

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

EDUCATION COMMITTEE

November 19, 2018

SAU Boardroom

5:30 PM

Minutes

Committee Members:

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

Present: Richard Dunning, Bernd Foecking, Janine Lesser, Rich Cahoon, Myron Steere, Dr. Ann Forrest, Jim Elder, Anne O'Bryant, Kat Foecking, Chris Stultz, Alex Kendall, Sarah Hale, Nicole Murray, Jane Gnade, Marsha deSteuben, San Murray, Heather Stearns

Dick Dunning called the meeting to order at 5:30 p.m.

1. Approval of October 15, 2018 Minutes

Bernd Foecking moved to accept the minutes of October 15, 2018. Dick Dunning second. Unanimous.

2. Implementing a Learning Commons Model at the Elementary & Middle Schools

SP Action Step 4.14.3, implementing a Learning Commons Model.

Sarah Hale reported on the Library Commons transformation (see attached). Because of the three tiers, elementary, middle, and high, a learning commons could look very different at each level. This drove looking at what the universal goals would look like.

One goal was for students to have access to the Learning Commons at all times of the day. Blending ed-tech services with library media was also a goal. Assuring that the space in the school was collaborative for staff, staff and students, and students together was a driver. Looking at the Learning Commons as more than a place where books are kept was also a goal. The space must be user centered beginning with students.

Keyboarding skills are taught beginning in 2nd grade at PES. Sarah Hale said that she learned in high school; she researched whether keyboard skills for touch typing was developmental. Fourth/Fifth grade is optimum.

In the elementary schools, library common time is used to teach library skills. Teachers sign up for library time.

Do all use the same program to teach keyboarding skills? No. There are online programs that are accessed to learn these skills. Many are free. Many teachers take it on as a "center" skill to educate students and improve skills. There is not consistency across the schools. The key to success is practice if time is available.

The cost benefit of time to teach touch typing was discussed. How important is it? It was seen as a valuable tool for further in life.

At the elementary level, it is still being grappled with. Students at this level have moved from multiple choice to now being asked to write an essay on standardized testing. It is an area of struggle. Time to teach these skills would take away from something else.

Having the librarian as a resource for teaching is important and access is important.

Jane Gnade reported that at SMS and GBS they try to always have the library open. Meeting time can be set up to collaborate and decide who carries the load forward to students in terms of co-teaching.

At the elementary level, planning takes place through emails and scheduled collaborations.

Virtual Learning opportunities exist. As an example, Alex Kendall and Nicole Murray have used Skype to challenge classes in two different schools to build the tallest tower.

What do you need that you don't have? Jane Gnade said that they have been supported by administrators incredibly to move this model forward. Shelves on wheels made changing the space possible last year. Resources for STEM and STEAM, maker space, and Google Classroom would be valuable at the elementary level. Maintaining a digital portfolio was seen as valuable.

Why aren't schools using Google Classroom? Sarah Hale shared that in the past, there were security issues for students.

Dr. Ann Forrest reported that the moveable shelves and comfortable chairs were part of initial steps. Defining what *Maker Space* is should be consistent. Some see it to include 3D printers, but is that really what would be needed? The additional Library/Media specialist has helped implement the model. Because elementary teachers teach every single subject, time is limited. Google Classroom impacts your teaching practice. Professional Development would be necessary.

The value of MAPS testing and Chromebooks was shared.

Chris Stultz said that he feels we are going in a great direction. Learning Commons is the university model for space to be available for students. It is important for them to know that it is available to them.

Students learn how to access materials, audiobooks and other resources from other libraries to some degree. Making kids aware of the availability of other resources to help them in their reading is possible.

3. Review of I Policies

Policy states that the board will approve student handbooks (see attached).

A Section from the CVHS Handbook was shared regarding Virtual Learning Academy Charter School (VLACS) information. Suggested edits were shared.

Discussion took place about whether or not there is a limit to the number of VLAC courses a student can take toward graduation credits.

What types of students take VLAC courses? Is it advanced students looking for more rigor, or are students viewing them as easier? Are they pursuing courses we don't offer? What

motivates a student to take these courses? Likely all different kinds of students and reasons. There is a risk involved taking the courses. There are deadlines.

If a student takes a VLAC school and is failing, are they able to access help from a ConVal teacher? Where does the responsibility lie? Other resources for help might be identified. The VLACS teacher has responsibilities.

Obligations to provide space to take VLAC courses was discussed. Courses are self-paced; periodic check-ins would be difficult as a result. An obligation on behalf of ConVal staff was not seen.

