

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
106 Hancock Road
Peterborough, New Hampshire
CONTOOCOOK VALLEY SCHOOL BOARD

Strategic Plan Committee
SAU Office/Boardroom

Thursday, September 21, 2017
6:30 p.m.

AGENDA

School Board Committee Members:

- Pierce Rigrod
- Richard Dunning
- Bernd Foecking
- Jim Fredrickson
- Kristen Reilly

1. Approval of Minutes from August 24, 2017
2. Minutes from Board Retreat (review)
3. Superintendent Update on Strategic Plan Progress
4. Surveys for Strategic Plan
5. School Board Goals (discussion)
6. Models (discussion)
7. Year's Growth (update & clarification)
8. Other

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
106 Hancock Road
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

Strategic Plan Committee
SAU Office/Boardroom

Thursday, August 24, 2017
6:30 p.m.

MINUTES

School Board Committee Members:

- Pierce Rigrod
- Richard Dunning
- Bernd Foecking
- Jim Fredrickson
- Kristen Reilly

Committee Members Present: Pierce Rigrod, Dick Dunning, Bernd Foecking, Jim Fredrickson, Kristen Reilly

Others Present: Kimberly Saunders, Myron Steere, John Jordan (SAC), Ed Juengst (SAC)

Pierce Rigrod called the meeting to order at 6:32 p.m.

1. Approval of Minutes from July 20, 2017

Dick Dunning moved to approve the minutes of July 20, 2017. Kristen Reilly second. Dick Dunning and Bernd abstained. Motion carried.

2. Strategic Plan (Progress) (see attached)

Kimberly Saunders reported 31% complete on Goal 1 in the Strategic Plan. Goal 2 is at 43% complete. This goal is directly related to the engagement of communities. It is date driven and has not come due yet. Goal 3 is 47% complete up from 24%. Goal 4 is 43% complete. The 1:1 technology initiative has been the bulk of work.

Discussion took place about the Organizational Structure proposal work and the timeline that will follow. Dick Dunning shared some thought out of Budget & Property Committee related to the high school labs. The thought under consideration is to replace four labs with capital reserve funding and bond a fifth lab as needed. More discussion to follow.

3. Model Criteria (see attached)

The point of this work is to weigh various factors as consideration of what to think about when various models come under consideration. If the committee wants to use this criteria as a guide when considering models, it should be completed. "No-Go" items should be identified as deal breakers.

"Impact on families" should be added to the "Community" category.

Review of categories:

"Variety & Availability" – expand foreign language starting at fourth grade is an example.

The Models will inform the criteria.

Concern was shared with the possibility that administration is held accountable for a timeline that is not possible to meet.

Dick Dunning said that the board has to agree on the models. The board will use the criteria on the number of models. The impact would be assessed academically and financially. Other areas would be evaluated; guidance, food service, nursing etc. Each area would be assessed within the models.

The criteria will help to evaluate the proposed models.

Behavioral Balance is defined as spreading out students with behavioral issues in different classrooms.

Behavioral Balance might refer to office referrals. The discussion about the various functional requirements has merit. It might not apply but it has merit in the discussion.

A group of more than two people should evaluate and complete the current criteria tool.

Class Size would refer to ConVal Class Size Guidelines and the State recommendations.

Teacher Load/Course Balance needs better definition. It could mean the number of students in a class, whether veteran teachers are teaching Advanced Placement (AP) or Honors classes with fewer students (should these teachers be educating our more vulnerable students in need?). Other issues were identified.

The Equity Audit will be valuable when evaluating the various models that will be proposed.

Student Goals – is broad; individualized learning plans (which is different from individual learning plans) for their abilities and interests.

Defining the criteria is important to have in front of board members before the proposed models are shared.

Class grade range/structure – not more than a five grade span in a school?

Qualified staff – all are licensed service providers? Maximizing equity was discussed; for example, having a nurse in every school.

Healthy Food Choices – seems self-evident. Increase local healthy food options over time.

Student/Support ratio – is more about opportunity than actual ratios. As an example, one school might have all new staff that need more support and have less experience while another might have largely veteran teachers.

Opportunity – looking at AP courses and identifying where a student population falls through where the opportunity to take AP courses is not possible or occurring.

Transportation – 30 minutes or less for K-4. Different bus configurations.

Impact on housing values – we do not have the expertise in-house to evaluate this.

Under Community – impact on families, and impact on community.

Community/Family should be added as a CTQ.

Operating Budget factors were briefly touched on.

Other considerations were reviewed.

Pierce Rigrod asked that everyone forward their notes to the Superintendent.

On September 5th, a clear statement of how the criteria should be used should be available.

4. Other

None.

5. Non-Public Session (if necessary)

None.

Dick Dunning motioned to adjourn at 8:12 p.m. Kristen Reilly second. Unanimous.

Respectfully submitted,

Brenda Marschok

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

106 Hancock Road
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

School Board Retreat/Work Session

NO PUBLIC PARTICIPATION

SAU Office

Tuesday, September 5, 2017

6:00 p.m.

MINUTES

BOARD

Rich Cahoon, Jim Fredrickson,
Bernd Foecking, Janine Lesser,
Niki McGettigan, Stephan Morrissey,
Linda Quintanilha, Kristen Reilly,
Pierce Rigrod, Crista Salamy,
Myron Steere, Jerome Wilson

ADMINISTRATION

Kimberly Saunders, Supt.
Dr. Ann Forrest, Asst. Supt.
Tim Markley, H.R.
Mindy Ryan, B.A.
Cari Christian-Coates, Student Serv.
Tim Grossi, Facilities
Brian Grattan, Tech.
Principals & Administrators

Patrick Cogan, Linda Compton, CVEA

Kimberly Saunders opened the meeting at 6:01 p.m.

Superintendent Saunders said that goals for the 2017/2018 will be shared tonight. The Board will need to set their goals. In addition, models for reconfiguration and consolidation will be shared.

6:00 – School/District Goals Presentation

A PowerPoint titled "Toward Excellence" was shared. Four stages are considered to make a school district excellent. The first two are foundational and the second two are growth stages. Individual School Goals were shared. They align toward the Strategic Plan or Toward Excellence. Responsive Classroom (classroom based) and PBIS are used to track and address behavior issues. What supports are in place to address behavior issues? Cari Christian-Coates said that every school is moving toward using a universal screening for consistency. A BCBA and a para are going into classrooms to train the teacher. Success has been evident with this process. The system is intended to be in place across the schools. Training and support is important. Implementing the plan with fidelity is a goal to make sure that the behavior sticks. We are training all of our staff with how to deal with behavior in the classroom rather than pull a student out.

The board was asked to provide feedback about a specific goal for a specific school within a four-square template.

The SAU Goals center around the Equity Audit and to support the successful implementation and timely execution of the 17/18 1-1 action plan, and to support the enhancement and development of the ATC. Evaluating the goals shared tonight for feedback was said to be an impossible task for the board. More data is needed to provide input. Strategies involved are needed.

