

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

EDUCATION COMMITTEE

September 9, 2019
SAU Boardroom
5:30 PM

Agenda

Committee Members:

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

5:30 Approval of June 10, 2019 Minutes

5:35 Review and confirm primary focus areas for 2019-2020

Education Committee meeting agendas items are aligned to:

- Action Steps from the district's Strategic Plan with deadlines that fall during the 2019-2020 School Year
- Curriculum Renewal Cycle
- Policies referred to the Education Committee by the Policy Committee
- School Board goals for the 2019-2020 school year

5:50 Assessment Schedule

Related to Policy ILBA:

The assessment program will include an approximate schedule for statewide assessments. The schedule will be distributed to staff and the Board at the beginning of the school year.

6:00 Blended Learning Environment – BrightBytes Data

Related to Tech Plan Indicator 1d:

Integrate technology seamlessly in the teaching and learning process while assuring that the use of technology adds value to learning for all students.

6:20 Online Apps and Resources – LearnPlatform

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. (End Date of June 30, 2019)

Next Meeting: Monday, September 23, 2019 at 5:30 PM in the SAU Boardroom

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EDUCATION COMMITTEE

June 10, 2019
SAU Boardroom
5:30 PM

Minutes

Committee Members:

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

Present:

Jerry Wilson, Myron Steere, Kimberly Saunders, Linda Quintanilha, Bernd Foecking, Kristen Reilly

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

5:30 Approval of May 20, 2019 Minutes

Kristen Reilly motioned to approve the minutes of May 20, 2019. Motion was seconded by Bernd Foecking.

5:35 Middle School Inquiry Group Recommendations

Related to Exploring Educational Equity at the Middle Schools

The middle school PLC groups presented on their recommendations for a new Middle School Model.

Their recommendations include:

- Document, communicate, and adopt a ConVal Middle School model that will guide the decision making process
- Having a shared, clear focus and purpose for advisory
- Develop curriculum for advisory
 - Focus on Habits of Work and Executive Functioning
- Continue to move toward competencies and a shared understanding of what that means.

Elizabeth Fortin began the presentation on the recommendations pertinent to the middle schools.

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Middle School PLC are building on the middle school models process identified over 17/18 school year. Siobhan LeClerc and Jennette Regis presented on the models. The focus is on the middle school brain. There are four themes, especially focusing on building relationships. This is a time where these students can try new things. Support systems being a necessity; it's very important at this age.

Skills – 21st Century Learning – what is our definition? The three R's. Student connectedness. Low advisory numbers help to build better relationships, time for skill building. Center Rock of Relationships.

What is the shared definition and vision of the advisory program?

Middle School Advisory PLC Team: meeting for 2 years to research best practice. Advisory connects the teacher with the student. What is the purpose?

The purpose should be on fostering school connectedness; teachers are warm demanders. Teach **executive functioning** skills & 21st Century soft skills. This is a set of recommendations that should be considered: a sacred 30-minute period; no more than 15 students; 5th & 8th grade 1-year relationship; recommending 6th & 7th grades have a 2-year relationship with teachers.

Putting the fun in executive functioning. MS Equity PLC – what is it? The skills that help you be successful in your life. How can we create a successful functioning school when some students lack the basic skills?

A set of processes used to create skills. When the task seems too hard, the kids won't do it!! Break down tasks into doable chores. The hypothesis was tested in the field. Growth was noted, but this needs to be supported for a longer period. Is EF being taught; we surveyed teachers and found it's not yet happening. This brings us back to advisory, noting that we want to work to teach executive functioning. Develop a scope and sequence. We have to make it matter. Practice makes better. This could be taught in Advisory, if time is set aside. Kids want this and want to be successful.

Competency-Based Learning Recommendations: multi-year process.

Book study, **Breaking with Tradition**. What is competency-based learning; this book answered a lot of questions. Our goal is to develop a common language between, teacher, administration, and parents, etc.

We traveled to schools that utilize competency-based learning. This is a multi-year process. We need to develop a common language in year 1.

