

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

EDUCATION COMMITTEE

June 10, 2019
SAU Boardroom
5:30 PM

Agenda

Committee Members:

Jerry Wilson (Chair), Richard Dunning, Crista Salamy, Bernd Foecking, Linda Quintanilha, Kristen Reilly

5:30 Approval of May 20, 2019 Minutes

Middle School Inquiry Group Recommendations

Related to Exploring Educational Equity at the Middle Schools

Data and Privacy Governance Plan (Due to Full Board by June 20th)

Related to SP Action Step 4.12.2 The School District will catalogue and distribute software/subscription offerings to all staff based on program needs (see amendment to RSA 189:66 at the bottom of page 2).

School Counseling Program Review & Recommendations

Related to Curriculum Renewal Cycle

Other

Information Request for the Number of and Times of Recess at Elementary and Middle School Levels

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Minutes

Committee Members:

Jerry Wilson (Chair), Richard Dunning, Crista Salamy, Bernd Foecking, Linda Quintanilha, Kristen Reilly

Present: Jerry Wilson, Richard Dunning, Bernd Foecking, Kristen Reilly, Kimberly Saunders, Cari Christian-Coates, Rich Cahoon, Kim Chandler, Michelle Voto, Greg Morris, Lauren Mann, Nicole Pease, Cheryl Orcutt, Kat Foecking, Janine Lesser

Jerry Wilson called the meeting to order at 5:30 p.m.

5:30 Approval of April 15, 2019 Minutes

Dick Dunning moved to approve the minutes of April 15, 2019. Bernd Foecking second. Kristen Reilly abstained. Motion carried.

5:35 Multiage

Related to SP Action Step 3.1.2 Determine whether to pursue multi-grade/multi-age as District practice.

Nicole Pease and Kat Foecking shared a presentation on Multi-Age Education.

Dublin Consolidated School (DCS) successes include the ability for collaboration for teachers, and the ability to specialize and focus on one curriculum primarily.

Challenges include scheduling, the need for more co-planning time, and assessment tools to regroup students.

What is to come? Redesign the schedule to enable more co-planning time, working with Learning Progressions to regroup across grade spans, and partner with Frankestown Elementary School (FES) to exchange ideas and best practices.

Kat Foecking reported that originally, FES was adhering to time guidelines set by the district. Teachers were getting frustrated with not having enough time in the day to get to everything that kids needed in. Growth was being made, but not at the rate desired; real time data was needed. No specific math intervention time was in place. Literacy-focused, classroom-based intervention.

Where is FES now? FES took their schedule apart and removed the time barriers. As a result, a 30-minute multi-age literacy and a 30-minute math intervention was set up. Flexible grouping, based on data, was used to set groups up. Remedial, Reinforcement, and Enrichment Groups were set up. Pre and Post assessment was available for every student every six weeks. Dramatic student growth was the result. All staff are involved. It has built the FES community.

Where is FES headed? FES wants to implement full-day, multi-age education, utilize learning progressions to create personalized learning paths, science and social studies will be co-taught with three teachers, daily team co-planning time will be possible when specials take place, and a true co-teaching model will be employed.

Why is FES doing this? It provides for a more inclusive learning environment and changed peer group dynamics. The FES staff is motivated for this change. It is a sustainable model for FES. This is directly aligned with the Strategic Plan. There is an impact on the budget.

Continued professional networking through school visits, Plymouth State University, and collaboration with DCS is in the future plan. FES is planning a parent information seminar on June 6th after the go ahead; no additional financial impact.

Board support to move forward is what is needed next. This will be at FES only for the whole building. Determining if it will work in other places will be the driver going forward.

Having the same teachers for more than one year is a positive; there are benefits.

Dick Dunning moved to approve the multi-age education model as presented for both DCS and FES. Kristen Reilly second. Bernd Foecking abstained. Motion carried.

6:05 Universal Preschool

Related to School Board Goal: By June 2019, report out on the implications of universal preschool; through research related to effectiveness, cost, implementation, resources needed, and current programming to determine whether or not it is the most effective preschool model for the school district.

This is related to the School Board Goal and one of the SAU goals as well.

Cari Christian-Coates reminded that the definition of Universal Preschool was accepted by the board. Since then, financial impact, transportation, facilities, educational implications and community implications were looked at.