The board could make a list of questions for answers. The board could meet again to address the questions.

An update on the equity audit and the baseline data for the behavioral piece could take place at a separate meeting.

Concern for equity in terms of the pro-social goals was stated. Is there consistency among the schools as to how they look at behavioral issues?

Goal development began in April by looking at data. Teachers worked in conjunction with administrators to develop preliminary goals.

ConVal has conducted significant training in Youth Mental Health First Aid.

More conversation will follow when the SWIFT update is shared.

School Board Goal Setting - Recommendations

Goal areas included the ATC, increasing the district's relationship with local business, and high school renovation. The board needs to talk with each other about the board goals. The Equity Audit is a driver that will take some time to complete.

Rich Cahoon moved to have a goal around a communication plan.

Pierce Rigrod said that a solid plan to have a discussion at the community level is important.

Making a decision about reorganization is important.

The board was asked to send all goals for consideration to Brenda before the next board meeting.

Kimberly Saunders told the board that additional support would be needed if the desire is to complete the Equity Audit sooner. Kimberly will pursue cost information on additional help.

Crista Salamy said that if the board wants to communicate, it is the job of the board.

Linda Quintanilha spoke about holding neighboring districts accountable to education on a higher level.

We are becoming a silver state and we will not be able to maintain this momentum of excellence.

Niki McGettigan thanked the administration for their work on the goals.

School Models Reconfiguration and Consolidation Presentations

Kimberly Saunders said that our goal tonight is about advancing Goal #3 of the Strategic Plan: Organizational Structure (see attached).

The first model was the Reconfiguration Model aimed at redesigning the ConVal District for the 21st Century. The task was to present an educationally sound model for consideration that reconfigures the district. The purpose is driven by the desire to create learning environments that guarantee success for every student.

Potential barriers for models were considered and were shared.

Reconfiguration of the design of curriculum and the delivery of instruction was considered. Also considered, was the reconfiguration of the school week, which included an early release by 2 hours on Fridays. Reconfiguring the school year is part of this plan. Every 45 days would mark the end of a quarter. District Professional Development and Professional Learning Communities could take place and meet. By having five (5) days in between the quarters would allow for this. This recommendation is guided by a "Theory of Action" which is stated in the presentation. This design is non-graded; students of different ages would be in a classroom. Universal Preschool is part of this recommendation. It would expand the number of schools that offer preschool.

Additional high school considerations were shared. Cost information on transitioning to this progressive model is still needed in many areas. Change for education is often glacial.

The model shifts our focus from looking at each student and asking: "How smart are you?" to looking at each student and asking: "How are you smart?" (John Merrow, author of Addicted to Reform).

Has this been tried anywhere else? Many schools across the country currently operate this way. How does testing take place? Students would be put in a place to be successful based on competencies.

The success of this model is dependent on teachers really knowing where students are at.

Model 2 – Consolidation

The purpose was to meet the needs of projected enrollment through 2022. Initially, five models were arrived at. Challenges included geographic considerations, capacity issues, and inequalities. The final two models included a south elementary campus at PES and a north elementary campus at AES & GBS. Middle School would be consolidated at SMS and the high school remained. Model two resulted in a primary elementary north campus at GBS, another primary elementary at SMS, an upper elementary at SMS (Grades 4-6) and a middle/senior high school grades 7-12. Recommended class sizes were considered when developing this model.

Benefits for students include universal preschool. Access to full-time building based staff, minimizing itinerant staff and travel time, allowing more time to be spent with students, additional co-curricular opportunities, increased intervention opportunities, allows for 7th and 8th grade ATC participation.

Benefits for staff include collaboration and planning and co-teaching opportunities. Vertical alignment of curriculum would be improved. Ability for collaboration and planning is a big benefit.

Benefits for the wider community includes the access to before and after school care, access to universal pre-school, access to multiple classes at each grade, and resources would be centrally located.

For all stakeholders, the impact on taxes would be favorable through a reduction in the operating budget. Starting with a clean slate, the potential overall savings is estimated at \$3,601,935 per year. A budget reduction with increased instructional opportunities is the result.

Inconsistencies include where GES students would go?

Three numbers for savings are very different.

An average teacher salary and average benefit package was used to calculate. It is not last in first out.

The savings is net the additional opportunities.

The number needs to be really sound before going out further.

Is this realistic to pass? If not, let's stop here before tasking the administration with additional work.

Should the voters not vote in favor of whatever comes forward, the board should rest this discussion for future years?

It is one thing to consolidate a district and pull resources; it is another to redesign the delivery of education. The latter would require serious resources.

Administrators have been asked to cut and cut to lower the budget and taxes. We have to get to a place where students are getting equity of services.

Does consolidation first make doing the reconfiguration easier later? Difficult to answer at this time.

Discussion took place about the benefits and challenges of both models.

Kimberly Saunders asked for direction from the board. If the board wants administration to come back, you need to identify what you need. But, if the board does not have the political will to pursue these options, you need to say so.

If we are going to put something on the ballot, it needs to be finalized by January 8th.

There has never been a closure or consolidation put on the warrant by the board.

Stephan Morrissey recommended with proceeding with option one and tabling option two.

To table Model 2 and study Model 1 for cost and educational opportunities.

Rich Cahoon second.

The motion is to study Model 1.

Linda Quintanilha confirmed that we are asking the district to use their time and resources to investigate a model that will not consolidate and will cost an additional \$1.5M.

Rich said that it would not be wasted energy since pieces might not carry forward.

Consensus for Model 1 further: Majority.

Kimberly Saunders confirmed that the administration has no direction to further investigate model 2 at this time.

Stephan Morrissey motioned to adjourn at 8:46 p.m. Second. Motion carried.

Respectfully submitted,

Brenda Marschok

Redesigning the ConVal School District for the 21st Century

Task

Present an educationally sound model for consideration that reconfigures our current structure but maintains all 11 schools that currently make up the ConVal School District.

