PD opportunity in MA	Completed training with actionable next steps	

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES NEEDED	MEASURES OF SUCCESS	STATUS
<b>Goal 4. Student Learning</b>							
4.1 (I)	Survey students to gather data on their perception of (a) how teachers and students use technology for learning, (b) the availability of devices and Internet access in school and at home, (c) the levels of teacher and student foundational, online, and multimedia skills, and (d) the policies, procedures, culture, and professional development and technology needs across the organization.	Assistant Superintendent, District Systems Administrator, Building Principals, School-based Systems Administrators, School-based Technology Integrators	5/1/2017	6/15/2017	BrightBytes Survey or Speak Up Survey	Analysis of data will enable the district to (a) measure the impact of programs and initiatives to ensure successful technology learning; (b) develop comprehensive, cost-effective tech plans supported by research-based data, (c) strengthen stakeholder communication with personalized reports, (d) inform curriculum development with data analytics and actionable next steps.	
4.2 (I)	Provide students with 1to1 Parent and Student Handbook.	Assistant Superintendent, District Systems Administrator, Building Principals, School-based Systems Administrators, School-based Technology Integrators	5/1/2017	6/15/2017	1to1 Parent and Student Handbook (use Natick Student Handbook as exemplar)	Distribution and written acknowledgment of receipt by parents and students	
4.3 (I)	Provide students with training on the use of the Chromebook	Building Principals, School-based Systems Administrators, School-based Technology Integrators	9/1/2017	9/8/2017	PowerPoint Presentation	Completed training by students and written acknowledgment prior to distribution of Chromebooks	
4.4 (I)	Provide students with training on Internet Safety	Building Principals, School-based Systems Administrators, School-based Technology Integrators, LITS team members, TASC homeroom mentors G9-10 (middle school adaptation?)	9/1/2017	9/8/2017	Training sessions, to be conducted during TASC in Fall 2017	Completed training by students and written acknowledgment prior to distribution of Chromebooks	



	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES NEEDED	MEASURES OF SUCCESS	STATUS
	<p>Identify, and implement, in the classroom specific student learning goal/s, using the latest ISTE NETS-S (2016):</p> <p>(1) Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences;</p> <p>(2) Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical;</p> <p>(3) Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others;</p> <p>(4) Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions;</p> <p>(5) Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions;</p> <p>(6) Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals;</p> <p>(7) Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p>						



	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES NEEDED	MEASURES OF SUCCESS	STATUS
	(a) Why 1to1; (b) Distribution of Chromebooks; (c) Basic Use of Chromebooks; (d) ChromeBook Care; (e) Internet Safety in School - Teacher-directed Use of the Internet, Internet Safety Guidelines for Students; (f) School Internet Filtering, (g) Suggested Guidelines for Home Internet Use; (h) Monitoring Student Activity, (i) Required Use Policy/Code of Conduct; (j) Technical Support; and (k) Google Classroom.				679 expected student enrollment in grades 7-10 for 2017-18, not including exact count coming in from independent schools (The Well, etc.). If 9 sessions and 1 student=1 parent, perfectly averaged sessions will be 76 attendees ea. If 12 sessions, 56 attendees. if more than 1 parent or guardian, calculate accordingly (max. 151 per 9 and 113 per 12 sessions, respectively).		

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES NEEDED	MEASURES OF SUCCESS	STATUS
<b>Goal 6.</b>	<b>Establish leadership routines to ensure that the 1to1 learning initiative is strategically implemented.</b>						
6.1 (I)	Conduct monthly update meetings	Assistant Superintendent, District Systems Administrator, Building Principals, School-based Systems Administrators, School-based Technology Integrators	8/24/2017	6/25/2018	Action Plan, last-iteration BrightByte data, Walk-through data	Making appropriate progress towards goal accomplishment, corresponding progress status notes	
6.2 (I)	Principals conduct weekly walk-throughs	Principals	8/24/2017	6/25/2018	Walk-through checklist, Walk-through trend analysis	Observations, Trend Analysis	
6.3 (I)	Building-level Technology Leadership Team meets monthly, during the day, to monitor planned implementation	Assistant Superintendent, Building Principals, Technology Integrators, Lead Teachers if schedule allows	8/24/2017	6/25/2018	Action Plan, Walk-through checklist, Walk-through trend analysis, BrightByte data	Making appropriate progress towards goal accomplishment, corresponding progress status notes, identify PD needs in consultation with classroom teachers	
6.4 (I)	Building principals will meet regularly with Technology Integrators to establish a data-based focus on establishing a 1to1 learning environment and to lay out a plan on how to respond to PD needs in a timely and effective manner	Building Principals, Technology Integrators	8/24/2017	6/25/2018	Walkthrough data, observation data, information gathered from teachers	Teacher-centered PD delivery occurs within 2-3 months, on a consistent basis	
6.5 (I)	Building principals will ensure that 1to1 learning structures and procedures, including those for blended learning environments, are in place prior to the close of school	Building Principals, Technology Integrators, all Teachers	8/24/2017	6/25/2018	Research on best practices for establishing blended learning environments and 1to1 learning structures	Evidence of well-established and well-communicated 1to1 learning structures and procedures	