Lower income children is one of the target groups. There will be budgetary implications; a Phase I model would look at the existing resources in our current preschool programs. Extending the day, five days a week for four years olds in the program is the proposal. Teachers and paras would have an increased day. Adding a full-time social worker would be of value in connecting to families.

2020/2021 is the proposed start year, 125 slots for a total of 8 classrooms, adding four more classrooms to the current model. Transportation would need discussion. \$1,283,238 is the proposed cost; it does not include related services, transportation and other costs. Questions remain including annual cost increases for 4 year olds attending, how many students will access this program, how will educational outcomes be improved, food service and free and reduced lunch implications, long term outcomes, and the effect on kindergarten transitions.

Potential costs for related services with speech and language pathologists was discussed. There is difficulty hiring for these positions and may result in contracted services.

Greater discussion took place about transportation possibilities, what do the staff of the current preschool programs have for input.

ConVal has a current preschool program; this would be an expansion of this program. It is not the push down of the elementary program.

Phase I would look at the current 4 year olds in that current year, and extend their day.

For 20/21 the waiting list process will be followed for that first year.

Making sure that the word gets out to allow all families equal opportunity was cited as important.

Creating a pre-K program that is full-day may be an attraction for people looking into the area. Based on research aimed at NH students, the savings is between \$2 and \$6 for every dollar spent on preschool.

How many students are currently in the program? The goal is not to stop at Phase I; it is scalable. It would not be cost effective to stop at Phase I.

Where would additional classrooms be located? They have not been identified as of yet. This proposal is not to put a preschool in every single elementary school. We cannot do that; it is not possible. Likely add into Greenfield, Antrim, and Peterborough with the addition of one new location. Bernd Foecking cautioned using any figures for cost savings at this stage.

The recommendation will be to adopt Phase I of this program.

Any recommendations for additional pieces to be added should be voiced soon to be included.

Dick Dunning moved to go forward with the presentation that this is Phase I moving into Phase II; it is Phase I and the continuation to bring to the board for permission to continue. Bernd Foecking second.

Rich Cahoon said that this would encompass two budget cycles; it would be new programming in the second budget cycle. If a default were to result, it would kill the program.

Would a public preschool be eligible for CFP or food service program? No one has been able to identify as of yet. Possible revenue resources will be pursued.

Dick said that we are not saying that this is being funded by the taxpayers; we are saying that this would be funded by parents on a sliding scale.

Kimberly Saunders said that the information provided reflects the all in cost. Sliding scale would bring the cost down.

Do we have existing classrooms for Phase II or would we incur facilities costs? We have classrooms and might need to change out some facilities needs i.e. toilets.

It is critical for those that can pay to pay and for those that need a scale to have one.

This will go to the full board at the first meeting in June.

6:25 Follow-up Items

For Consideration: Should students be required to take a math course each semester until they have completed Algebra I (Part 1) and Algebra I (Part 2)?

- o What impact would this have on staffing and the schedule?

Michelle Voto referenced data on 17/18 and 18/19. Failure rates were discussed.

A full time (FTE) math instructor would be needed. The department head could step in and teach three blocks rather than two.

There are 36 graduates that will not have taken Algebra I currently.

Dick Dunning clarified that the change was that all students would take math every semester, every year. Discussion took place. That was not the understanding. The understanding was that everyone would have to take four credits of math.

Right now, our students who aren't struggling to pass algebra are taking math all four years up to the highest they can achieve.

Rich Cahoon said that math credits might be counted starting with Algebra I. Math Concepts would not count.

A differentiated diploma for students with significant needs is what is being discussed.

Consistently, we have had 33%-43% of our students proficient in math. We have to look at what we are doing and how we do it. We have an obligation to look at what we are doing and do something else if it is not working. A decision was made that every student needed to pass Algebra I and continue to take math until they have passed Algebra I. Our system is broken and needs fixing.

A recommendation to add a full-time FTE will be brought forward.

If you took Algebra I in middle school and took Algebra II you have met the requirements. There would be four remaining math credits needed.

Related to Request by Ed. Committee: A request was made by members of the Ed. Committee to review the number of students who drop a math course after the course has started.

6:55 Other – Need to reschedule the June 17th Ed. Committee Meeting due to a conflict.

Rescheduling the June 17th Education Committee meeting will be looked at during calendar discussion at the next School Board meeting.

Jerry Wilson motioned to adjourn. Dick Dunning second. Unanimous.

Respectfully submitted,

Brenda Marschok