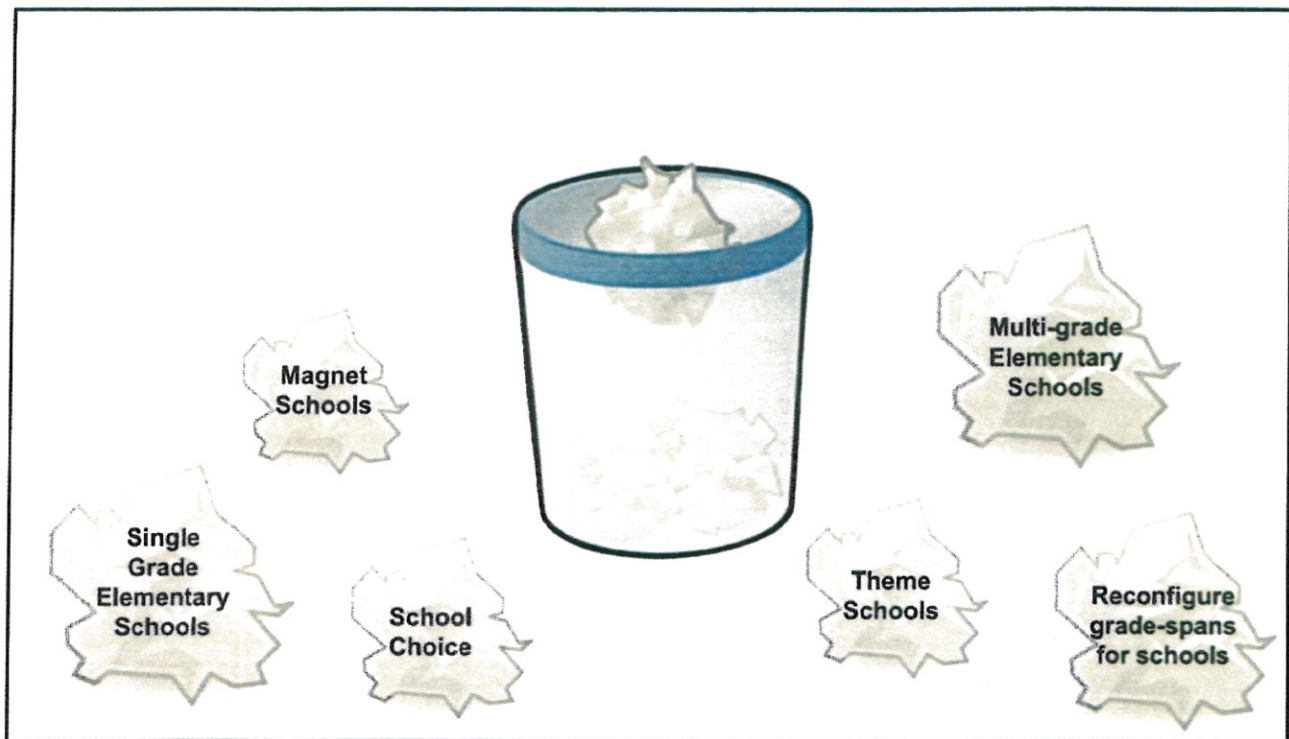
EQUITY & EXCELLENCE FOR ALL STUDENTS



Many community members believe...

"The closing of a local school would be a considerable loss
in the life and spirit of any community."





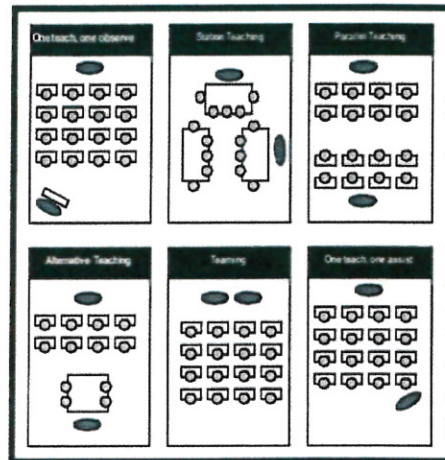
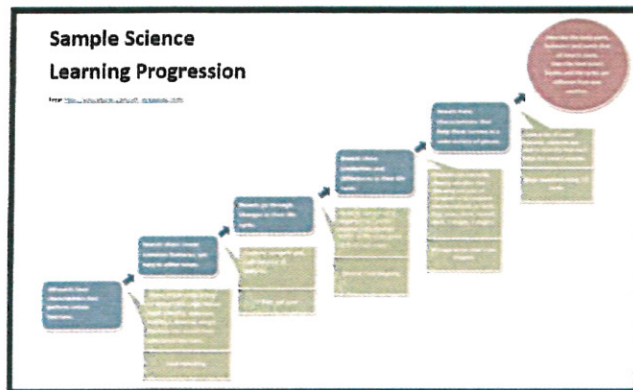
Potential Barriers for Models that Incorporate Distinctly Different Schools



Recommendation 1:

Reconfigure the Design of Curriculum and the Delivery of Instruction

Develop clear learning progressions on which students' progress toward competencies will be monitored and tracked.



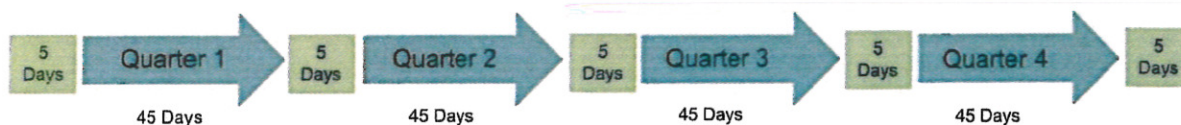
Teachers will co-plan and co-deliver personalized learning experiences for students.

Recommendation 2: Reconfigure the School Week

Week of

Monday	Tuesday	Wednesday	Thursday	Friday

Recommendation 3: Reconfigure the School Year



Total Days for Students = 180
Total Days for Teachers = 205

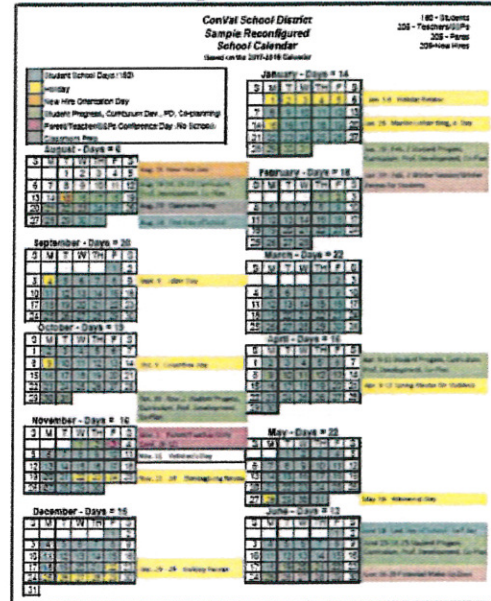
Clarification of "5 Days" between Quarters

Day 1	Review and report on students' progress during the quarter.
Day 2	
Day 3	Participate in district- and/or school-level PD/curriculum work.
Day 4	
Day 5	Co-plan for next quarter.

2017-2018 Calendar



Reconfigured Calendar



Theory of Action

If we support our teachers to become experts in their content area and hone their ability to personalize the instruction and learning experiences that they provide students, the achievement of all students will increase across all content areas, including the acceleration of achievement for our more vulnerable groups of students.

Recommendation 4: Shift to a non-graded, competency-based structure that supports personalized learning at all levels. At the elementary level, schools will move to a non-graded/multi-age structure.

