

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

EDUCATION COMMITTEE

March 18, 2019  
SAU Boardroom  
5:30 PM

**Agenda**

**Committee Members:**

Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, Crista Salamy (Chair)

**5:30 Approval of February 18, 2019 Minutes**

**5:35 Digital Citizenship & Media Literacy Curriculum Recommendation**

Related to Strategic Plan Action Step 4.16.3 The School District will develop digital citizenship and media literacy curriculum to appropriately deliver content at each grade level.

**5:45 Update on integrating ISTE Standards for Students into core curriculum areas.**

Related to Strategic Plan Action Step Action Step 4.13.3 The School District will incorporate competencies into existing curriculum.

**5:55 Investigating/Comparing High School Graduation Requirements for Math**

Review the attached draft list of information to collect, compile, and compare.

**6:05 Policies IHBH and IMBC**

Complete the review of Policy IHBH and Policy IMBC so proposed revisions can be sent to the Policy Committee for consideration (see attached draft revisions to date).

**6:20 Other**

**Next meeting:** Monday, April 15, 2019 at 5:30pm in the SAU Boardroom

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

**EDUCATION COMMITTEE**

February 18, 2019  
SAU Boardroom  
5:30 PM

**Minutes**

**Committee Members:**

Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, Crista Salamy (Chair)

**Present:** Dick Dunning, Bernd Foecking, Niki McGettigan, Linda Quintanilha, Rich Cahoon, Myron Steere, Dr. Ann Forrest, Amy Janoch

**Linda Quintanilha called the meeting to order at 5:31 p.m.**

**5:30 Approval of January 28, 2019 Minutes**

**Dick Dunning moved to accept the minutes of January 28, 2019. Bernd Foecking second.** The minutes were amended to reflect that Bernd Foecking was present. In addition, the sentence at the bottom of page one, onto page two was amended to read "Students are encouraged to participate in all four weeks, but need to participate in a complete two-week session". The sentence "Is it appropriate to use community resources to support students taking VLACS courses during the school day?" was added to the bottom of page two." Lastly, on page 3 of the minutes, the word "it" in the sentence that begins with "Rachel Bowman....." should be replaced with "the course and it isn't a scheduling conflict". All of the "VLAC" terms were replaced with "VLACS".

**Bernd Foecking and Linda Quintanilha abstained. Motion carried as amended.**

**5:40 Update on Exploring Equity within the Math Department**

**SP Action Step 1.1.1 Math Program Review**

Three conversations have taken place that allow three different groups of data being brought to the table from Conval 2025, the Math Department, and the CVHS Leadership Team.

A handout titled "Teacher Quality Indicators: Years of Experience and Level of Degree" was distributed (see attached). It included a map of the "math pathways". The table includes all of the math classes offered this year, organized to match the math pathways, looking at years of teacher experience, level of degree, and class size. Students are required to take three credits of math to graduate. Digging into the schedule and the impact of block scheduling on math is under the looking glass. What is the impact of scheduling for students in conjunction with math? A student could go multiple semesters without taking a math course.

Is block scheduling as effective in outcomes as other scheduling possibilities?

Paying attention to the teacher assignment to math classes is important. Balance is important. Currently, often teachers with the most experience are teaching the higher level math courses rather than spread their expertise to all levels.

Current assignment to courses is preparing teachers with less experience taking on the high level courses. The math department recognizes this and is preparing a plan.

Rich Cahoon said that teachers with years of experience can choose to teach courses that might have fewer difficult students.

Balance is the goal; teachers with the most experience at all levels of teaching.

Who schedules the teacher? Department Chairs play a role.

ConVal should be looking at what we want in a teacher of math for the high school; rather than hiring a teacher with a certain experience that might be limiting what is offered.

Who makes the decision on who teaches what? It is a collaboration.

The three groups recognize specific issues. The most senior teachers often teach higher level classes and might be spread through the levels.

When will this issue be addressed? Is it 19/20? 20/21? When will we see a better disbursement of teachers throughout the levels?