Myron Steere asked that CVHS staff come to talk about VLACS; not a presentation, and the supports that are in place for VLACS.

Handbook approval will be coming to the board eventually. Alignment to policy is important. The Education Committee needs to be comfortable with what is going in the handbook.

IMBA – Distance Education

ConVal does not currently have a policy on Distance Education. As a result, distance learning credits should not be accepted. This policy should be reviewed and move back to the Policy Committee. VLACS is an accredited public school. Permission for anything other must be received. E-Start courses were discussed.

Should “teachers” be the term used? Should it state “qualified staff member”?

Omitting the statement that “students shall participate in all assessments” was discussed. Currently, students can opt out of testing. Students could also homeschool for a particular course and not take the assessment.

Other policies that refer to this should also be considered.

4. Other

None.

Bernd Foecking motioned to adjourn at 7:03 p.m. Dick Dunning second. Unanimous.

Respectfully submitted,

Brenda Marschok

Goals	Middle Schools	Elementary Schools
<p>Access to the LLC</p>	<p>GBS: Staffing is adequate to keep the library open throughout the school day. Teachers are able to incorporate the LLC in their blended learning lesson planning and unit menus. Students taking online courses (VLACS) use the LLC.</p> <p>SMS: LLC is a cooperatively staffed space. Media Specialist and/or TI available during school hours (and after as needed for meetings etc.) Students use space for VLACS and individualized learning. Various groups are welcomed for learning activities. Teacher resources bring staff to space for collaboration.</p>	<p>PES: Librarian full time. Teachers are invited to use the space for class time and activities.</p> <p>DCS: Librarian on specialist rotation. Teachers are able to access space even in my absence.</p> <p>HES: Librarian on specialist rotation. Teachers are able to access space even in my absence.</p> <p>Pierce: Librarian on specialist rotation. Teachers are able to access space even in my absence.</p> <p>GES: Librarian on specialist rotation. Teachers are able to access space even in my absence.</p> <p>FES: Librarian on specialist rotation. Teachers are able to access space even in my absence.</p> <p>TES: Librarian on specialist rotation. Teachers are able to access space even in my absence.</p> <p>AES: Librarian full time. Teachers are invited to use the space for class time and activities.</p>
<p>Combine ed tech & library services</p>	<p>GBS: Librarian and tech integrator now operate out of the LLC, centralizing services to teachers and students. Chromebooks are managed out of the LLC.</p> <p>SMS: Tech Integrator and Media Specialist collaborate to provide services with LLC focus. Tech Integrator provides Chromebook and Blended Classroom support. Media Specialist and Tech Integrator focus is on developing LLC concept, resources and collaborative learning space culture.</p>	<p>PES: Librarian is also the tech integrator. Computer lab adjacent to LLC.</p> <p>GES: A work in progress. Computer lab is across the hall from the LLC, but tech is not managed by the LMS.</p> <p>FES: A work in progress. Computer lab is down the hall from the LLC, but tech is not managed by the LMS.</p> <p>TES: A work in progress. Computer lab is across the hall from the LLC, but tech is not managed by the LMS.</p> <p>BES; A work in progress. Computer lab is down the hall from the LLC, but tech is not managed by the LMS.</p> <p>HES: A work in progress. Computers are a part of the library as of this school year. 5 are currently available. Tech is not managed by the LMS.</p> <p>DCS: Computers are available. 8 currently. Tech is not managed by the LMS.</p> <p>AES: Using the library as a computer lab. Computers are on a cart that is stored in library/learning commons.</p>