A non-graded Community School

Temple Elementary School				
K	5 to 6 years – 8 students	Early Elementary Group 22 students (ages 5-8) Student:Teacher 11:1	1 ELA/SS Teacher 1 Classroom Para	1 Math/Science Teacher 1 EST Teacher
1	6 to 7 years – 10 students			
2	7 to 8 years - 4 students			
2	8 to 9 years – 4 students	Upper Elementary Group 20 students (ages 9-11) Student:Teacher 10:1	1 ELA/SS Teacher	
3	9 to 10 years – 8 students			
4	10 to 11 years – 8 students			

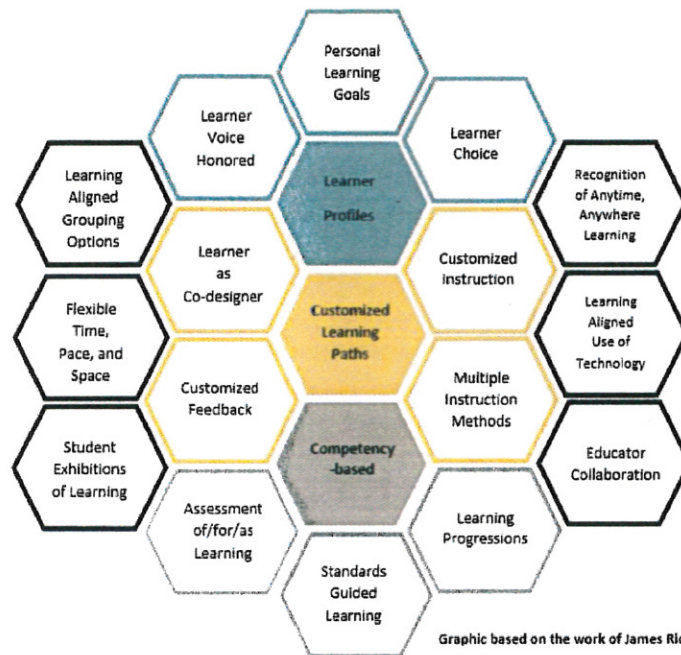
Note: Reconfiguration based on the current number of students and staff for the 2017-2018 school year.

Antrim Elementary School				
K	5 to 6 years – 10 students	Early Elementary Group I 34 students (ages 5-8) Student:Teacher 11:1	1 ELA/SS Teacher 1 Math/Science Teacher	1 EST Teacher 1 Title I Teacher
1	6 to 7 years – 13 students			
2	7 to 8 years - 11 students			
K	5 to 6 years – 11 students	Early Elementary Group II 34 students (ages 5-8) Student:Teacher 11:1	1 ELA/SS Teacher 1 Math/Science Teacher	
1	6 to 7 years – 13 students			
2	7 to 8 years - 10 students			
3	9 to 10 years – 14 students	Upper Elementary Group I 30 students (ages 9-11) 10:1	1 ELA/SS Teacher 1 Math/Science Teacher	1 EST Teacher 1 Title I Teacher
4	10 to 11 years – 16 students			
3	9 to 10 years – 13 students	Upper Elementary Group II 30 students 10:1	1 ELA/SS Teacher 1 Math/Science Teacher	
4	10 to 11 years – 17 students			

Note: Reconfiguration based on the current number of students and staff for the 2017-2018 school year

Recommendation 5: Universal Preschool

- Expand the number of schools that offer preschool.
- Flexibility regarding when a five year old student could move from a multi-age preschool class (ages 3-5) to a multi-age early elementary class (ages 5-8).
 - A five year old preschool student who demonstrates meeting the 3-5 year old competencies outlined on the appropriate learning progressions could enter an early elementary classroom, regardless of when the student turned five years old.



Emphasizing Personalized Learning at All Levels

Graphic based on the work of James Rickabaugh (2016).

Additional High School Considerations for the Redesign of Curriculum and Delivery of Instruction

- Meet all students' needs, utilizing all staff and resources, reallocation of staff within HS (paras more classroom based, not traveling)
- Inclusion of Senior Project as a demonstration of 21st skills (Strategic Plan)
- Integrate Honors work into classes and continue to move away from tracking
- Establish an academy system that support the interdisciplinary course work as well as supporting the PACE framework
- Continue the expansion of the co-teaching and team-teaching model
- Align HS priorities including competencies, 1:1 learning environments, differentiated diplomas and those items noted above



Potential Challenges



Closing Thought

First and foremost, the model shifts our focus from looking at each student and asking: "How smart are you?" to looking at each student and asking: "How are you smart?"

– John Merrow, author of *Addicted to Reform: A 12-Step Program to Rescue Public Education*

While this model comes with challenges and costs, we believe the implementation of this model will trigger a transformative and exciting shift that will dramatically change students' experience in school as it is built upon the following core values and the second question posed above

- ❖ Develop a detailed understanding of each learner.
- ❖ Create compelling learning progressions and experiences.
- ❖ Collaborate with each learner to design a customized learning path.

Feedback and Questions

Reference

Rickabaugh, J. (2016). *Tapping into the power of personalized learning: A roadmap for school leaders*. Alexandria, VA: ASCD.

2017

Redesigning the ConVal School District for the 21st Century

AN EXECUTIVE SUMMARY

Introduction

Guided by the Strategic Plan, the Administrative Council of the ConVal School District spent time during the 2016-2017 school year exploring a variety of school and grade level organizational structures. The goal of this work is to present educationally sound models for consideration that differ from our current structure to the broader ConVal Community. With that, the administrators were divided into two groups. One of the groups was tasked with exploring consolidation. The other group, our group, was asked to explore the notion of reconfiguration. Both groups were asked to bring forth a model that they believe to be educationally sound. While the work of the consolidation group involved developing a model that results in fewer schools than our current structure, the work of the reconfiguration group, our group, was expected to maintain the eleven schools that currently make up the ConVal School District.

Purpose

The development of our reconfiguration model was driven by our desire to create learning environments and experiences that ensure success for *all* students—learning environments and experiences that overcome the impact of factors that are all too frequently correlated with lower levels of achievement in our district (i.e., economic status and having a disability), as well as environments and experiences that enrich and extend the learning of our high achieving students.

In our current model, time is the constant and learning is the variable. In our proposed reconfiguration model, we hope to flip this relationship and make learning the constant and time the variable. Throughout the development of our model, we kept students and their success at the center of our work. The criteria we used to evaluate ideas and models focused on the concepts of equity and excellence. Additionally, as mentioned earlier, we only considered models that maintained the eleven school buildings that currently make up the ConVal School District.

Process

Our work began with a review of studies that had previously been conducted in the ConVal School District related to consolidation and reconfiguration. Next, we identified the criteria that we would use when evaluating ideas and potential models. In addition to *equity*, *excellence*, and *maintaining the eleven schools* that currently make up the school district, we identified *sustainability* and *fiscal responsibility* as important criteria to consider during our evaluation process.