Habits of Work Rubric: more of an adult focus, by writing the competencies in "I Can" language, so that kids CAN better understand the process and expectations. Both

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middle schools piloted the rubric and revised it; they received great feedback from the staff. The recommendation is to adopt the **Habits of Work** Rubric.

Elizabeth Fortin and team presented on equity between the 2 middle schools– Process, Administration Input, and Comments

Data sheets were completed by every teacher in both schools. This group dissected the data and identified the inequities between the two schools.

Anne O'Bryant & Jim Elder spoke to community service requirements; schedules/times, scheduling but not knowing what the PLCs were working on. They were also looking at the advisory issue. Also, math teachers wanted more time for math. They have worked for a year on scheduling.

Linda Quintanilha asked about the personal center planning; it is all three.

The RENEW project is at the high school; will it ever come to the middle schools?

Dr. Forrest spoke to Getting Tier I solid. This group's focus is that we're really clear the Tier I and that all kids are getting it, then we can move forward. Kim Chandler indicated RENEW is a Tier III process.

Linda Quintanilha inquired on data on the percentage of time that identified students are pulled from the classrooms. Special Education teachers did fill out the data sheets. Elizabeth Fortin is not sure that teachers had pullout in mind when compiling data; however, a glaring inequity did not arise. Linda Quintanilha ask to see the data.

Myron Steere asked about what advisory model is being used. Ellen Kidd indicated there are many models, the key piece is the time and the student number.

Linda Quintanilha questioned how much time is presently spent in advisory? GBS – 10 minutes and it's interrupted time. SMS 2 days a week for a ½ hour of interrupted time. Next year they will have 5 days of 30 minutes. Some teachers have advisory but their not all doing the same thing with the time. Average class for advisory is 20+. The model seeks to bring in other staff so that kids can have a relationship with multiple teachers. Teachers want a framework for advisory.

SMS looking into training for staff, themes.

Are kids harder on themselves than the teachers? Yes. This is not TASC.

Kristen Reilly offered thanks for the research. How do we now get to the equity piece of what has been researched. Dr. Saunders indicated that this is a multi-year process but we're looking at how we can make this happen, what is getting in the way of making this

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a reality. Ann Forrest noted we could look at what the middle school principals have done in closing the gap on the inconsistencies.

Linda Quintanilha asked like to see the identified inequities.

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

Kim Chandler presented the School Counseling Framework (handout):

Related to Curriculum Renewal Cycle: began the review in 2013-2014, to look at School Counseling. This must be reviewed every 5 years.

They looked at: RAMP (Recognized ASCA Model Program)

CVHS has applied to become a RAMP school. Job descriptions have been completely redone at all school levels. There are two student support counselors at the high school. Document identifies what the school counseling is all about. For Ms. Chandler it's important to meet monthly as a district team. She likes that the counselors share families and can learn and help those families as they learn from each other.

Myron Steere asked about the guidelines for per-pupil ratios: they have three full-time school counselors.

It is a year-long application process; lots of data collection; evaluation our work, writing. They will share information on the process.

Cari Coates, in response to a question on mental health support from Linda Quintanilha. DBT is a clinical intervention. We are not clinicians. We are dealing with wrap-around services. We are collaborative with other organizations. Each does their part. We identify what we own and what we do not own that we can share. We are not equipped or qualified to treat mental health; however, we do support those outside programs.

Other

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

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Kristen Reilly feels our children do not have enough time for free play. Dr. Saunders had the data, but no background information. Kristen Reilly would like to put this subject on a future Education agenda. Bernd Foecking agreed. What do you want to call this topic? What is the difference between the large schools vs. the smaller schools in regards to recess time. There is inconsistency between the outdoor/indoor recess from school to school. Jerry indicated there are multiple factors to consider, such as the number of students, the facility, etc.

Dr. Forrest indicated that if it's below 10 degrees outside (or feels like it), it should be indoor recess. Many students don't have proper clothing when they come to school. However, most schools have extra clothing.

