

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

EDUCATION COMMITTEE

September 23, 2019

SAU Boardroom

5:30 PM

Minutes

Committee Members:

Richard Dunning, Linda Quintanilha, Kristen Reilly, Crista Salamy, Stephan Morrissey, and Jerome Wilson (Chair)

Present: Jerry Wilson, Dick Dunning, Linda Quintanilha, Dr. Kimberly Saunders, Dr. Ann Forrest, Cari Christian-Coates, Ben Moenter, Janine Lesser

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

5:30 Approval of September 9, 2019 Minutes

Dick Dunning moved to approve the minutes of September 9, 2019. Linda Quintanilha second. Unanimous.

5:35 New Hire PD Day Survey Results

Dr. Ann Forrest referenced information included in tonight's packet that detailed new hire professional development offering descriptions. In addition, survey results on the professional development offered were shared. New hire responses were provided. Four open ended questions were also asked where new hires were asked to complete the sentences that related to the whole ten days. Twenty-eight teachers and paras attended. Dr. Forrest said that things came out as a result of the survey; new hires could have benefited from having computers ready and available to them on day one. Next year, ordering will take place sooner so that they are available. Training is over ten days, which is intensive. It was nice to have a week off after the training before school began. Further information will be surveyed; what has come up since school began that you wish you had training on?

More time in buildings is one consideration of need moving forward.

5:50 Director of School Counseling Job Description (see attachment)

Cari Coates referenced the job description for the Director of School Counseling along with edits and changes that she recommended for this description. The Education Committee previously raised concerns and some of the suggestions were incorporated into the change. A suggested draft that resulted was shared; bolded items reflect the changes or additions.

Dr. Forrest said that although the district is broken out, a lot of the bullets are not new.

Linda Quintanilha noted that the job description does not state that the Director can serve as an LEA for IEP's. Cari said that they could, but it is not part of their job description.

Dick Dunning asked about supervision. As an example, who will do the evaluation for the PES Counselor? The Director? The Principal? Cari said that the original version stated that the Director would. By saying “in partnership with school principals” it results in the Principal being the primary and the Director of School Counseling being the secondary evaluator. It will be a collaborative effort.

Dick Dunning further asked if there is a difference of opinion in an evaluation, who makes the final decision on the evaluation? Cari said that if the Principal and the Director of School Counselor are in a collaborative effort, it comes down to that work together following the Pathway process. Dick said that the reality of life would be that the building principal would have more information for the evaluation. Kimberly Saunders said that it is not uncommon for her or Dr. Forrest to be asked to conduct an evaluation of a professional at the principal’s request to get another view. Cari said that the Danielson process has allowed for more collaboration and broken down barriers to making decisions alone.

Jerry Wilson spoke about the portions of the evaluation that would pertain to the Principal and also to the Director.

Linda Quintanilha asked how many people are under the school counselor; three at the high school, two student support counselors at the high school; two at the middle school, a part time middle school and part time elementary as well as three at the elementary schools.

Linda Quintanilha asked if there was any district-wide support in the special education area. There are coordinators at each level.

This job description will go to the full board for a first read on October 1st.

6:05 Special Education – Inclusion at the middle schools

Ben Moenter referenced a report titled “Inclusive Systems are based in Equity” (see attached). The School Board Request is also stated with a response.

The Core Belief and Vision were stated. The belief is that “All must mean all”.

Ben Moenter spoke about inclusion. The question, he said is not whether integrated education should occur, it is about how do we support students with significant and complex needs more effectively in the least restrictive environment.

A focus is on the structural elements of these systems is the key so all students meaningfully participate in general curriculum, achieve their potential, and experience better post-school outcomes.