After identifying evaluative criteria, we considered a number of ideas and models, including theme schools (nature, arts, STEM, etc.), magnet schools, multi-grade structures, and different grade-spans in schools (e.g., K-2 schools, 3-5 schools). Some of these models involved incorporating school choice, and all of these models involved potentially significant impacts to the length of bus rides for students and/or transportation costs. Models that involved significant changes to transportation raised financial issues for us, and models that involved school choice raised equity concerns for us. As we explored and discussed models that combined school choice with a selection of very different schools (i.e., theme schools, magnet schools), a number of questions and concerns were noted by the group, including:

- o What will happen if some schools become more popular than others? How will selection be determined?
- o Will choice/selection be influenced by parents' economic status? (e.g., Will some parents be more able to advocate for their children getting into a particular school than other parents?)
- o Are parents/students at a point where they will truly be able to make a choice regarding where a student would most likely excel? Will there be supports/tools that will help parents with their selection?
- o What if a parent decides to seek a transfer for their child? How will the curriculum/support structure at each school hinder or help a student's ability to start at a grade other than kindergarten?
- o How would we provide a guaranteed and viable curriculum to all students?
- o What expertise will staff bring to each school? Do we have staff with the needed expertise to offer specialized instruction in specific theme and magnet schools?
- o If extensive differentiated professional development is needed to support staff assigned to theme and/or magnet schools, who will provide it? How will it be provided?

As a result of the above concerns, we started to think more creatively about the notion of reconfiguration which resulted in the development of a model that incorporates five main recommendations. Each of these recommendations involves reconfiguring some aspect of the school experience for students and staff.

Recommendation 1: Reconfigure the design of curriculum and the delivery of instruction.

The focus of this recommendation is two-fold. The first part of this recommendation involves developing and implementing the use of clear learning progressions for each curricular area. Teachers, students, and parents would be able to monitor and track students' progress along each established learning progression. Envision K-12 learning paths along which students will travel, always able to refer back to what they have achieved as well as look forward to what lies ahead. The second part of this recommendation involves a significant expansion of co-teaching and team teaching. Our model incorporates creating larger class sizes and then assigning at least two teachers to each class.

Recommendation 2: Reconfigure the school week—2 hour early release on Fridays for students.

The focus of this recommendation is to provide staff (teachers and paraprofessionals) time to work collaboratively to evaluate and document students' week-to-week progress along appropriate learning progressions. We see this as critical for many reasons, including clear reporting to students and their families. We feel the success of this model for parents will depend on providing clear evidence that the teachers know exactly where their child is and exactly what their child needs to take their next learning step. This time will also provide essential co-planning time for teachers and paraprofessionals, allowing them to design instruction tailored to meet the specific needs of the students with whom they work.

Recommendation 3: Reconfigure the school year—205 day contract for staff.

Reconfigure the school year to follow a repeating pattern of five days for staff and 45 days for students (see also sample reconfigured school calendar attached to this executive summary).



The focus of this recommendation is similar to our second recommendation in that it provides staff time to work collaboratively to evaluate and document students' progress along learning progressions, as well as co-plan future units and lessons that are tailored to meet the specific needs of students. It differs in that it also provides time for staff to engage in building and district level curriculum work and professional development. A major benefit to students is that this will potentially eliminate the disruptive effect of pulling staff away from the classroom and their work with students to participate in professional development activities.

A review of absences for the 2016-2017 school year revealed a total of 600 absences for professional development. Upon further analysis, 107 of these absences went unfilled by substitutes. Even more disturbing, the bulk of these unfilled absences were for special educators. Our group was concerned by this number and the realization that our current practice of having teachers attend professional development during the school year seems to disproportionately impact one of our most vulnerable student populations.

A concern related to our second and third recommendation involves the challenge early releases and the five staff days between quarters will cause families. If we move forward in developing this model, we will need to investigate the possibility of providing childcare and/or special programming for students. This could potentially open some interesting opportunities for establishing or expanding partnerships with community organizations (e.g., Harris Center, Cornucopia).

Before moving onto our next two recommendations, we want to share that our first three recommendations stem from one of our theories of action:

If we support our teachers to become experts in their content area and hone their ability to personalize the instruction and learning experiences that they provide students, the achievement of *all* students will increase across *all* content areas, including the acceleration of achievement for our more vulnerable groups of students.

Recommendation 4: Reconfigure how we group students in order to provide a more flexible and personalized school experience. Implement multi-age rather than the more traditional graded structure.

Educational research on multi-age grouping reveals that the practice supports differentiation and personalization—teaching to the individual ability level and interests of each student. The philosophy of multiage embraces (a) the grouping and regrouping students for instruction according to their performance level as well as their interests, (b) inquiry-based and project-based learning, and (c) the

use of learning centers and project areas. Multi-age models also provide for greater flexibility in allowing students to naturally progress socially and cognitively; can be an effective way to develop leadership and problem-solving skills in students; and can lead to class size stability, teacher assignment stability, greater levels of teacher collaboration, and stronger teacher-student and teacher-family relationships

Therefore, we propose that we implement a multi-age/non-graded structure across *all* of the elementary schools. This means that we are recommending that we fully embrace multi-age grouping, regardless of our enrollment numbers. Below are two examples developed using the staffing and enrollment numbers for the 2017-2018 school year. Although no new staff was added to the examples below, we purposely created larger groups of students and then assigned staff to groups so that every group will have access to an English language arts/social studies (ELA/SS) teacher, a math/science teacher, and an extra support teacher (EST). We are envisioning that at any given time, a group will have access to two teachers. This idea is connected to our first recommendation—redesigning the delivery of instruction.

Temple Elementary School				
K	5 to 6 years – 8 students	Early Elementary Group 22 students (ages 5-8) Student:Teacher 11:1	1 ELA/SS Teacher 1 Classroom Para	1 Math/Science Teacher 1 EST Teacher
1	6 to 7 years – 10 students			
2	7 to 8 years - 4 students			
2	8 to 9 years – 4 students	Upper Elementary Group 20 students (ages 9-11) Student:Teacher 10:1	1 ELA/SS Teacher	
3	9 to 10 years – 8 students			
4	10 to 11 years – 8 students			

Note: Reconfiguration based on the current number of students and staff for the 2017-2018 school year.

Antrim Elementary School				
K	5 to 6 years – 10 students	Early Elementary Group I 34 students (ages 5-8) Student:Teacher 11:1	1 ELA/SS Teacher 1 Math/Science Teacher	1 EST Teacher 1 Title I Teacher
1	6 to 7 years – 13 students			
2	7 to 8 years - 11 students			
K	5 to 6 years – 11 students	Early Elementary Group II 34 students (ages 5-8) Student:Teacher 11:1	1 ELA/SS Teacher 1 Math/Science Teacher	
1	6 to 7 years – 13 students			
2	7 to 8 years - 10 students			
3	9 to 10 years – 14 students	Upper Elementary Group I 30 students (ages 9-11) 10:1	1 ELA/SS Teacher 1 Math/Science Teacher	1 EST Teacher 1 Title I Teacher
4	10 to 11 years – 16 students			
3	9 to 10 years – 13 students	Upper Elementary Group II 30 students 10:1	1 ELA/SS Teacher 1 Math/Science Teacher	
4	10 to 11 years – 17 students			

Note: Reconfiguration based on the current number of students and staff for the 2017-2018 school year

Important Note: For this recommendation, we chose to focus on presenting groupings at the elementary level. The decision was based upon the challenges many of the community schools face as a result of year to year fluctuations in enrollment numbers. These fluctuations lead to frequent (and sometimes last minute) changes in how the grades are structured year to year (i.e., “straight” grade classrooms vs. multi-grade classrooms). Although we have focused on presenting examples of reconfiguring the grouping of students at the elementary level, our model embraces flexible and adaptable grouping of students at all levels of our system (elementary, middle, and high). If there is interest in further exploring and developing this model, we will provide examples of what this could look like at the middle and high school.