<p>VLC (Virtual Learning Commons)</p>	<p>GBS: Work in progress SMS: Work in Progress</p>	<p>PES: work in progress GES: A work in progress. FES: A work in progress. TES: A work in progress. HES: A work in progress. DCS: A work in progress. BES: A work in progress. AES: A work in progress.</p>
<p>Collaborative space</p>	<p>GBS: Extension of the classroom for many units of study as well as library-centered lessons; staff meetings, PD and large group school presentations now happen in LLC. (Flexible shelving has been key to making this work.) Having professional gatherings as well as student activities in the LLC reinforce the role of the LLC as the collaborative hub of the school.</p> <p>SMS: Open for various shared classroom activities. Staff meetings and PD training space. Student orientation and information meetings (sports, clubs, etc). Student collaboration space at PLUS and Recess.</p>	<p>PES: Staff meetings and presentations happen in the LLC. Classes use it for instruction occasionally.</p> <p>DCS: Staff meetings and presentations happen in the LLC. Classes use it for instruction occasionally.</p> <p>HES: Staff meetings and presentations happen in the LLC. Classes use it for instruction occasionally.</p> <p>Pierce: Staff meetings and presentations happen in the LLC. Classes use it for instruction occasionally.</p> <p>GES: Staff and PTO meetings, as well as presentations and PD happen in the LLC. Volunteer now run book exchange for classes in my absence. Classes use it for instruction occasionally.</p> <p>FES: PTO and other meetings, as well as presentations happen in the LLC. Classes use the space fairly regularly due to incentive program.</p> <p>TES: Presentations happen in the LLC. Classes use it for book checkout regularly and instruction occasionally.</p> <p>AES: We have staff meetings, community meetings, grade level project/presentations.</p>
<p>Beyond books - makerspaces</p>	<p>GBS: New programming offers "Pop-up" maker activities in the library for small groups during the school day.</p> <p>SMS: Makerspace in progress. Activities are available for small group making. Plans to expand into adjacent lab space will offer whole class or large group maker activities.</p>	<p>PES: Knitting Club, interactive lessons (animation, green screen, etc.)</p> <p>GES: Makerspace materials such as building kits and STEM supplies are now available. Presentation-creation materials, such as green screen and animation camera are available as well.</p> <p>FES: Makerspace materials such as building kits and STEM supplies are now available. Presentation-creation materials, such as green screen and animation camera are available as well.</p> <p>TES: Makerspace materials such as building kits</p>

		<p>and STEM supplies are now available. Presentation-creation materials, such as green screen and animation camera are available as well.</p> <p>HES: Makerspace materials such as building kits and STEM supplies are now available. Presentation-creation materials, such as green screen and animation camera are available as well.</p> <p>DCS: Makerspace materials such as building kits and STEM supplies are now available. Presentation-creation materials, such as green screen and animation camera are available as well.</p> <p>BES: Makerspace materials such as building kits and STEM supplies are now available. Presentation-creation materials, such as green screen and animation camera are available as well.</p> <p>AES: Makerspace and mindfulness activities are available for students. Lessons pertaining to flexible thinking are given by librarian in learning commons/library space.</p>
<p>Flexible, multi-functional environment</p>	<p>GBS: All fixed shelving has been replaced with movable shelves. This had an immediate effect on the usability of the space for meetings, special events (e.g. speakers), and concurrent activities.</p> <p>SMS: In process of replacing shelving and traditional furniture with mobile shelving and flexible seating space... expanding LLC concepts - genrefication of collection; dedicated Makerspace; interactive virtual catalog; etc</p>	<p>PES: Lots of shelving is movable. Three distinct areas can be adapted for several groups.</p> <p>GES: Tables and chairs are mobile and allows for the space to be rearranged in many different configurations.</p> <p>FES: Tables and chairs are mobile and allows for the space to be rearranged in many different configurations.</p> <p>TES: Tables and chairs are mobile and allows for the space to be rearranged in many different configurations.</p> <p>DCS: Tables and chairs are mobile and allows for the space to be rearranged in many different configurations. Seating also includes large cushions and bean bags</p> <p>HES: Tables and chairs are mobile and allows for the space to be rearranged in many different configurations.</p> <p>BES: Some rolling bookshelves. Tables and chairs are work in progress.</p> <p>AES: All shelves, chairs and tables are moveable.</p>
<p>User-centered functionality</p>	<p>GBS: Students are able to check out books on their own; teachers schedule library time using Google calendar; genrefication of the print collection allows more independence and encourages browsing, student helpers assist with</p>	<p>PES: Check-in and check-out stations, teachers schedule time on Google calendar.</p> <p>GES: Students and staff are able to check out books on their own through our Self Checkout Station; Google calendar appointments are set up</p>