Dr. Ann Forrest said that the focus is what we are building to support all students in an equity based continuum of supports. The focus is, first and foremost, on the distribution of the available evidence-based supports and services to students who need them to successfully engage in the teaching/learning process. Work is underway at looking at data in a way that it never has been before. Looking at systems and structural elements when looking at supports is important. Rethinking school space allocation is part of this, implementing a multi-tiered system of support involves comprehensive school structures and interventions that support all students. Thinking about school-wide practices; PBIS, Universal Design for Learning, and Social/Emotional Learning are focuses. All learners learn differently is considered as well as what barriers are students arriving at with their learning.

Ben Moenter read the School Board Request, which was “Provide comparison data associated with inclusion at ConVal Middle Schools, Great Brook School and South Meadow School. Specifically, the percentage of students with severe disabilities in the general education class and time in general

education class. Data that proves or disproves inclusion. Provide information about what classes students with severe disabilities access.”

Looking at all school data, Ben shared placement data that outlined the number of students with IEPs and the percentage of time they spent in a regular class, separate school, residential facility, or parentally placed.

When looking at middle schools specifically, all IEPs were looked at and data on the number of students and percentage of regular class setting was reported. Out of district students totals six students. ConVal is able to meet the needs of the majority of our students.

Percentages of ILS students with specialized services during the school day and the percentage who participate in classes in the regular education setting were detailed.

What types of supports are provided to those students who participate in a regular education class? Paraprofessionals are in classrooms and other supports. Components of structures are in place to provide better support for students and identify what students need to be successful in the general education environment.

Linda Quintanilha asked about the rethinking of school space; at the high school there is the life skills support and the skills academy as well as the learning commons. Executive functioning support is offered in one area; there are four altogether where kids receive services. She asked if the district is looking at these pieces in the response.

Dr. Forrest said that Tier I is looking at what all students need to learn. Tier II is built off of Tier I. Conversation is on Tier I to assure that it is strong.

Linda Quintanilha further asked which schools are doing UDL; Antrim, Greenfield and Hancock.

What is considered a severe disability? Students with intellectual, multiple, and in some cases severe emotional disabilities as well as Autism. Complex needs that require multiple services. How many students in the district have severe disabilities? Ben Moenter provided round numbers.

Linda Quintanilha asked of the 58 students in ILS that are not getting math in a general education setting; are they receiving math from a math teacher. Discussion took place about credentialing and training.

Dr. Saunders spoke about moving all of our staff into the space where co-teaching is what we do.

Transition points from preschool to elementary to middle to high school were discussed.

The Education Committee meeting for October 3rd was cancelled and the October 17th meeting was moved to October 24th. From there, Education Committee meetings will take place on the first and third Thursdays of the month.

Dick Dunning motioned to adjourn at 6:44 p.m. Jerry Wilson second. Unanimous.

Respectfully submitted,

Brenda Marschok

Inclusive Systems are based in Equity

Core Belief: We believe that All must mean All. We must provide the opportunity for each and every student to reach his/her maximum potential.

Vision: Create learning environments and conditions in which all students, regardless of their economic status or whether or not they have a disability, learn and succeed.

Systemic Equity: The transformed ways in which systems and individuals habitually operate to ensure that every learner--in whatever learning environment that learner is found--has the greatest opportunity to learn enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and for life (Scott, p.6).

Inclusion: Inclusive settings promote academic and social gains and positive outcomes. Location and time - placement - in the general education setting is an important factor, however simply being in a general education setting is insufficient to realize social and academic gains, and to meet all student needs. The question is not whether integrated education should occur, its *how* do we support students with significant and complex needs more effectively in the Least Restrictive Environment? While placement is a required, necessary decision for Individual Education Plan (IEP) Teams, parents, and processes, it's the system(s) that bring the needed services to students in the general education setting in schools. The focus on the structural elements of these systems is the key so all students meaningfully participate in the general curriculum, achieve their potential, and experience better post-school outcomes.

