

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

EDUCATION COMMITTEE

August 20, 2018
SAU Boardroom
5:30 PM

Agenda

Committee Members:

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

5:30 Approval of June 18, 2018 Minutes

**5:35 Identify primary focus areas for the 2018-2019
Education Committee meeting agendas.**

- Review action steps from the district's Strategic Plan with deadlines that fall during the 2018-2019 School Year.
- Review Curriculum Renewal Cycle.
- Review policies referred to the Education Committee by the Policy Committee.
- Review the Board's goals for the 2018-2019 school year.
- Consider requests for presentations made during the Board Retreat—e.g., Middle School Inquiry Groups, Fidelity Integrity Assessment (FIA).

6:15 Review and discuss [Policy IIB Class Size](#) (Part III)

6:30 Other

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EDUCATION COMMITTEE

June 18, 2018

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5:30 PM

Minutes

Committee Members:

Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, Kristen Reilly, and Crista Salamy

Committee Members Present: Crista Salamy, Dick Dunning, Linda Quintanilha, Janine Lesser

Others Present: Dr. Ann Forrest, Gib West, Myron Steere, Cindy Davis, Liz Moore, Amy Janoch, Emily Brackett, Fawn Woudenberg, Kathi Morrocco, Mary Hopgood, Terri Sittig

Crista Salamy called the meeting to order at 5:30 p.m.

5:30 Approval of May 21, 2018 Minutes

Dick Dunning moved to approve the minutes of May 21, 2018. Crista Salamy second. Unanimous.

5:35 Recommendations from the ELA Committee

Related to Strategic Plan Action Step:

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

ELA staff introduced themselves. ELA meeting monthly. A vertical review of core maps, looking at student data was conducted during this time. Recommendations for Pre-K to Grade 2 included the continuation of using Reading Street resources to teach comprehension and vocabulary in grades K-2. Adopting and using Letterland, each letter has a name, a character, and an anchor that helps students learn its sound. Kathi Morrocco said that this program has a component for intervention which provides teachers an excellent resource.

The need for a Pre-K-2 program that focuses on phonics was recognized as a need. The program would expand to other grades.

Currently, K-5 is Reading Street, and 6-10 is the Holt Program. This allows ample resources to teach content. The recommendation will be with regard to what is needed in addition to this. It will lay on top.

One recommendation will be implementation guides to share with teachers that identifies what is available to them and what the expectations for the teaching of reading is.

The second recommendation is to bring Keys to Literacy in for the teaching of comprehension skills. Mary Hopgood said that the focus is writing a really good summary and moves on to notetaking. Everything is in web form. The middle schools have been using this for some time, but due to rollover in staff, many are not used to teaching the three key program. Keys to Comprehension ties in well to SRSD. The two marry well together. Students coming into middle school will have had exposure to the program.

Emily Brackett said that Keys is a great way to let teachers use the program in a stronger way.

The idea is that in year 1, grades 2-8 will be trained, and expanded in K-1 the following year.

Liz Moore reported that there is value in sitting together to discuss curriculum and assessment together. PLC time as a department is critical for this important work to continue. Finding a consultant that could work at the high school English level on competency based assessment transition is a second goal. Time to meet with other inter-disciplinary studies is recognized as valuable. This will help students retain knowledge. Maintaining the learning commons model is viewed as important. The development of best practices to maximize reading and writing potential opportunities is also valuable. Time is needed to work in this area.

How are we going to address the turnover in staff to assure that all are on board with this program and continue the good things going forward?

Professional Development and time to meet as a department have been cited as important. We cannot make that happen in the confines of the school day. Linda Quintanilha urged that the larger population be made aware of the need for additional professional development time.

Gib West said that for students who have not been successful with learning to read, they cannot persist when they reach high school. Time to prepare our professionals to deliver the best practices possible is important. We cannot continue to pluck our teachers out of classrooms and place substitutes in classrooms for this purpose. The longer we wait means that it will be longer that students will struggle. Gib said that he supports the work underway and the initiative under foot.

Discussion took place about scheduling.

It was made clear that additional professional development time is much needed.

Crista Salamy asked if the committee is comfortable with making the recommendations shared tonight at tomorrow's board meeting. Confirmed.

6:15 Review and discuss Policy IIB Class Size (Part II)

IIB – Class Size was distributed with recommended changes (see attached).

A guideline is needed to determine when too small is too small. What number can be used to determine when a class is too small?

Transitioning to multi-age would require working with our public. We are not considering multi-age when undertaking this work. It is about class size and how we make decisions.

Linda Quintanilha suggested a statement should be included in this guideline, to the community, that they should be prepared for a multi-grade classroom as a result of our student populations.

Crista Salamy suggested, that if we are not ready, that we back burner this.

Discussion took place about how a multi-grade classroom would result. How do parents know what to expect?

The consideration is that anything under 15 in kindergarten or grade one would be looked at. Further discussion ensued.

This has to be articulated to Policy Committee. Confirmed.

6:30 Other

None.

Dick Dunning motioned to adjourn at 6:30 p.m. Janine Lesser second. Unanimous.

Respectfully submitted,

Brenda Marschok

IIB – Class Size (DRAFT)

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
Kindergarten	15 – 18
Combination Kindergarten/Grade 1*	
Grade 1	18 – 20
Combination Grade 1/Grade 2*	
Grade 2	20 – 22
Grade 3	
Combination Grade 3/Grade 4*	
Grade 4	
Combination Grade 4/Grade 5*	22 – 25**
Grade 5 – Grade 8	
Grade 9 – Grade 12	

* When considering combining multiple grades into one class, the guidelines for the lowest grade will be used.

**Except for classes that benefit from an increased number of students—e.g., Concert Band.

When class sizes fall below or 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