

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

EDUCATION COMMITTEE

February 18, 2019
SAU Boardroom
5:30 PM

Agenda

4:30 Subcommittee of Education Committee will meet to review policies.

Policy IHBH – Extended Learning Opportunity

Policy IMBC – Alternative Credit Options

Committee Members:

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

5:30 Approval of January 28, 2019 Minutes

5:40 Update on Exploring Equity within the Math Department

SP Action Step 1.1.1 Math Program Review

6:00 Update on Implementation of Letter Land and Key Comprehension Routine

SP Action Step 1.1.5 Reading Program Review

6:20 Other

Next meeting: Monday, March 18, 2019 at 5:30pm in the SAU Boardroom

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EDUCATION COMMITTEE

January 28, 2019

SAU Boardroom

5:30 PM

Minutes

Committee Members:

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

Present: Crista Salamy, Niki McGettigan, Dick Dunning, Myron Steere, Janine Lesser, Dr. Ann Forrest, Michelle Voto, Kim Chandler, Gib West, Rachel Bowman, Jo Ann Fletcher, Rebecca Dunn

Approval of December 17, 2018 Minutes

Dick Dunning motioned to approve the minutes of December 17, 2018. Crista Salamy second. Janine Lesser abstained. All else in favor. Motion carried.

Student Achievement Presentation

Dr. Ann Forrest shared New Hampshire Statewide Assessment information (see attached). Discussion took place about following a cohort of students over several years to determine their progress. Challenges occur when the assessment is used changes over time. NWEA should be the most consistent but revamped when ConVal went to the Common Core.

Student Achievement data for one of the elementary schools was reviewed on the Department of Education website and linked to the school. Discussion took place in the area of determining growth. Some schools were too small to report; data was not available. There are advantages to being a larger school.

This discussion is a result of trying to determine which data is appropriate and usable to teachers for instruction and for parents.

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.

Information about the Summer Adventures Program was shared (see attached). Some summer programs target specific students; we do not do that at the middle school level. Dates have been identified. Transportation has been addressed. It is a two week experience at each of the two middle schools. Students are encouraged to participate

in the full two weeks. There is both an academic and an enrichment focus. The goal is for everything to be ready to send home once the budget passes. Early communication for parents is essential.

Janine Lesser asked if information is placed in Parent Express for this opportunity. Other camps advertise there. It was suggested.

VLACS discussion

Gib West thanked the committee for the invite on this discussion. Mr. West asked the committee what they know about VLACS, what questions exist, how VLACS is interfaced with and the supports. It is important to lay the framework for discussion.

How is VLACS supported? How are students supported with VLACS? How many VLACS courses can a ConVal student enroll? Why would we offer a VLACS course to students? Is there a profile of a student who normally seeks to enroll in VLAC's courses? Enrollments in Advanced Placement (AP) classes are often low; is it possible for a student to take AP courses through VLACS?

Gib West reported that VLACS is a public education system in NH.

Kim Chandler reported that when counselors meet with students to select courses, they steer them toward taking courses at the high school. Students will often choose to take electives through VLACS to free up space scheduling wise. They take it to accommodate their schedule. The courses are not easier than taking a course at school. Often, students simply don't finish a VLAC course. Students log in to VLAC on their own and create their own account. They set up a plan. The instructor follows up with the student to complete the course. It is self-paced; they can take as long as they like as long as they are engaged or if they finish earlier.

Rachel Bowman said that any student can sign up for VLAC courses on their own. They are encouraged to work on their schedule with counselors. Eighty-seven students are enrolled in a VLAC course. Half are taking the course during the day. ConVal offers technical support and walks the student through the process. It is a contract between the student, the parent, and VLACS. ConVal keeps track of progress every couple of weeks and shares information with the student's counselor. Because there are no due dates, it is self-paced. Students either are withdrawn from the course or typically get an A or B.

If a student is withdrawn from the VLAC course, they would need to complete a course at ConVal if they have not yet met the credit requirement. Students can seek extra help from VLAC teachers. ConVal teachers try to support students who are taking VLAC courses. The challenge is that we don't know the curriculum; we don't have their curriculum map. How do we support a student who has chosen not to take the course with ConVal?

Rebecca Dunn said that the majority of students are taking courses that ConVal offers.

Jo Ann Fletcher said that a student can sign up for up to four courses at a time and be considered a part-time VLAC student.

