

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

EDUCATION COMMITTEE

January 23, 2017
SAU Boardroom
5:30 PM

Agenda

Committee Members:

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

5:30 Approval of November 28, 2016 Minutes – 5 minutes

5:35 Status of Performance of Competency Education (PACE) Application

- The district's PACE application was submitted to the NH Department of Education (NHDOE).
- PACE Meeting at the DOE on Thursday, January 19th
 - Information shared:
 - Resources Available to PACE Schools
 - Required Activities for PACE Schools
 - Optional Activities for PACE Schools
- Next Steps
 - Bring information to the Administrative Council for feedback.

5:50 Equity Audit: Update on Data Collection Phase

6:10 Policy for Consideration and Review

- Multiage/Multi-Grade
- [IIB – Class Size](#)
- [IGA – Curriculum Development](#)
- [IHBH – Extended Learning Opportunities](#)
- [ILBA – Assessment of Education Programs](#)
- [IK – Earning of Credit](#)
- [IKF – High School Graduation](#)
- [IMBC – Alternative Credit Options](#)

6:30 Other

Next Meeting: Monday, February 20th @ 5:30 PM

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Office of the Superintendent of Schools
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EDUCATION COMMITTEE

November 28, 2016

SAU Boardroom

5:30 PM

Minutes

Committee Members:

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

Present: Crista Salamy, Linda Quintanilha, Janine Lesser, Rich Cahoon, Bernd Foecking (5:37 p.m.), Dr. Ann Forrest, Kimberly Saunders, Richard Dunning, Myron Steere, Kristen Reilly

5:30 Approval of October 24, 2016 Minutes – 5 minutes

Janine Lesser motioned to accept the minutes of October 24, 2016. Rich Cahoon second. Unanimous.

5:35 Update on Assessment Framework and PACE

Dr. Forrest reported that work on the timeline is needed. A conversation with the State is needed relative to what the district's obligations would be and what support the district would receive. We want to assure that we don't want to put forth a lot of work for a less than worthy return. A clear picture from the State is needed next before a recommendation can be brought forward to the Board at the second meeting in December.

5:45 Update on Equity Audit

A document titled "Conducting an Equity Audit" was reviewed. Data collection is underway. The process will be detailed throughout the year. The data collection phase is extensive. The second phase is looking at the data and having conversations about that information. A skilled facilitator for the conversation is a strong consideration.

Rich Cahoon added that course acceptance/access into courses such as Advanced Placement (AP) should be a discussion under the equity umbrella. Discussion took place about the barriers that prevent students from participating in AP classes and how they can be overcome.

Discipline as a data point has a flip side. Those students who are not a discipline problem may suffer in a class that has students with significant discipline issues.

5:55 Update on Summer Programming at the Middle School

Dr. Forrest reported that research on summer learning and program is underway. A document titled "*Summing Up For Summer: The Challenges and Strategies*" produced by the *Harvard Family Research Project* was shared.

Clarification of what the program will look like is underway. Communication to parents will follow mid-winter. Conversations with parents of students who teachers feel would benefit from the program was recommended. Including incoming fifth grade students provides early access to the school over the summer and boosts enrollment. Project based learning experiences are important.

6:05 Multi-age/Multi-grade and Class Size

Multi-age/Multi-grade and class size discussion information has been ongoing. Policy IB- Class size was shared.

There is no research that is based on student class sizes under thirteen.

If we are going to continue to do multi-age/multi-grade, consideration for consistency is needed. Our curriculum is grade driven. It's about class size, who makes up the class, and the effectiveness of the teacher. It is difficult in the area of assessment.

Bernd Foecking shared that implementing multi-age/multi-grade at the elementary level is difficult.

The challenge that ConVal has is that we are never consistent from year to year.

Janine Lesser said that what we need is information about whether or not multi-grade works when consideration for reconfiguration takes place.

Multi-grade are not more effective than straight grades. The effort to do it effectively should be considered. If we do it ineffectively, our students will not have the same level of learning as a straight grade.

We have traditionally made decisions based on enrollment numbers.

Rich Cahoon asked for a recommendation on multi-age; are they a viable approach for this district.

Rich Cahoon said that multi-age research may achieve better results. Multi-age as a philosophy is an easier sell than multi-grade. We should figure out how to do multi-grade well since closing an elementary school is unlikely.

Kimberly Saunders reported that multi-age is typically implemented in small schools.

Four models; a financial model, status-quo model, consolidation model, and all schools stay open with a changed configuration have been suggested.

Starting all three levels of school at the same start time was suggested as an answer to transportation challenges.

Communication what the "gets" are when considering closing an elementary school is important. If the result of closing a school or schools meant that elementary would get foreign language or other opportunities, the decision for communities would be clearer.

Bernd Foecking asked where the problem is. The problem is around socio-economic status and students with disabilities.

Are we multi-grading all elementary schools or just the smaller schools?

