

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

EDUCATION COMMITTEE

December 17, 2018

SAU Boardroom

5:30 PM

Agenda

Committee Members:

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

Approval of November 19, 2018 Minutes

Update on multiage at DCS

SP Action Step 3.1.2; make a determination on whether to pursue multiage/multigrade as a District practice

What does inclusion look like in the ConVal School District?

Request made during the August School Board retreat. Also related to SP Focus Area 2.1

Update on SEL (Tier 1) at the Elementary-level

Review Director of School Counseling Job Description.

Policy

Review language in Policies IHBH and IMBC (attached)

Other

Next meeting: Monday, January 28, 2019 at 5:30pm in the SAU Boardroom

Student Achievement Presentation

Extended year and summer Programming – Summer Adventures Program and Communication Plan

SP Action Step 1.2.6 Develop and implement an extended day and year on an as needed basis for students to assure all students make or exceed a year's worth of growth.

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VLACS discussion

Policies IHBH, IHBI, ILBA, ILBAA, and IMBC

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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.

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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).

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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

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NEW HAMPSHIRE PUBLIC SCHOOLS

SCHOOL ADMINISTRATIVE UNIT #1
CONTOOCCOOK VALLEY SCHOOL DISTRICT

DRAFT

POSITION TITLE: Director of School Counseling (K-12)

SUPERVISOR: Director of Student Services

QUALIFICATIONS:

- Master's Degree in Counseling or related field
- Certified or certifiable by the New Hampshire State Department of Education, Ed 507.06, as a school counseling Director
- Have completed at least 5 years of successful experience in the field of school counseling, and at least 5 years experience as an administrator, or supervisor, or such alternatives to these qualifications as the School Board may find acceptable and appropriate
- Must be knowledgeable of counseling theory and practice, public relations, school law, personnel management, administration, supervision, curriculum and education processes
- Must possess leadership qualities and personal characteristics necessary to work effectively with students, teachers, parents and school leadership teams.
- Must have day to day understanding of the needs of students to properly address the issues of school counseling grades K-12
- Demonstrated evidence of excellent written and oral communication skills

SUMMARY:

The mission of the school counseling department is to provide all students with a comprehensive school counseling program that encourages the highest level of student achievement through growth in academic, career, and personal/social domains. The ConVal School District school counseling program partners with teachers, administrators, parents, and the community to help all students be lifelong learners and problem solvers.

The development and implementation of comprehensive school counseling programs requires a collaborative effort among well-trained, highly competent professional school counselors. The Director of School Counseling ensures that highly qualified school counselors are hired; receive professional development, consultation and supervision; and are evaluated in relationship to the professional competencies as outlined by the ASCA National Model.

DUTIES AND RESPONSIBILITIES:

District - The Director of School Counseling (K-12) will

- Serve as a member of the high school and district administrative teams.
- In partnership with the Director of Student Services, oversee the delivery of K-12 school counseling services.

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- In partnership with the Director of Student Services, provide leadership and organization for the K-12 school counselors and student assistance counselors to include regular meetings and supervision.
- In partnership with the Director of Student Services, and District School Administrators, develop and implement school counseling policies and procedures.
- Ensure regularly scheduled professional development for school counselors and for the continuous improvement of the school counseling program.
- Evaluation of school counseling staff.
- Assist in the planning of annual professional development opportunities for school counselors.
- Collaborate or serve as liaison with school and community officials regarding crisis response efforts.
- Coordinate the integration of school counseling programs with the total educational curriculum of the school district.
- Compile, generate, and interpret all data related to student achievement K-12.
- Provide individual and group supervision to school counselors.
- Implement a process that establishes, maintains, and enhances the total school counseling program to align with the American School Counselor Association program model.
- Coordinate the comprehensive school counseling program to encourage student achievement in academic, career, and personal/social domains K-12.
- Advocate for the needs of students based on school and district data.
- Serve as the LEA for CVHS 504 Plans as well as district as needed.
- Meet regularly with the Director of Student Services.
- Assist the Director of Student Services in ensuring that all staff are Youth Mental Health First Aid trained.
- Facilitator of the Substance Use Coalition

High School - The Director of School Counseling (K-12) will

- Manage the student enrollment and registration process in conjunction with the registrar at CVHS.
- Coordinate in the supervision of school counseling interns.
- Develop and maintain the master schedule at CVHS in conjunction with the principal.
- Plan, manage, and supervise the grade reporting process in conjunction with the registrar at CVHS.
- Supervise student records and protect their confidentiality in conjunction with the registrar at CVHS.
- Assist students with alternative learning plans and credit recovery.
- Assist students, parents, and staff in interpreting standardized test scores.
- Prepare the school counseling budget for CVHS.
- Serves as the Coordinator for:
 - Advanced Placement (AP) testing
 - Preliminary Scholastic Aptitude Test (PSAT) and Scholastic Aptitude Test (SAT) and other post high school testing (such as ASVAB, ACT)
- Maintain a reduced caseload of students grade 9-12.
- Perform other job related duties as required

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ADA MINIMUM QUALIFICATIONS OR STANDARDS REQUIRES:

The physical activity of this position

- Occasionally, Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
- Occasionally, Kneeling. Bending legs at knee to come to a rest on knee or knees.
- Occasionally, Crouching. Bending the body downward and forward by bending leg and spine.
- Seldom, Crawling. Moving about on hands and knees or hands and feet.
- Occasionally, Reaching. Extending hand(s) and arm(s) in any direction.
- Frequently, Standing. Particularly for sustained periods of time.
- Occasionally, Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
- Occasionally, Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- Occasionally, Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
- Seldom, Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
- Occasionally, Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
- Occasionally, Grasping. Applying pressure to an object with the fingers and palm.
- Constantly, Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- Constantly, Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
- Occasionally, Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

The physical requirements of this position

- Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

The visual acuity requirements include color, depth perception, and field of vision.

- The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive

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- reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.

The conditions the worker will be subject to in this position.

- The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).

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IHBH – Extended Learning Opportunities

Purpose

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

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

Roles and Responsibilities

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

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

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

Students approved for an extended learning opportunity must have parental/guardian permission to participate in such a program. Such permission will be granted through a **Memorandum of Understanding for Educational Services** signed by the parent/legal guardian and returned to the district before beginning the program.

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All extended learning opportunities, **including the cost of fees, books, and transportation**, not initiated and designed by the District, shall be the financial responsibility of the student or his/her parent/legal guardian.

High School Extended Learning Opportunities

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

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

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

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

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

Program Integrity

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

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

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

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

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

Legal References:

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

Category: R

See also IHBI, ILBA, ILBAA, IMBC

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

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IMBC – Alternative Credit Options

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

- The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.
- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.

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

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

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

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

- Competency testing in lieu of enrollment under the provisions of Policy ILBAA
- Interdisciplinary credit
- Satisfactory completion of course requirements at another public school district, an approved private school, or a home-schooling experience
- Transfer of credits earned by students before enrolling in the district, such as student moving into New Hampshire from another state or country
- Extended Learning Opportunities under the provision of Policy IHBH
- Online/virtual learning opportunities under the provisions of Policy IMBA

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- College Credit/Duel Credit
- Early College
- Middle School acceleration to the extent that the course work exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student achieves satisfactory standards of performance.

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

Funding

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

Legal Reference:

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

Category: P

See also IHBH, IHBI, ILBA, ILBAA

1st Reading: June 3, 2014

2nd Reading: August 19, 2014

Adopted: August 19, 2014