Schools have added an addition 20 minutes to morning recess. Kristen Reilly asked how we could incorporate this into the day. Dr. Saunders asked what they are willing to give up. We cannot let children choose for themselves. We will continue this discussion at a future meeting.

Data Governance:

Kristen Reilly moved at 6:46 pm to enter into nonpublic session to discuss data governance. Unanimous on roll-call vote. All in favor.

Kristen Reilly moved to exit nonpublic session at 6:58 pm, seconded by Jerry Wilson. Unanimous.

No meetings in July, but in August Jerry Wilson would like to get together to plan for next year.

Jerry Wilson motioned to adjourn at 6:59 pm. Seconded by Kristen Reilly. All in favor.

Respectfully submitted,

Carol Hills

TIMELINE FOR 2019-2020		
Education Committee Meeting	Agenda	Strategic Plan, Technology Plan, School Board Goal, and/or School Goal Alignment
September 9	<p>Assessment Schedule for 2019-2020</p> <p>Blended Learning Environment</p> <ul style="list-style-type: none"> Review of BrightBytes Data <p>Online Apps and Resources</p> <ul style="list-style-type: none"> Demonstration of LearnPlatform (Catalog of pending and approved resources) 	<p>Policy ILBA – “The assessment program will include an approximate schedule for statewide assessments. The schedule will be distributed to staff and the Board at the beginning of the school year.”</p> <p>Tech Plan Indicator 1.d. Integrate technology seamlessly in the teaching and learning process while assuring that the use of technology adds value to learning for all students.</p> <p>SP Action Step 4.12.2 The School District will catalogue and distribute software/subscription offerings to all staff based on program needs. (End Date of June 30, 2019)</p>
September 23	<p>New Hire PD Days Survey Results</p> <p>Director of School Counseling Job Description</p> <p>Review of policies</p>	
October 14 & 28	<p>Draft of Phase I Universal Preschool Implementation Plan</p> <p>Health/PE K-12</p> <p>School Counseling K-12</p> <p>Middle School</p> <ul style="list-style-type: none"> Update on equity work 	<p>SAU/Board Goal</p> <p>Curriculum Renewal Process</p> <ul style="list-style-type: none"> Both Health/PE K-12 and School Counseling K-12 have been under review. <ul style="list-style-type: none"> For Health/PE 9-12 – Impact of block vs. traditional schedule Present recommendations for the 2020-2021 Budget. <p>2018-2019 School Board Goal</p> <p>SP Action Step 2.2.1 The School District will train students to create personalized plans for success. (End date of June 30, 2020)</p>

Education Committee Meeting	Agenda	Strategic Plan, Technology Plan, School Board Goal, and/or School Goal Alignment
October 14 & 28 continued	<p>Responding to and supporting students who have experienced trauma</p> <p>Review of policies</p>	Request from Board member
November 25	<p>Exploring Educational Equity</p> <ul style="list-style-type: none"> Update from ConVal High School's Math Department <p>VLACS Recommendation</p> <p>Review of policies</p>	<p>2018-2019 School Board Goal</p> <p>SP Action Step 1.2.5 Action Step Align intervention strategies and support services with daily instruction. (End date of June 30, 2020)</p> <p>SP Action Step 1.2.6 Develop and implement an extended school day and year on an as-needed basis for students (End date of June 29, 2020)</p> <p>Follow-up item from the 2018-2019 SY</p>
December 9	<p>World Language</p> <p>Review of policies</p>	<p>SP Action Step 1.1.4 The School District will perform a review of the World Language content and instruction and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data.</p> <p>Curriculum Renewal Process</p> <ul style="list-style-type: none"> Including the impact of block vs. traditional schedule
January 13 & 27	<p>Update on programming that has been implemented as a result of the curriculum renewal process</p> <p>Student Achievement Presentation</p> <ul style="list-style-type: none"> Link It Demonstration <p>Review of policies</p>	<p>Request from Board member</p> <p>SP Action Step 1.3.5 The School District will train teachers in the use of data and clarify expectations of using data to make instructional decisions, set instructional goals, and establish student learning objectives. (End Date of June 30, 2020)</p> <p>Tech Plan Indicator 4.c. Evidence-based reasoning and data-driven decision making are part of the school and district culture for staff, students, and parents.</p> <p>Tech Plan Indicator 4.d. All staff are knowledgeable and skilled in using data, technology, and data analytics to inform instruction, curriculum, assessment, and their own professional practices.</p>