There is a conflict between what Selectmen view as optimal and what the educational professionals see as the best for students educationally.

Dick Dunning said that we should do what we believe is best for children. If we consolidate, what do we get to offer to children and what will it cost? Where are the educational and financial benefits? We need to communicate this in our communities.

Is a straight K, grade1/2 beneficial? If not, we should not pursue. Is it worth it?

Relative to class size, does the minimum enrollment number in the recommended class size range mean anything at the high school level? Kimberly Saunders cautioned that high school scheduling is difficult. For example, in some school districts, when you schedule band, it impacts other course enrollment numbers. When band occurs during one time of the day, other class numbers are impacted. High school schedules are driven by student choice. Should we offer a class if only three students are interested? It is all about choices. VLACS is a consideration.

Greater discussion took place about the number of students in high school courses.

Competency based education was discussed.

This conversation can take place after the equity analysis.

Meeting adjourned at 7:01 p.m.

Next Meeting: Monday, December 19th @ 5:30 PM

Respectfully submitted,

Brenda Marschok

IIB – Class Size

The ConVal School District will adhere to all state laws and regulations pertaining to class size. In the event of scheduling conflicts, staffing shortages, space limitations, fiscal limitations, or other issues that prevent a classroom from adhering to class size regulations, the Superintendent or designee will contact the New Hampshire Department of Education and seek alternative compliance allowances through the applicable State procedures.

The School Board recognizes the many instructional benefits based on reasonable class sizes. To that end, the Board recommends and will make reasonable efforts to support the following class size guidelines:

Grade Level	Number of Students
K	15 – 18
1 – 2	18 – 20
3 – 4	20 – 22
5 – 8	22 – 25
9 – 12	25 – 28

When class sizes exceed these guidelines, the staff, administration, and School Board will review all available options and recommendations. Staffing needs, safety, class schedules, as well as material and space allocation will be considered as part of the final decision in adjusting class sizes.

Legal Reference:

NH Code of Administrative Rules, Section Ed 306.17, Class Size

Category: R

1st Read: May 6, 2014

2nd Read: June 3, 2014

Adopted: June 3, 2014

IGA – Curriculum Development

The School Board will encourage and support the professional staff in its efforts to investigate new curricular ideas, develop and improve programs, and evaluate results.

The Assistant Superintendent is responsible for curriculum and assessment development for the school system. The Assistant Superintendent will establish curriculum committees for the study of curriculum and assessment improvements, including the selection of new assessment instructional materials, as found necessary and desirable.

The Board will make final decisions on curriculum and assessment renewal and adoptions, based on the approved curriculum renewal cycle and assessment framework. The Assistant Superintendent will submit to the Board recommendations developed in conjunction with curriculum committees and the professional staff. The Board in reviewing and evaluating curriculum recommendations may solicit community opinion.

All teachers have professional obligations to the school program beyond regular classroom duties, and these obligations include work on curriculum committees. It is expected that all teachers will make contributions to curriculum development.

Legal Reference:

NH Code of Administrative Rules, Section Ed. 302.02(f), Substantive Duties of Superintendents

NH Code of Administrative Rules, Section Ed. 303.01(g), Substantive Duties of School Boards

Category: R

1st Read: November 3, 2015

2nd Read: November 17, 2015

Adopted: November 17, 2015

IHBH – Extended Learning Opportunities

Purpose

The Board encourages students to pursue Extended Learning Opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. Extended Learning Opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, 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 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 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 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 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, **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.

High School Extended Learning Opportunities

Extended Learning Opportunities may be taken for credit or may be taken to supplement regular academic courses. If the Extended Learning Opportunity is 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 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).

Students electing independent study, college coursework, internships, or other extended learning opportunities 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 are responsible for their personal safety and well-being. Extended learning opportunities 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 for valid reasons, the Principal, or designee, or assigned Highly Qualified 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 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 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 Guidance Counselor and Principal.

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 IHBI, ILBA, ILBAA, IMBC

1st Read: October 28, 2008

2nd Read: December 2, 2008

Adopted: December 2, 2008

ILBA – Assessment Of Educational Programs

ILBA – ASSESSMENT OF EDUCATIONAL PROGRAMS

The Superintendent or his/her SAU level designee will develop and manage an assessment framework and program that provides ongoing evaluation of the effectiveness of the curriculum on improving student performance. The program must adhere to the processes for selection, use and interpretation of assessment instruments, including both local and statewide assessment tools. The program must be aligned with the goals of the School District and be designed to assess each student's progress toward meeting the defined curriculum objectives.

Administration and Use of Assessment Instruments

The assessment program will include an approximate schedule for statewide assessments. The schedule will be distributed to staff and the Board at the beginning of the school year.

Each building principal will provide assurance that test procedures are followed at the school level, including the distribution and collection of test materials, test security, use of test results and testing dates as well as other pertinent requirements. Disabled students must be provided the opportunity to participate in all student assessments. Any modifications in administration should be made and documented during the Individualized Education Program (IEP) review.