Recommendation 5: Universal Pre-School

Expand current programming to include universal pre-school. This would involve expanding the number of schools that offer pre-school, as well as expanding the budget to support additional costs related to staffing and transportation.

Specifically related to our model, there would be greater flexibility regarding when a student could move from a multi-age pre-school class (ages 3-5) to a multi-age early elementary class (ages 5-8). Since our model incorporates the development and implementation of clear learning progressions, a five year old pre-school student who demonstrated meeting the 3-5 year old competencies could enter an early elementary classroom, regardless of when the student turned five years old.

What model are you putting forward and why?

The model that we bring forward is shaped by a student-centered bias that looks to take time (the calendar and years in school) as a factor out of the learning equation and focuses on student growth. At the elementary level we propose “non-graded schools” that do not use grade-level designations for students or classes. Students’ progress would be reported in terms of learning progressions and competencies met. The continuous progress of students will be reflected in their growth of knowledge, skills, and understanding, not movement through a predetermined and graded sequence of curriculum levels.

Why should the community be willing to move to this model?

This model has students and their success at the core of our practice and demands that we bring the resources to them. This model maintains a community school in eight of the towns that make up the ConVal School District. In the communities where enrollment fluctuates from year to year, this model would create stability in student groupings and staffing.

What questions remain?

While this model has many positive aspects that will increase student progress, there are some factors that have yet to be determined. Typically, when there is a significant change in instructional design, there is a corresponding initial implementation slump. The impact of this slump upon students’ performance is unknown, and it is unknown when the positive effects of the implementation will be evident upon student progress. The cost for child care or special programming on early release days,

as well as during the five days between each quarter, has not yet been determined. Also, this model does not account for the additional cost of universal preschool.

Questions and concerns exist related to the increase to teachers' contract (187 days to 205 days). The group was able to figure out an approximate cost for this increase in days (\$1,529,632), but we recognize that calculating and determining the exact actual increase will be critical. On a positive note, this increase will be slightly off set by the decrease in need for substitutes, which we estimate to be about \$60,000.

Finally, this model does not address some limitations of our current structure (e.g., itinerant student services staff).

Conclusion

This proposal is a transformative shift that will dramatically change students' experience in school. This model leverages students' natural curiosity and will help them become an active partner of their lifelong education. This is a sea change in the focus of our work for the staff which will demand a great deal of professional development for our teachers and a high level of trust from our communities.

Reconfiguration Model	Estimated Cost	Estimated Savings	Explanation
Co-teaching	\$0	\$0	Model uses existing staff with increases to class size.
Weekly 2 Hour Early Release			<i>Questions that Would Need to Be Answered Before Calculating a Cost:</i> Would we offer childcare or special programming? Would we charge parents a fee? How many students would participate?
205 Day School Year for Teachers	\$1,149,407.28		Current Number of Teachers (228) x Average Per Diem (\$280.07) x 18 Additional Days
205 Day School Year for Student Service Providers	\$126,031.50		Current Number of Student Service Providers (25) x Average Per Diem (\$280.07) x 18 Additional Days
205 Day School Year for Paraprofessionals	\$230,836.32		Current Number of Paraprofessionals (88) x Average Per Diem (\$145.73) x 18 Additional Days
205 Day School Year for Support Staff	\$23,356.70		Maintenance/Facility staff would not be impacted as they work year round. Technology Systems Administrators would not be impacted as their contracts exceed 205 days. Many of the administrative assistants work year round. If we were to increase the the contracts of those administrative assistants who work less than 205 days to 205 days, it would cost \$23,356.70. This cost was calculated by figuring out how many additional days each person would need to be at 205 days, multiplying the additional days by each person's daily rate, and then adding together the cost of the additional days for each person.
Substitutes for PD & Curriculum Work		\$61,070	Number of Substitutes for PD/Curriculum/PLC Days during the 2016-2017 SY (788) x Average Substitute Rate (\$77.50)
5 Days between Quarter 1 and 2			<i>Questions that Would Need to Be Answered Before Calculating a Cost:</i> Would we offer childcare or special programming? Would we charge parents a fee? How many students would participate?
Universal Pre-School			<i>Questions that Would Need to Be Answered Before Calculating a Cost:</i> Would we charge parents a fee? Would we offer busing to all students? How many students would participate?
Totals:	\$1,529,632	\$61,070	

"Working Toward Providing an Excellent
Education for Every Child Every Day"
ConVal School District

ConVal Consolidation

Proposal

www.conval.k12.or.us

How can ConVal adapt the District structure to better meet the learning needs of students and the communities of stakeholders?

Summary : *Two Primary Elementary Schools for grades Pre K-3 at PES and GBS, one Upper Elementary School for grades 4-6 at SMS and one Middle/High School for grades 7-12 at CVHS.*

- This model takes the 11 District schools and consolidates them into 4 schools
- Two Primary Elementary Schools, One Upper Elementary School, and One Middle/High School.
- Primary Elementary Schools will service students in grades PreK - 3.
 - One campus located at GBS (Antrim, Bennington, Francestown, Hancock)
 - One campus located at PES (Peterborough, Dublin, Greenfield, Temple, Sharon)
- Upper Elementary School will service all district students in grade 4 - 6, and will be located at South Meadow School.
- Middle/High School will service all district students in grade 7 - 12, and will be located at ConVal High School.

Introduction:

Our current configuration of 11 schools continues to place financial strain on taxpayers and has created significant inequities in student service. Over the past fifteen years, the ConVal Administration and School Board have worked to develop a fiscally responsible budget. As ConVal Administrators worked to assess and prioritize programs; this work has challenged the administrators to assess the effectiveness of many programs and make sound decisions regarding programming that are in the best interest of our students. Over time, some of the choices and decisions made have resulted in significant inequities in student services.

Pre-school is currently in three locations in the ConVal School District; Antrim Elementary, Greenfield Elementary and Peterborough Elementary. Unless families are near or in these towns, it is almost impossible for them to take advantage of this opportunity. It is clear that families are interested in pre-school opportunities as there is often a waiting list for our current schools. Additionally, there are many students entering Kindergarten who have no prior school experience, which can place them at a disadvantage at the start of their school experience. Similar to pre-school, there is a significant need for before and after school care throughout the district.