Equity-based Continuum of Supports:

- Focused first and foremost on the distribution of the available evidence-based supports and services to students who need them to successfully engage in the teaching/learning process
- Engaging in equity discourse at all levels of the organization
- Expanding the focus on inclusion to include a focus on *structural elements*, such as rethinking school space allocation, coordinating all resources, deploying all school personnel and services, and matching evidence-based practices to meet measured student needs
- Implementing a Multi-Tiered System of Support (MTSS) which involves comprehensive school structures and interventions that support all students, regardless of their characteristics, including those with significant learning or behavioral support needs and those at risk for school failure due to other circumstances

- Focusing on whole school practices (e.g., Universal Design for Learning, Social Emotional Learning, Positive Behavioral Interventions and Supports, Equitable Instruction).
- Continuing to reframe special education as a set of evidence-based resources and high leverage instructional practices directed to specialized applications for learning issues

School Board Request

Provide comparison data associated with inclusion at ConVal Middle Schools, Great Brook School (GBS) and South Meadow School (SMS). Specifically, the percentage of students with severe disabilities in the general education class and time in general education class. Data that proves or disproves inclusion. Provide information about what classes students with severe disabilities access.

All School Data

Annually, indicator data around placement is available. The state reports this data on an annual Oct. 1 count. Below is our trend of % students in the general education setting 80% of the time category. From this viewpoint we see a shift from 2015-present.

Regular Class 80% Trend

14-15 50%

16-17 60%

16-17 67%

17-18 72%

18-19 68%

19-20 70% (current)

The model of data provided by our state NHSEIS system is situated in a placement-based/ categorical model. Our indicator data related to this area shows a positively skewed distribution of services for students with IEPs at ConVal, and shows a large amount of students in the 80-100% range. The 40-79% range, for example, is a large range that would represent something like a 2.5 hour time difference in the school day for a student at the lower vs. high portion of that range of time spent in the regular class setting.

District Placement Data 7/30/19	# of Students with IEPs	Percent in Range
Regular Class at least 80% Category	211	70%
Regular Class 40-79% Category	71	24%
Regular Class <40% Category	16	5%
Separate School	6	<.01%
Residential Facility	0	<.01%
Parentally Placed	0	<.01%
Total IEPs ages 6-21	302	

Middle Schools

Rather than looking at category ranges like the annual indicator data, we looked at all IEPs and calculated the % of planned time in the regular class setting for each student in middle school with an IEP.

We see high rates for time in the regular education setting for students with Individual Education Plans (IEPs) at the Middle schools. Overall, students with IEPs at ConVal middle schools average time in the regular class setting was 89%. Great Brook School (GBS) students spend 93% of time in the regular education class setting. Students at South Meadow School (SMS) spend 86% of time in the regular education setting. South Meadow School differs from GBS in that it hosts two district special education programs. The Emotional Support Program (ESP) provides services for students with significant social-emotional and behavioral needs. While this program has students with significant needs, students spend 89% of their time in the regular class setting. The Intensive Learning Supports Program (ILS, Life Skills) at SMS has students 63% of the time in the regular education setting.

Great Brook School does not have these programs and currently does not have students with severe disabilities, such as those that meet criteria for eligibility in areas of Intellectual Disability or Multiple Disabilities. As of July 2019, SMS had 15 students with these needs. A small percentage of students in this program have GBS as their home school.

Data 7/1/19	# of Students	Time in Regular Class Setting based on IEPs
Middle Schools All IEPs	101	89%
GBS All IEPs	47	93%
SMS All IEPs	54	85%
SMS all non-program	37	93%
SMS Emotional Support Program (ESP)	7	89%
ID/MD/ILS program	12	63%
Out of District (Total District)	6	0%

Intensive Learning Supports (ILS) Program

As of 9/8/19, students in the ILS program have many specialized services during the school day:

Reading 58%
Math 58%
Written Language 25%
Functional Life Skills 50%
Speech Language 92%
Occupational Therapy 75%
Physical Therapy 25%
Counseling 50%

The percent of students in the ILS Program who participate in classes in the regular education setting include:

Science - 85%
Social Studies - 85%
Specials (PE, Music, Art, Health, & Family Consumer Science) - 85%
Advisory - 100%