Setting guidance and expectations on structure for assigning teachers and students to courses is a goal.

This is not exclusive to math, this just begins with math.

Student placement and progression through math courses – transition from middle to high school needs strengthening. Communication about the math pathways and ability to move from one to the other is important.

A new software program using assessments for the placement decisions is available.

The board has put a policy in place that allows the inequities in the lower expectations of the math tracks. The graduation requirements are squishy; the expectations for math need to be better documented.

Other districts require Algebra I. Students often have to take Geometry. Some districts require four years of math. The intent is to have students take more math.

Where does a teacher recommendation fit into the placement of a student in math? Is it the number one criteria? The response was that it seems to be the main driver. There are others.

What will be done? Compilation of the conversations across the three groups to look for similarities in conversation.

Taking Algebra I for a full year is a requirement. We allocate twice as much time to Algebra I as other areas of math.

Why aren't we done teaching Algebra and Geometry by junior year when all students take the SAT's? This discussion will go back to the math department.

Graduation requirements is a constant discussion.

It was noted that the number of sections for Algebra has shrunk and Algebra Concepts has grown. The number of Algebra Concepts offerings was said to be atrocious.

The discussion on the level of rigor for VLACS courses is much different than the discussion of rigor for math courses. The concern with rigor is selective.

Block Scheduling – discussion has come up in all three conversations. Conversation about more mobility for students in pathways and clearly outlined supports needed has taken place.

Professional Development in Learning – effective use of the 88 minute instructional block should be ensured. Supporting teachers to pursue their Master's degree has been discussed. How important is this? Experienced teachers might be better served by taking courses in math rather than in teaching. Part of it is coming up with a periodic and effective way of reviewing this before just rolling from one year to the next. Discussion on the state advisory that says that students need to take math for four years of high school took place in the groups.

Resources – are needed for additional math intervention resources.

There is a cultural mindset where it is acceptable for both students and adults to say "I'm not good at math".

Ann Forrest will be going back to the math department for further discussion and to look at graduation requirements. Deadlines will be discussed with the school counseling office as well.

It was noted that students start signing up for classes in the spring and not in the fall; this discussion is needed sooner as a result.

When are the number of course offerings decided? June.

Recommendations are needed by April 15<sup>th</sup>. Discussion took place about the possibility.

Administration and the math committee will be invited to the next Education Committee meeting.

#### **6:00 Update on Implementation of Letter Land and Key Comprehension Routine**

##### **SP Action Step 1.1.5 Reading Program Review**

Amy Janoch reported that Letter Land staff came and modeled lessons. Students continue to respond. Mid-year data is under review. The data looks to be 73% proficient with the first year implementation. In first grade, reading fluency is about 48% proficient. Letter Land focuses on building skills. Robust work on sight words is necessary. Letter Land is doing exactly what we wanted it to; targeting discreet skills (blending together sounds).

Key to Comprehension Routine – Amy Janoch said that teachers were surveyed, most are using two column notes, which is an organization structure, as well as top down webs. More training on summarizing is asked. Creating activities, working on teams, to learn more from each other about teaching strategies was discussed as a need.