Gib West said that absent policy, if a student is not taking courses at ConVal but are present every day, accessing ConVal staff and ConVal resources, is it ethical? There are few rules. If a senior student is in VLAC second semester and needs the credit to

graduate, it is a challenge to monitor. Gib said that he does not recommend senior students taking VLAC courses during second semester to graduate. He has drafted a letter to parents outlining this.

Rebecca Dunn reported that other schools have guidelines around how many credits a student can participate through VLACS for their total high school career. Other schools only offer VLAC for courses not offered at their schools. Some schools do not allow students to take courses during the school day in their building. Some only allow elective courses and not core requirements. Other schools have identified what a VLAC course would count for. Some schools do not allow VLAC courses to factor into the GPA. There are challenges that exist when students cheat in a VLAC course. ConVal has no oversight.

Rachel Bowman spoke about the parent side of students taking VLAC courses. The online experience can be valuable.

Gib West said that we haven't said "no" formally absent a policy.

Dick Dunning said that he believes it is a problem with using ConVal resources to support students taking VLAC courses.

Gib asked what the committee can provide in terms of guidance as to where they want the high school to go to with virtual learning. Dick Dunning said that he would like the high school to provide input because they know most about the relationship.

Discussion took place about various opportunities for diplomas; adult diploma, regular ConVal diploma, and the potential for an advanced diploma with 32 credits.

Gib said that he needs someone to take a stand on the supports provided by ConVal.

Dr. Ann Forrest said that we cannot say that we will not accept VLAC credit. We can make the decision as to whether or not we will allow students to access ConVal and its resources to take a VLAC course. Cross referencing our courses against VLAC courses to identify which meet our requirements should take place.

Rachel Bowman said that she thinks that not allowing students to take a VLAC course during the day if ConVal offers it is a good starting point.

Rebecca said that identifying the minimum academic load that a student must take to be a ConVal student is needed.

The high school will put together a proposal and return to this committee.

Policies IHBH, IHBI, ILBA, ILBAA, and IMBC

Other

None.

Crista Salamy motioned to adjourn at 7:02 p.m. Dick Dunning second. Unanimous.

Respectfully submitted,

Brenda Marschok

DRAFT Revisions for IMBC – Alternative Credit Options

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~~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.

Commented [AA1]: The High school's handbook identifies the following as alternative credit options—5th Block Classes, Independent Study/Extended Learning Opportunities, Internships, Summer Academy, Credit Recovery, and VLACS.

Commented [AA2]: Agreement Form and Design Worksheet

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, High School Competency Assessments*
- 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, ~~distance/virtual~~ learning opportunities under the provisions of *Policy IMBA*
- College Credit/Dual 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.

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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, ~~IHBH, ILBA,~~ ILBAA, ~~IMBA~~

1st Reading: June 3, 2014

2nd Reading: August 19, 2014

Adopted: August 19, 2014

DRAFT Revisions for IHBH – Extended Learning Opportunities

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Purpose

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

Commented [AA1]: I have attached copies of the agreement form and design worksheet that I received from the high school.

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

All ~~extended learning opportunities~~ELOs, ~~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. This includes, but is not limited to, the cost of fees, books, and transportation.

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High School Extended Learning Opportunities

~~Extended Learning Opportunities~~ELOs may be taken for credit or may be taken to supplement regular academic courses. ~~ELOs may also be used to fulfill prerequisite requirements for advanced classes.~~ If ~~the Extended Learning Opportunity~~ELOs ~~is-are~~ 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~~ELOs 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).

Commented [AA2]: NHSBA's version includes sections on Application Process, Evaluation Criteria, and Appeal Process. These were not included in CVSB's version.

Students electing independent study, college coursework, internships, or other ~~extended learning opportunities~~ELOs 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~~ELOs are responsible for their personal safety and well-being. ~~Extended learning opportunities~~ELOs 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~~ELO for valid reasons, the Principal, or designee, or assigned ~~Highly q~~Qualified ~~t~~Teacher will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience.

If a student ceases to attend or is unable to complete the ~~extended learning opportunity~~ELO 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 as part of the student's educational record. ~~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 a~~ Guidance School Counselor and ~~the~~ Principal.