Assessment Results

Assessment results will be analyzed and used with other data for the following purposes:

- To identify individual student strengths and weaknesses in skill development;
- To diagnose strengths and weaknesses of groups;
- To individualize instruction;
- To report progress to parents;
- To select curriculum materials;
- To set the pace of instruction;
- To select methods of instruction;
- To counsel students;
- To help determine revisions needed in the curriculum.

Interpretation of Assessment Instruments

The Superintendent or SAU designee will ensure that data from the student assessment program is compiled, analyzed, summarized, and reported to the Board annually. The Superintendent or designee is responsible for the scores of individual students and they shall be made available only to appropriate personnel within the school in which the student is enrolled and to parent(s) or legal guardian(s) of each student as provided by law. Interpretation of test results shall be made available to parents and students.

The Board will provide funding for the student assessment program, including professional development for teachers in the use of tools to understand assessment results, to adjust instruction to meet personalized needs of students, and to monitor progress. The Superintendent will provide an ongoing evaluation of the assessment program, and will provide regular reports to the Board showing the effectiveness of the curriculum on improving student performance.

Evaluation of Assessment Instruments

The Superintendent will evaluate the instructional programs annually in accordance with Board policies and state guidelines. He/she shall have the responsibility to report annually to the Board on the progress the District is making towards the attainment of its educational goals.

Legal References:

RSA 193-C, Statewide Education Improvement and Assessment Program
NH Code of Administrative Rules, Section Ed 306.24(b)(1), Local Assessment
NH Code of Administrative Rules, Section Ed 306.24(c)(4), Evaluation of Curriculum

Category: R

1st Read: November 17, 2015

2nd Read: December 1, 2015

Adopted: December 1, 2015

IK – Earning Of Credit

Students can earn course credit by demonstrating proficiency/mastery of the required coursework and material. Mastery is defined as: sufficient evidence of attainment of the required content, concepts, and skills of a particular course. Student assessment of mastery is the responsibility of the building principal.

Credit will be awarded upon satisfactory demonstration and proficiency/mastery of the required course competencies. Additionally, credit may also be awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment standards.

Legal References:

NH Code of Administrative Rules, Section Ed 306.04(a)(14), Earning of Credit

NH Code of Administrative Rules, Section Ed 306.14(f), Awarding of Credit

NH Code of Administrative Rules, Section Ed 306.27(d), Mastery of Required Competencies

1st Reading: December 2, 2008

2nd Reading: January 4, 2009

Adopted: January 4, 2009

IKF – High School Graduation

To qualify for high school graduation, students must complete a course of study which includes the following:

1. Successful completion of 26 subject credits and/or related competencies, as outlined below. Effective with the class of 2019.

a. English	4 credits
b. Social Studies (including 1 in US History, .5 in US/NH Gov., .5 in Economics, 1 in Global Studies)	3 credits
c. Science (1 in Living, 1 in Physical)	3 credits
d. Mathematics (including Algebra)	3 credits
e. Physical Education	1 credit
f. Health	1 credit
g. Digital Literacy/ITC	.5 credit
h. Arts Education	.5 credit
j. Service Learning/Community Service	.5 credit
k. Elective Offerings	9.5 credits

The normal program of instruction for seniors may be modified to make adequate preparations for graduation exercises.

a. If local conditions necessitate the holding of graduation exercises prior to the completion of the standard school year, in no case shall graduation be scheduled prior to the 175th day of instruction. No school day shall be modified for preparation activities prior to the 175th day.

b. It is understood that modifications in the schedule for the last few days of school shall apply only to seniors. All other classes shall complete 180 days of instruction and maintain their normal class schedules, in accordance to Policy IC.

All students with disabilities in the ConVal School District shall have an equal opportunity to complete a course of studies leading to a regular high school diploma. A regular diploma shall be issued to all students who:

- Have successfully achieved of 26 credits
- Have met specific course requirements as described in the ConVal High School Program of Studies
- Have met all attendance requirements as stated in the ConVal High School Program of Studies (or/and local district policy)

The term “regular high school diploma” does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED).

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.04(a)(14), Policy Development

NH Code of Administrative Rules, Section Ed. 306.14(f), Basic Instructional Standards

NH Code of Administrative Rules, Section Ed. 306.27(i, d, m), Required Subjects and Unit of Credit for High School Graduation

Category: R

See also ILBAA, IMBC

1st Reading: April 1, 2014

2nd Reading: August 19, 2014

Adoption: August 19, 2014

IMBC – Alternative Credit Options

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.

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
- Interdisciplinary credit
- Satisfactory completion of course requirements at another public school district, an approved private school, or a home-schooling experience
- 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/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.

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

1st Reading: June 3, 2014

2nd Reading: August 19, 2014

Adopted: August 19, 2014