#### **6:20 Other**

**None.**

**Next meeting:** Monday, March 18, 2019 at 5:30pm in the SAU Boardroom

**Bernd Foecking motioned to adjourn at 6:55 p.m. Dick Dunning second. Unanimous.**

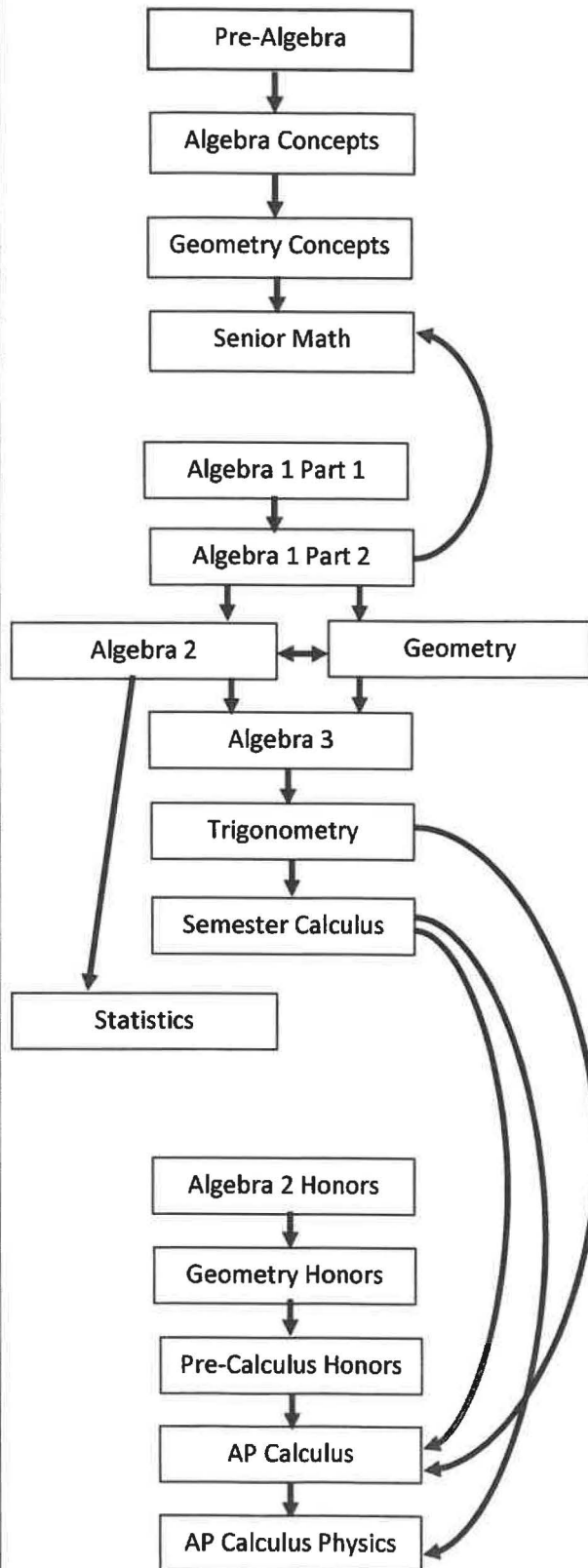
Respectfully submitted,

Brenda Marschok

## Teacher Quality Indicators: Years of Experience and Level of Degree

2018-2019 Math Courses	Number of Credits	Years of Experience	Level of Degree	Class Size
Pre-Algebra	1	0 to 5	B+00	13*
Algebra Concepts	1	0 to 5	B+00	13
Algebra Concepts	1	0 to 5	B+00	16
Algebra Concepts	1	0 to 5	B+00	14*
Algebra Concepts	1	6 to 10	B+00	13*
Algebra Concepts	1	6 to 10	B+00	14*
Algebra Concepts	1	16 to 20	M+00	14
Geometry Concepts	1	0 to 5	B+00	16*
Geometry Concepts	1	11 to 15	B+00	14*
Geometry Concepts	1	11 to 15	B+00	14
Senior Math	1	0 to 5	B+00	18
Algebra I – Part 1	1	0 to 5	B+00	23
Algebra I – Part 1	1	0 to 5	B+00	24
Algebra I – Part 1	1	0 to 5	B+00	22*
Algebra I – Part 1	1	11 to 15	B+00	25
Algebra I – Part 2	1	0 to 5	B+00	20
Algebra I – Part 2	1	0 to 5	B+00	21
Algebra I – Part 2	1	11 to 15	B+00	22*
Algebra I – Part 2	1	11 to 15	B+00	22
Algebra I – Part 2	1	11 to 15	B+00	24
Geometry	1	0 to 5	B+00	22
Geometry	1	0 to 5	B+00	19
Geometry	1	0 to 5	B+00	25
Geometry	1	11 to 15	B+00	22
Algebra 2	1	0 to 5	B+00	22
Algebra 2	1	0 to 5	B+00	24
Algebra 2	1	0 to 5	B+00	18
Algebra 2	1	6 to 10	B+00	23
Algebra 3	1	11 to 15	B+00	21
Algebra 3	1	11 to 15	B+00	23
Trigonometry	1	16 to 20	M+00	12
Trigonometry	1	16 to 20	M+00	15
Statistics	1	6 to 10	B+00	23
Statistics	1	6 to 10	B+00	23
Calculus	1	6 to 10	B+00	15
Algebra 2 Honors	1	16 to 20	M+00	14
Algebra 2 Honors	1	16 to 20	M+00	20
Geometry Honors	1	0 to 5	B+00	15
Geometry Honors	1	20+	M+45	18
Pre-Calculus Honors	1	16 to 20	M+00	17
AP Calculus	2	20+	M+45	18
AP Calculus/Physics	2	20+	M+45	8