	<p>book check-in and other library tasks.</p> <p>SMS: Student library helpers assist students with checkout, restacking and finding titles; teachers reserve library/lab times using Google calendar; in progress genrefication of the print collection and interactive catalog help facilitate user functionality.</p>	<p>for co-teaching weeks; genrefication of the Fiction collection and topic bins in the Nonfiction section encourages browsing and self-selection .</p> <p>FES: Students and staff are able to check out books on their own through our Self Checkout Station; Google calendar appointments are set up for co-teaching weeks; Author bins in the Picture Books, genrefication of the Fiction collection and topic bins in the Nonfiction section encourages browsing and self-selection .</p> <p>TES: Students and staff are able to check out books on their own through our Self Checkout Station; Google calendar appointments are set up for co-teaching weeks; genrefication of the Fiction collection and topic bins in the Nonfiction section encourages browsing and self-selection.</p> <p>DCS: Teachers and students are able to check out books on their own. Genrefication of chapter books and some non fiction.</p> <p>BES: Teachers and students are able to check out books on their own.</p> <p>HES: Teachers and students are able to check out books on their own.</p> <p>AES: Students are learning how to check out books on their own. We have 3 catalog stations set up in library.</p>
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Section from CVHS's Handbook (Revisions in bolded text)

Virtual Learning Academy Charter School (VLACS)

Students have the opportunity to enroll in free, online courses through the ~~NH state~~-Virtual Learning Academy Charter School (VLACS). **VLACS is a public charter school that was approved by New Hampshire's Department of Education in 2007. VLACS is a fully-accredited, state-approved public school.** Courses cover a wide variety of subject areas and topics that change from year to year. Current lists of available courses can be provided be viewed at vlacs.org. VLACS also has available, through a partnership with local colleges, E-start classes where students can earn dual high school and college credit. There is a separate registration process and fees for these classes. More information can be found on the VLACS website.

VLACS Enrollment Procedures

- Prior to registering for a VLACS course, students **must are strongly encouraged to** meet with their school counselor to review their transcript and discuss **appropriateness of how VLACS coursework may meet, or expand upon, the required 26 subject credits required for graduation.**
- Students and their parent/guardian are responsible for the registration process and must complete the registration process directly through VLACS. Due to VLACS guidelines, school counselors cannot register students for these courses. Students must list ConVal as their school of record when registering.
- Following completion of the VLACS course, students must request an official VLACS transcript to be sent to the school counselor to ensure the credit is transferred to their ConVal High School transcript.
 - Students taking a VLACS course, or courses, for graduation requirements are *strongly* encouraged to complete **the** VLACS course(s) by ~~the end of Semester 1~~ **April 1st** of their senior year. **This will ensure that (a) students are able to request that VLACS send an official transcript to ConVal's School Counseling Department and (b) the School Counseling Department is able to confirm that the students have met the graduation requirements and will be eligible to graduate with their classmates.**
- ~~Students who enroll in a VLACS class without following this procedure may not have the credit transferred to their ConVal High School transcript.~~
- ~~Students wishing to continue in a sequence of courses at ConVal High School will have to complete the corresponding ConVal High School course final exam for the VLACS course. The score results of this final exam will be used for placement recommendations.~~

NHSAA's IMBA - DISTANCE EDUCATION

(Download policy)

Category: *Recommended (See Note)*

The Board encourages Students ~~may to~~ take **full** advantage of distance education opportunities **as a means of enhancing and supporting their education**. Distance education means correspondence, video-based, internet/online-based or other similar media that provides educational experiences, including courses, as a means to fulfill or further supplement, curriculum requirements and/or current course offerings. Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities, and Policy IHBI, Alternative Learning Plans.

~~If the course is to be taken for credit, then Policy IMBC, Alternative Credit Options, will apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit.~~

The written approval of the building principal is required before ~~a district~~ students enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course ~~must~~ **may be required to** complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.

Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved. **Additionally, the district requires students to develop and submit a plan for completing the distant education course before the course is approved. The plan must include (a) a detailed timeline for completing the course, (b) when the distance education course will be taken (i.e., during the school day, outside of the school day, or a combination of the two), and (c) the identification of any support that will be the district will need to provide.**

Students taking approved online courses must be enrolled in the district. ~~and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.~~

After a distance education course has been approved, the principal will assign a teacher to provide identified support and monitor student progress. ~~grading of assignments, and testing.~~ One teacher may supervise no more than ten students participating in distance education courses.

Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information

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shared between school district representatives, the virtual school or online teacher and others.

The school district will provide safeguards for students participating in online instruction activities, and ~~Policy EGA/IJNDB, School District Internet Access for Students, will apply.~~

Commented [AA1]: We don't have these policies.

~~Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District.~~

Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee. ~~with feedback from the online teacher.~~

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

Legal References:

Ed 306.04(a)(12), Distance Education

Ed 306.22, Distance Education

Revised: May 2014

Revised: October 2005, August 2006, September 2008

NHSBA Note, May 2014: This policy is only Required by Law if your district chooses to offer Distance Education.

Only changes are to Legal References.

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