As a district, we have seen the benefit of before and after school programming at both PES and AES. Parents often ask if a similar opportunity could be offered at the community schools. However, when we look at the resources available in the communities and the cost incurred if we were to add before and after care, it is not feasible.

Our current configuration creates significant barriers in collaboration among staff members which has a significant impact on equity of student services. The district spends a great deal of money on substitute teachers in order to enable teachers to participate in quarterly PLC's and observe and learn from one another's instructional practices. There is only one teacher at each grade level in our community schools. The high school teachers continue to struggle with incoming freshman having different content knowledge due to varied experiences between the two middle schools due to the difficulty around providing time for collaboration between GBS and SMS teachers.

Currently, students have limited choice and opportunity at the elementary and middle school level. Because we are focused on a range of developmental needs and we have eight elementary schools, it is difficult to house resources to meet the needs of each of the developmental levels. Early elementary students require foundational skills while upper elementary students are ready to apply those skills to real world situations. Our current configuration limits our ability to add resources that would ensure all students develop the foundational skills in early elementary. Furthermore, the present structures prevents administrators from offering world languages, music lessons, applied technology experiences and athletic programming that would expand experiences for our upper elementary and middle school students.

Finally, our current model does not allow staff to properly meet the social/emotional needs of the students in our district. School Psychologists, School Counselors, School Nurses, and Social Workers are shared among our schools based on student population. As a result, schools are often left without support services when a student is struggling. Furthermore, students in the community school are with the same group of children over the course of five years. At times, the dynamics of the group can be difficult. However, community schools have no flexibility to make adjustments to groupings in order to better meet the needs of students. Having all or most students at a particular grade level together in one building enables support staff to work with students on a regular basis and when the student actually needs the support. Furthermore, staff would be able to place students in classes that best meet the social needs of the student rather than based on the town in which she lives.

Process:

Our purpose was to look at consolidation within the context of the inequities of the delivery of services to student and financial strain of eleven school buildings . The group began by brainstorming possible models for consolidation; with eleven buildings there were many possibilities.

The team worked with five potential models, three of which continued to utilize some of the community schools. Multiple grade configurations were attempted as well as multiple delivery models (such as magnet schools) were considered. However, lack of necessary building capacity, continued inequities, as well as potentially creating new inequities in services and opportunities for students forced us to discount these models.

The team then took the two remaining models and split into two groups. Each team considered their model, carefully looking at educational benefits, class sizes, feasibility, best practices, costs, transportation, and geography.

While both models are outlined in the powerpoint presentation, model one, which the team eventually moved away from, included both a primary and upper elementary campus with grades PK-4; one middle school; and one high school. However, upon close examination of the class sizes and building configurations, this model would not be feasible due to the size constraints of PES. The team felt that looking for renovations and/or expansions of a building is not a reasonable path to consider.

Thus, model two became our selected model, based on the sizes of the buildings, equity of services, and staffing.

What model are you putting forward and why?

The Administration is proposing a model with two primary elementary schools, one upper elementary school, and one middle/high school.

The model is good for students as it remedies the current inequity of delivery of services to all students in the ConVal District. It provides only 3 transitions; it provides consistency in student services programming such as school counseling and support services; it provides a larger community for students to engage socially with peers and teachers; it provides the opportunity for world language offerings in the upper elementary

school; and it allows for increased access to athletic opportunities and community resources.

The model is good for the community as it reduces costs by approximately 3 million dollars while providing increased opportunities for universal pre-school, before and after school care, World Language instruction beginning as early as 4th grade, and course offerings for students at the middle/high school level. This model provides increased access to community resources including but not limited to, the Grapevine, the River Center, Monadnock Family Services, University of New Hampshire IOD, Cornucopia, and the Harris Center, providing greater equity of resources for all students in the district.

The potential cost savings for the district is estimated at \$3,353,135 per year.

Potential drawbacks for the community could be slightly longer bus rides for students (nothing over 45 minutes), the loss of some employment opportunities in our community, and a shift from a town identity to regional identity.

The community should consider this model primarily based on **equity of services** for students, the increase of services including universal preschool, potential before and after school opportunities PK-12, and World Language as early as grade 4. Additionally there is a **significant cost savings** to the school district. The consolidation of our district schools will provide increased access to resources for all students, especially elementary school students, specifically with nursing, school counseling, itinerant services, athletics, and co-curricular activities.

Multi-age level classrooms will be eliminated and services will be delivered systemically and equally. Students will also benefit socially as they will be exposed to a larger peer group and have options for classroom teachers; currently students in the community schools do not have these choices.

Faculty and staff will benefit from increased ability for collaboration and the PLC model can be implemented with fidelity. Families will benefit from increased access to universal pre-school, before and after school care, increased athletic opportunities for younger students, and increased access to courses at the middle/high school level.

Finally, it is a fiscally responsible model, providing an approximate 3 million dollar cost savings to the community while improving delivery of services to all students in the ConVal district.

Information still needed:

Several unanswered questions are based on implementation details that will be addressed when and if this model is considered for further investigation. These questions involve specific start and end times, specific bus routes, tax implications, scheduling procedures, world language curriculum, athletic opportunities. These questions would be answered following a decision by the Board to continue to look at this consolidation model as an option.

This would include potentially needing to work with outside consultants to look at the impact on property values in towns that no longer have a school.

The team considered several models and spent a considerable amount of time and energy giving thoughtful consideration to each. Through drafts of this model we have been given feedback and suggestions for further information and feel we have done due diligence to this point in the process. We look forward to the Board's response, questions, and considerations related to this proposed concept.

Conclusion

The Administration believes that ultimately, the level of equitable services reached through this particular model of consolidation, would be a positive impact for students and teachers. The ability for students to have more flexibility in scheduling and increases in programming such as world language starting at grade 4, universal pre-school, and consistent before and after school programming, are opportunities that this consolidation model offers. Teacher collaboration would be an excellent impact on professional development and regular meetings with grade level counterparts helps to guarantee a viable curriculum for all students. The savings in budgetary items would allow for improvements in all areas such as staffing, resources and services for students.

Additionally, the implementation of this model would also address the follow areas of the Strategic Plan.

1.1.4 The School District will perform a review of World Language content and instruction and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data.

1.2.7 All opportunities that are made under the auspices of the District will promote inclusion and equity for all students.

1.4 The School District will prepare students to participate fully in their career and workplace experiences.

2.3 The School District will provide enhanced curricular opportunities through community partnerships.

3.2 Pursue the notion of a "ConVal Culture."

3.3 Provide students, families, and community members with different, educationally sound, organizational structure options to determine which one(s) may be most acceptable to our students and the broader ConVal community.

3.4 Develop a framework for considering new school configuration options. School configuration options would explore how to best group students in different grades across schools.