### INFORMATION FROM CVHS's MATH FLOW CHART



\* Indicates a co-taught class with the math teacher as lead teacher and a special educator as co-teacher.

# Exploring Educational Equity within the Math Dept.

**Essential Question:** What systematic educational differences exist across (or within) the individual schools that make up the ConVal School District?

**Important Definition:** *Systemic equity* is defined as the transformed ways in which systems and individuals habitually operate to ensure that every learner – in whatever learning environment that learner is found – has the greatest opportunity to learn enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and for life (Scott, 2001).

## Timeline

- Collect and compile math data on identified indicators (December-January).
- Present the math data to relevant stakeholders for review and analysis (January-February).
- Collect and compile science data on identified indicators (February-March).
- Present the science data to relevant stakeholders for review and analysis (March-April).
- Create a report that includes data collected, analysis of data, and proposed next steps/recommendations (March-May 15<sup>th</sup>).
- Report to the Ed. Committee and/or full Board the findings and recommendations for next steps (May 15<sup>th</sup>-June).

## *EDUCATIONAL EQUITY AGENDA*

### *Who are we? What will we learn together?*

- Introductions, review agenda, goals
- Agreements

### *Educational Equity: What do we see?*

- Examine the equity data
- Description *without* judgment

### *Educational Equity: What do we wonder about?*

- What questions does the equity data raise? What do we need to hear more about?

### *Educational Equity: What meaning can we make of the data?*

- What are our speculations? What do we think the data tells us?

### *Educational Equity: What do we need to do to learn more?*

- What next steps will help us learn more, and understand educational equity within ConVal High School? What additional data do we need?

### *Implications and next steps*

- What are you thinking now?

## Resources

- Scott, B. (2001, March). Coming of age. IDRA Newsletter [On-line]. Retrieved October 19, 2016, from [http://www.idra.org/IDRA\\_Newsletter/March\\_2001\\_Self\\_Renewing\\_Schools\\_Access\\_Equity\\_md\\_Excellence/Coming\\_of\\_Age/](http://www.idra.org/IDRA_Newsletter/March_2001_Self_Renewing_Schools_Access_Equity_md_Excellence/Coming_of_Age/)
- Skrlla, L., McKenzie, K.B., & Scheurich, J. J. (2009). *Using equity audits to create equitable and excellent schools*. Thousand Oaks, CA: Corwin.

# Update on Exploring Educational Equity within the Math Department

## Teacher Assignment to Math Courses

- Looking for a balance of the most experienced and least experienced teachers teaching all levels of mathematics.
- Current teacher assignments target preparing less experienced math teachers to take on the teaching of higher level math courses.
- Revisit assigning co-teachers to math classes.

## Student Placement and Progression through Math Courses

- Continue to strengthen the horizontal (within grade-level) and vertical (across grade-levels) alignment of the K-12 math curriculum, with a focus on the transition from middle to high school.
- Further strengthen communication to incoming (and current) high school students in order to deepen their understanding of math courses and math pathways, including opportunities to change their math pathway.
- Strengthen the role of common assessments in making placement decisions.