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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, IMBA,~~ IMBC

1st Read: October 28, 2008

2nd Read: December 2, 2008

Adopted: December 2, 2008



CVHS Alternative Credit Options Agreement Form 2018-2019

Student Name: _____

Date: _____

Type of ELO:

☐ Independent Study

☐ Internship

☐ Other: _____

Time Frame:

☐ Semester 1

☐ Semester 2

☐ Quarter _____

Block(s) _____

Credit:

☐ .5 Credit

☐ 1 Credit

☐ Other _____

Brief Description *(include learning goals, who you will be working with and what will be the results. Please attach Course framework, and course//department competencies/rubrics if necessary)*

I agree to abide by the conditions of this ELO. I understand that if I do not complete the ELO as described, I will not receive the credit listed above.

☐ Student _____

Date _____

☐ Parent/Guardian _____

Date _____

☐ Lead Teacher _____

Date _____

☐ School Counselor _____

Date _____

☐ ELO Counselor _____

Date _____

☐ Administrator _____

Date _____



CVHS Alternative Credit Options

Design Worksheet

Name: _____

Title: _____

STEP 1: PLANNING (Student, teacher, and/or site supervisor work together)

<p>Competencies: The student and ELO overseeing educator should research the competencies that can be met through the ELO project to establish general expectations and goals for the project. The competencies will have some natural content and skills associated with them. In addition, please list what the student will know and be able to do as a result of this project.</p>	
<p>Project Description: The student and overseeing educator should work together to give a detailed description of the project. What is involved? Describe the final product and presentation. Include a broad description of what will be assessed. Include what the product will look like and where and how students will showcase their work.</p>	
<p>The Essential Question: The student will develop an essential question which focuses the activity, motivates the student, and drives the learning. It should be broad enough to be answered easily and can be approached from many different entry points. It lends itself to interdisciplinary research.</p>	
<p>Community Partners: Identify community partners who offer a rich source of knowledge, refined application, and experience in the project area. Describe their role in the project planning, implementation, student mentoring, and assessment.</p>	

STEP 2: IMPLEMENTATION AND FORMATIVE ASSESSMENTS

<p>Timeline and Benchmarks: Create a timeline of benchmark points that provide a foundation for the final project. Benchmark points can be small, discreet projects, rehearsals, practices, drafts or other work that allows the student to move towards competency. Students should have ample opportunities to have work reviewed before the final presentation. A timeline provides a framework to assure that this preparation and review happens.</p>	
<p>Research: The student should identify how they will research the knowledge base of their ELO subject matter to prepare for implementation and engagement. This may be their first benchmark point of review and will provide important opportunities to check assumptions and reflect on new ideas and avenues that the research revealed.</p>	
<p>Reflection: Identify structures that guarantee student input and reflection is captured along the way. Ask students to reflect on their progress in the ELO, and have them self-assess benchmark points in relation to the larger, final project. List what methods students will use for reflection and self-evaluation.</p>	
<p>Overseeing educator and student communication: The overseeing educator for the ELO and the student should establish together how and how often they student will communicate.</p>	
<p>Community partner communication: Describe how regular communications with the community partner will take place. Community partners should be a part of the student reflection so they can see students' developing understanding. Describe how the community partner will participate in the assessment of the project.</p>	

STEP 3: SUMMATIVE ASSESSMENTS

<p>Final Demonstration of mastery: Describe in detail what the final demonstration of mastery will include, what will be assessed, and who will assess each component. An actual Product and a Presentation are usually components of the demonstration of mastery and their preparation has been incorporated throughout the learning experience.</p>	
<p>ELO Presentation: Preliminarily identify when and where the presentation on the ELO will occur. Note who will be on the assessment team and what, if any, special equipment or facilities may be needed. Usually, the overseeing educator, the community partner, and the school's ELO coordinator (if identified) will, at a minimum, comprise the assessment team.</p>	
<p>Assessment of Mastery: Identify common assessment goals that will be met during the final demonstration. As the presentation of this demonstration develops, these goals may be modified through negotiation between the overseeing educator and student.</p> <p>Assessors will be given the assessment rubric at least one week in advance with a brief description of the final demonstration of mastery and will be informed of what competencies they are assessing.</p> <p>Assessors should also be given written guidelines for the format of the performance assessment. While the process may differ due to personalization, it should include the student's presentation of mastery of competencies, an opportunity for assessors to ask questions of the student, provision for the assessors to score against the rubric(s) and an opportunity to talk amongst themselves about the demonstration, and a final meeting with the student to provide feedback. The teacher of record, who may be the overseeing educator, will submit a grade for the ELO within one week of the assessment.</p>	