Education Committee Meeting	Agenda	Strategic Plan, Technology Plan, School Board Goal, and/or School Goal Alignment
February 10	<p>Exploring Educational Equity</p> <ul style="list-style-type: none"> Science at ConVal High School <p>Report on students who take blocks off (come to school late or leave early), as well as students who meet graduation requirements early. Explore how students could be encouraged/supported to take advantage of Running Start courses.</p> <p>Review of policies</p>	<p>2018-2019 School Board Goal</p> <p>Request from Board member</p>
March 9 & 23	<p>Final Universal Preschool Implementation Plan</p> <p>Personalized Learning</p> <p>Review of policies</p>	<p>SAU/Board Goal</p> <p>SP Action Step 1.1.6 The School District will include integrated critical thinking, technology, collaborative, and problem-solving skills in all curricular areas. (End date of June 30, 2020)</p> <p>SP Action Step 1.5.3 Students will have multiple opportunities for flexible, personalized learning. (End date of August 31, 2020)</p> <p>Technology Plan Indicator 1.b. Design curriculum and instruction that leverage technology and diverse learning resources to enable all students to personalize their learning with choices and control.</p>
April 13	<p>Multiage Learning Progressions</p> <p>Review of policies</p>	<p>SP Action Step 3.1.2 Make a determination on whether to pursue multi-age/multi-grade as a District practice.</p>

Education Committee Meeting	Agenda	Strategic Plan, Technology Plan, School Board Goal, and/or School Goal Alignment
May 11	Arts K-12 Curriculum Review Review of policies	Curriculum Renewal Cycle <ul style="list-style-type: none"> Recommendations will be built into the 2021-22 SY Budget
June 8	Social Studies K-12 <ul style="list-style-type: none"> Exploring Educational Equity within the Social Studies Dept. at the high school Curriculum Review Review of policies	2019-2020 School Board Goal Curriculum Renewal Cycle <ul style="list-style-type: none"> Recommendations will be built into the 2021-22 SY Budget <i>Important Note:</i> The State has run behind schedule in the revision of state standards for Social Studies. This may impact our review cycle.