## Further Explore the Role/Impact of the Schedule

- Explore the impact of block scheduling on students' progression through math courses—e.g., not taking a math course during a semester.
  - Currently exploring the use of “skinnies”—shorter, year-long courses.
- Strengthening our approach to provide math support and intervention.

## Professional Development/Learning

- Ensuring the effective use of the 88 minute instructional block.
- Investigate partnering with a college/university to offer math courses in district to our teachers.
- Supporting math teachers to pursue getting their Master's degree
- Building up all teachers math literacy
  - There is a state advisory that says students need to take math all four years of high school. This doesn't mean that students have to take a math course each year. It calls for the integration of math standards across the curriculum.
  - A focus for future curriculum mapping

## Resources

- Need for additional math intervention resources.

## Culture/Mindset

- “I'm not good at math.”



## Investigating/Comparing High School Graduation Requirements for Math

### Information to collect, compile, and compare:

1. Name of School District
2. Name of High School
3. Profile
  - a. Size of student population
  - b. % of students qualifying for Free & Reduced Lunch
  - c. % of students with an IEP
  - d. SAT Performance
4. Graduation Requirements
  - a. Number of math credits required
  - b. Any required courses?
  - c. Other requirements related to math?
5. Type of Schedule
  - a. Traditional
  - b. Block
  - c. Combination of both
6. Math Department
  - a. Number of teachers
  - b. Number of courses offered
  - c. Math Pathways
    - i. Progression of courses
    - ii. Pre-requisites for course – e.g., grade, recommendation

## DRAFT Revisions for IHBH – Extended Learning Opportunities

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### Purpose

~~The Board encourages~~ Students ~~may to~~ pursue Extended Learning Opportunities (ELOs) as a means of acquiring knowledge and skills through instruction or study that is outside ~~the~~ traditional classroom methodology. ~~Extended Learning Opportunities~~ ELOs may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education (~~see Policy IMBA~~), or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

~~The purpose of Extended Learning Opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ Extended Learning Opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.~~

### Roles and Responsibilities

All programs of study must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. All programs of study proposed through this program shall have specific instructional objectives aligned with the State minimum standards and the District's curriculum standards. All ~~Extended Learning Opportunities~~ ELOs will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue programs of study under these guidelines must first present their proposal to the school's ELO Coordinator~~(s)~~ for approval. The name and contact information for the school's ELO Coordinator~~(s)~~ will be found in the Student/Parent Handbook and by contacting the Principal's Office and/or the ~~Guidance-School Counseling~~ Department. The designated ELO Coordinator will assist students in preparing the application form and other necessary paperwork.

The Principal and/or designee will have primary responsibility and authority for ensuring the implementation of ~~Extended Learning Opportunities~~ ELOs and all aspects of such programs. The Principal will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the district.

Students approved for an ~~extended learning opportunity~~ ELO must have parental/guardian permission to participate in such a program. Such permission will be granted through

a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program.

All ~~extended learning opportunities~~ELOs, ~~including the cost of fees, books, and transportation~~, not initiated and designed by the District, shall be the financial responsibility of the student or his/her parent/legal guardian. This includes, but is not limited to, the cost of fees, books, and transportation.

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#### High School Extended Learning Opportunities

~~Extended Learning Opportunities~~ELOs may be taken for credit or may be taken to supplement regular academic courses. ELOs may also be used to fulfill prerequisite requirements for advanced classes. If ~~the Extended Learning Opportunity~~ELOs ~~is are~~ taken for credit, the provisions of Policy IMBC, *Alternative Credit Options*, will apply. ~~The granting of credit shall be based on a student's mastery of course competencies, as defined by Policies ILBA, Assessment of Educational Programs, and ILBAA, High School Competency Assessments as evaluated by Highly Qualified Teachers.~~

~~Extended Learning Opportunities may also be used to fulfill prerequisite requirements for advanced classes based on competencies evaluated by a Highly Qualified Teacher.~~

The Principal and/or designee will review and determine credits that will be awarded for ~~extended learning opportunities~~ELOs towards the attainment of a high school diploma. Parents/Guardians and/or students may appeal decisions rendered by the Principal within the provisions below (see Appeal Process).