3.7 Explore financial impacts and conduct an analysis of cross subsidies.



ConVal Consolidation Recommendations



Guiding Question

*How can ConVal adapt the District structure
to better meet the learning needs of students
and the communities of stakeholders?*

Process

- Identify purpose
- Develop possible concept models
- Consider models that provide /promote best practice
- Examine feasibility of models
- Create the model with actual ConVal data
- Cost out the model
- Identify benefits for all stakeholders
- Analyze: does the model support and further the strategic plan?

Strategic Plan Alignment

- 1.1.4** The School District will perform a review of World Language content and instruction and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data.
- 1.2.7** All opportunities that are made under the auspices of the District will promote inclusion and equity for all students.
- 1.4** The School District will prepare students to participate fully in their career and workplace experiences.
- 2.3** The School District will provide enhanced curricular opportunities through community partnerships.
- 3.2** Pursue the notion of a "ConVal Culture"
- 3.3** Provide students, families, and community members with different, educationally sound, organizational structure options to determine which one(s) may be most acceptable to our students and the broader ConVal community.
- 3.4** Develop a framework for considering new school configuration options. School configuration options would explore how to best group students in different grades across schools.
- 3.7** Explore financial impacts and conduct an analysis of cross subsidies.

Purpose

Meet the needs of projected enrollment for 2022 (total 1844, K-4 622, 5-8- 580, HS- 642)

Regionalize all levels

Maximize capacity of the utilized schools

Equity of services, curriculum, co-curricular opportunities for each level

Increase capacity for universal preschool

Consider common start and end time

Realize a significant budget reduction with increased instructional benefits to students

Potential Models

We started with 5 models that all:

- Reduced number of schools by 5 - 7
- Consistently eliminated community schools
- Attempted to cluster by grade span

Some challenges we encountered as we examined the 5 models:

- Use of the community schools consistently led to inequalities
- Capacity of schools
- Geography, Transportation, class sizes, school site

Final Two Models

Model One

School	Grades	Towns
Elementary South Campus @ PES	Pre K-4	Sharon, Temple, P'boro, Dublin
Elementary North Campus @ AES & GBS	Pre K-4	Antrim, Bennington, Hancock, Greenfield, Frankestown
Middle School @ SMS	Grades 5-8	All ConVal Towns
High School @ CVHS	Grades 9-12	All ConVal Towns

Model Two

School	Grades	Towns
Primary Elementary North Campus @ GBS	Pre-K -3	Antrim, Bennington, Frankestown, Hancock
Primary Elementary South Campus @ PES	Pre-K-3	P'boro, Sharon, Temple, Dublin, Greenfield
Upper Elementary @ SMS	Grades 4-6	All ConVal towns
Middle/Senior HS @ CVHS	Grades 7-12	All ConVal towns

Potential Staffing

	Classroom Teachers	Specials Teachers	Instruction Support Teachers	School Counselor	School Nurse	Admin	Admin Assts.	Tech Personnel	Facilities Personnel
Primary Elementary North Campus @ GBS (PK-3)	15	4	4	1	1	2	2		
Primary Elementary South Campus @ PES (PK-3)	15	4	3	1	1	2	2	6	6 custodians 5 general facilities
Upper Elementary @ SMS (4-6)	16	7	7	2	1	2	2		
Middle/High @ CVHS (7-12)	80		13	4	2	2	6		

Benefits for Students:

Primary-Elementary (Pre K-3)	Upper Elementary (4-6)	Middle/High School (7-12)
<ul style="list-style-type: none"> • Universal pre-school • Doubled pre-school capacity with an am/pm format • Access to full time building based staff • Eliminate need for multi-grade options at the elementary level • Capacity for before and after care in school • Opportunities for increased social/emotional learning opportunities with multiple classes at each grade 	<ul style="list-style-type: none"> • Earlier and more expansive co-curricular opportunities • Increased extension/intervention opportunities • 4th grade start for World Languages • Access to full time building based staff • Capacity for before and after care in school • Opportunities for increased social/emotional learning opportunities with multiple classes at each grade 	<ul style="list-style-type: none"> • Stronger career readiness opportunities for Grade 7-8 students • 7 & 8th grade participation in Introductory ATC programs • Increased opportunities for credit courses for grades 7 - 8 • More coordinated counseling/early intervention opportunities for at risk students • Enhanced co-curricular offerings • Stronger feeder programs for athletics

Benefits for Faculty:

Primary Elementary	Upper Elementary	Middle/High School
Increased opportunities for: <ul style="list-style-type: none"> • Collaboration/Planning • Co-teaching • Instructional coaching 	Increased opportunities for: <ul style="list-style-type: none"> • Collaboration/Planning • Co-teaching • Instructional coaching 	Increased opportunities for: <ul style="list-style-type: none"> • Collaboration/Planning • Co-teaching • Instructional coaching
Improved vertical alignment of curriculum	Improved vertical alignment of curriculum	Improved vertical alignment of curriculum
Increased access to community resources	Increased access to community resources	Increased access to community resources
Designated specialists in each building allow for cross-curricular teaching opportunities	Designated specialists in each building allow for cross-curricular teaching opportunities	Designated specialists in each building allow for cross-curricular teaching opportunities

Benefits for the Wider Community:

Families	All ConVal Stakeholders
<ul style="list-style-type: none">• Access to before and after school care• Access to universal pre-school• Access to multiple classes at each grade level to allow for improved social/emotional learning opportunities• Resources are centrally located	<ul style="list-style-type: none">• Reduction in operating budget (impact on taxes)• Positive impact on area recreation departments• Greater access to community resources such as River Center, MFS, Cornucopia, Grapevine, Harris Center, etc.

Financial Benefits:

(all costs are approximations)

Potential overall savings
ESTIMATED at \$3,601,935 per year

Financial Benefits:

(all costs are approximations)

Reduction in Staffing (mostly at the primary elementary level)

Projected reduction of 43.5 positions in all (teaching and administration)

Projected salary cost savings - \$2,328,585 per year

Projected benefits cost savings - \$625,000 per year

Potential revenue from before/after-school care programs

Reduction in Building Costs (75% - 80% savings to mothball 7 buildings)

AES-\$145,050

DCS-\$91,000

FES, GES, TES, HES, Pierce- \$82,100 each (average)

*Not included is a Reduction of Food service staff/transportation at each school building or SAU staff.

Transportation:

- Stagger start times by at least 30 - 40 minutes
- Potential increase in number of routes in order to decrease time on bus
- Average route time would not exceed board recommended maximums

Toward Excellence

Consolidate Grades and Resources to provide Equity of Services to Support All Students

Provide Universal Pre-Kindergarten

Add Before and After Care in Schools

Increased Opportunity for Extended Learning Opportunities

Increased Co-curricular and Athletics Opportunities

Coordinated Counseling/Early Intervention Opportunities for At Risk Students

Streamlined Coordination with Community Resources

Increased Opportunities for Collaboration/Planning, Co-teaching, and Instructional Coaching

Targeted Building Based Professional Development

Improved Horizontal and Vertical Alignment of Curriculum

Reduction in Operating Budget (impact on taxes)

Questions and Comments?