ConVal School District's
Assessment Schedule
2019-2020

	Fall	Winter	Spring
Elementary	<p><u>English Language Arts</u> Grades K-4 AIMSweb: Sept. 9-Sept. 20 Grades 1-4 NWEA MAP: Sept. 16-Oct. 4</p> <p><u>Mathematics</u> Grades K-2 PNOA: Sept. 16 - Oct. 4 Grades 3-4 BVSD: Sept. 16 - Oct. 4 Grades 1-4 NWEA MAP: Sept. 16 - Oct. 4</p>	<p><u>English Language Arts</u> Grades K-4 AIMSweb: Jan. 6-Jan. 17 Grades 1-4 NWEA MAP: Feb. 3-Feb. 21</p> <p><u>Mathematics</u> Grades K-2 PNOA: Feb. 3-Feb. 21 Grades 3-4 BVSD: Feb. 3-Feb. 21 Grades 1-4 NWEA MAP: Feb. 3-Feb. 21</p>	<p><u>English Language Arts</u> Grades K-4 AIMSweb: May 11-May 22 Grades K-4 NWEA MAP: May 18-June 5 Grades 3-4 NHSAS: Mar. 25-Apr.19</p> <p><u>Mathematics</u> Grades K-2 PNOA: May 18-June 5 Grades 3-4 BVSD: May 18-June 5 Grades K-4 NWEA MAP: May 18-June 5 Grades 3-4 NHSAS: Mar. 24-Apr. 24</p>
Middle	<p><u>English Language Arts</u> Grades 5-8 NWEA: Sept. 23-Oct. 18</p> <p><u>Mathematics</u> Grades 5-8 NWEA: Sept. 23-Oct. 18</p>	<p><u>English Language Arts</u> Grades 5-8 NWEA: Jan. 27-Feb. 21</p> <p><u>Mathematics</u> Grades 5-8 NWEA: Jan. 27-Feb. 21</p>	<p><u>English Language Arts</u> Grades 5-8 NHSAS: May 4 - May 29</p> <p><u>Mathematics</u> Grades 5-8 NHSAS: May 4 - May 29</p> <p><u>Science</u> Grades 5 & 8 NHSAS: May 4 - May 29</p>
High	<p><u>English Language Arts</u> Grades 9-10 NWEA MAP: Oct. 15-Nov. 1 Grades 10-11 PSAT: Oct. 16</p> <p><u>Mathematics</u> Grades 9-10 NWEA MAP: Oct. 15-Nov. 1 Grades 10-11 PSAT: Oct. 16</p>		<p><u>English Language Arts</u> Grades 9-10 NWEA MAP: May 21-May 31 Grade 11 SAT: March 25 Grade 11 SAT Make-up Date: April 14</p> <p><u>Mathematics</u> Grades 9-10 NWEA MAP: May 21-May 31 Grade 11 SAT: March 25 Grade 11 SAT Make-up Date: April 14</p> <p><u>Science</u> Grade 11 NHSAS: May 6-May 15</p>

ConVal School District's
Assessment Schedule
2019-2020

AIMSweb Assessments (Each assessment listed takes 3-5 minutes to complete.)

- Grade K Letter Naming Fluency – Assesses the ability to recognize and name a random mixture of upper and lowercase letters.
- Grade K First Sound Fluency – Assesses the ability to identify the first sound in a word.
- Grades K-1 Phonemic Segmentation Fluency – Assesses the ability to segment a spoken word into its individual sounds (e.g., like /l/-/ī/-/k/).
- Grades K-1 Nonsense Word Fluency – Assesses the ability to read two-letter and three-letter nonsense words, primarily consonant-vowel-consonant.
- Grades 1-4 Reading – Assesses students' fluency and accuracy when reading grade-level passages aloud.

Why is fluency important? For reading success it is important that a child can perform certain skills automatically and without conscious thought, so the child can devote total attention to making meaning. Therefore, we need to know not just whether a child knows letters, sounds, and letter-sound associations, but also whether the child can process this information quickly and without a great deal of conscious thought.

BVSD – Boulder Valley School District Math Assessment

- Assessment items are aligned to the Common Core State Standards for Mathematics.
- The development of the assessments drew on research related to reliable predictors of general outcome measures for mathematics.

NHSAS – New Hampshire Statewide Assessment System (2 hours for English Language Arts, 2 hours for Math, 2 hours for Science)

- Assesses students in grades 3-8 in the areas of English Language Arts and Mathematics.
- Assesses students in grades 5, 8, and 11 in the area of Science.

NWEA MAP – Measures of Academic Progress (1 hour for reading, 1 hour for math)

- Measures students' achievement and growth year-over-year in the areas of reading and math.
- Computer Adaptive - adapts to a student's level of learning.

PNOA - Primary Number and Operation Assessment (20-40 minutes)

- Assesses foundational math skills—e.g., rote counting, skip counting, symbolic notation, groupings and place value, estimation, comparing numbers, operations, equality, fractions, and properties of numbers.

PSAT - Preliminary SAT/National Merit Scholarship Qualifying Test (3 hours)

- A standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation (NMSC) in the United States.
- Assesses skills in reading, writing, and math.

SAT – Scholastic Aptitude Test (3-4 hours)

- Used as the state assessment for students in grade 11.
- Assesses skills in reading, writing, and math.