Commented [AA1]: NHSBA's version includes sections on Application Process, Evaluation Criteria, and Appeal Process. These were not included in CVSB's version.

Students electing independent study, college coursework, internships, or other ~~extended learning opportunities~~ELOs that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site.

Students approved for off-campus ~~extended learning opportunities~~ELOs are responsible for their personal safety and well-being. ~~Extended learning opportunities~~ELOs at off-campus sites will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

#### Program Integrity

In order to insure the integrity of the learning experience approved under this program, the student will be required periodically, or upon demand, to provide evidence of progress and attendance. The Principal, or designee, will be responsible for certifying course completion and the award of credits consistent with the District's policies on graduation.

If a student is unable to complete the ~~extended learning opportunity~~ELO for valid reasons, the Principal, or designee, or assigned ~~Highly q~~Qualified ~~T~~Teacher will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience.

If a student ceases to attend or is unable to complete the ~~extended learning opportunity~~ELO for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the school's existing grading procedures will be followed.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms to document student progress and program completion as part of the student's educational record. ~~on student grade report records.~~

Students transferring from other schools who request acceptance of course credits awarded through similar extended learning opportunity programs shall have their transcripts evaluated by ~~the a Guidance~~ School Counselor and ~~the~~ Principal.

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**Legal References:**

*NH Code of Administrative Rules, Section Ed. 306.04(a)(13), Extended Learning Opportunities*  
*NH Code of Administrative Rules, Section Ed. 306.26(f), Extended Learning Opportunities – Middle School*  
*NH Code of Administrative Rules, Section Ed. 306.27(b)(4), Extended Learning Opportunities – High School*

Category: R

See also ~~HBI, ILBA, ILBAA, IMBA,~~ IMBC

1st Read: October 28, 2008  
2nd Read: December 2, 2008  
Adopted: December 2, 2008

## DRAFT Revisions for IMBC – Alternative Credit Options

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~~The School Board encourages increased educational options for students.~~ Credits may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted only if the request fulfills the following:

The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.

- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.

~~Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.~~

The Board directs the Superintendent or his/her designee to establish regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year – school-wide and per student
- The number of alternative credits each student may use toward graduation requirements
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress
- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of the District
- The procedure will be made public on the ConVal District web site and within the ConVal Regional High School Student Handbook.

**Commented [AA1]:** The High school's handbook identifies the following as alternative credit options—5<sup>th</sup> Block Classes, Independent Study/Extended Learning Opportunities, Internships, Summer Academy, Credit Recovery, and VLACS.

**Commented [AA2]:** Agreement Form and Design Worksheet

It is the policy of the Board that alternative methods for awarding of credit may include:

- Competency testing in lieu of enrollment under the provisions of Policy ILBAA, *High School Competency Assessments*
- Interdisciplinary credit
- Satisfactory completion of course requirements at another public school district, an approved private school, or a home-schooling experience

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- Transfer of credits earned by students before enrolling in the district, such as student moving into New Hampshire from another state or country
- Extended Learning Opportunities under the provision of *Policy IHBH*
- Online, ~~distance /virtual~~ learning opportunities under the provisions of *Policy IMBA*
- College Credit/Duel Credit
- Early College
- Middle School acceleration to the extent that the course work exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student achieves satisfactory standards of performance.

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If the student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

### **Funding**

Unless otherwise recommended by the Superintendent or his/her designee and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the District, and the course is not completed, the student must reimburse the District for expenses.

### **Legal Reference:**

*NH Code of Administrative Rules, Section Ed. 306.04(a)(13), Alternative Means of Earning Credit*

Category: P

See also IHBH, ~~IHBI, ILBA, ILBAA~~, IMBA

1st Reading: June 3, 2014

2nd Reading: August 19, 2014

Adopted: August 19, 2014