

CONTOOCOOK 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

Agenda

Committee Members:

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

5:30 Approval of September 9, 2019 Minutes

5:35 New Hire PD Day Survey Results

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

6:05 Special Education – Inclusion at the middle schools

Next Meeting: Monday, October 3, 2019 at 5:30 PM in the SAU Boardroom

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

Minutes

Committee Members:

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

Present: Jerome Wilson, Dick Dunning, Janine Lesser, Linda Quintanilha, Kristen Reilly, Dr. Ann Forrest, Ben Moenter

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

5:30 Approval of June 10, 2019 Minutes

Dick Dunning moved to approve the minutes of June 10, 2019. Linda Quintanilha second. Linda Quintanilha abstained. All else in favor. Motion carried.

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

Jerry Wilson asked the committee if they were in agreement with this focus.

Linda Quintanilha asked for confirmation of the School Board goals. After review, the committee was in agreement.

Dr. Forrest added the following item to the agenda for the September 23rd meeting; special education inclusion at the middle schools.

Linda Quintanilha asked how many kids are getting access to what is being said in a general education classroom with Intellectual disabilities vs. receiving it in a segregated classroom.

Linda Quintanilha spoke about changing the mindset of families; we have no idea of what these kids can learn. Students should not automatically be placed in life skills if

they have a specific disability. Every kid has the potential to learn; we do damage when we treat them as if they can't.

More discussion to come on September 23rd.

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.

Dr. Forrest said that she has brought forward common assessments and statewide assessments (included in agenda packet).

Dick Dunning said that NWEA results are critical for teachers to affect change in their own curriculum. How well versed are teachers to be able to use those tools to guide instruction? Lack of time is an obstacle to making this possible; getting the skill level into teacher's hands. One good assessment that provides immediate results coupled with the skills to have it affect instruction is valuable.

Shifts in the assessment tools have made it difficult.

Dr. Forrest shared information about a team coming into a classroom to assess so that there is consistency across the district in the delivery.

PNOA is a one-on-one assessment by a team.

NWEA provides information on an area that a student falls but does not specifically identify the error.

Based on NWEA, if they score below a certain amount, different assessments are provided.

Screeners were discussed as well as longer diagnostic assessments.

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.

Dr. Forrest reported that when we talk about blended learning we have focused and emphasized that this is not just about putting kids in front of computers. It is also excellent face-to-face instruction. Teachers are being supported through a focus on Professional Development Days in this effort. Professional Learning opportunities were shared.

Summer institute includes three sessions with three opportunities in each. New hires focused on a day with ISTE Standards, Chromebook procedures and expectations, and G-Suite for education. Student Data Privacy and cataloging resources was a focus.

Dick Dunning asked if there was a piece that was the sole purpose of bringing technology instruction to the classroom. He suggested one day per month; could be tied in with staff meeting time.

Dr. Forrest shared how some of this work takes place and cautioned mandating staff meeting time for principals. If principals do not lead this will stall. They meet regularly to discuss supporting this in their schools.

A Clarity Survey Results around CASE (Classroom, Access, Skills, and Environment) is given to staff, students, and a link is sent out to parents. Results have been trending upward. Each domain was discussed.

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)

Dr. Forrest shared Learned Platform with the committee. What is the accountability should a staff still use a program/online resource that has not been run through Learned Platform? Things that have been in use for years that are pending can still be accessed; if something comes back that identifies a resource that we can't any more than other resources will be sought.

How do we turn the vetting process so that it is efficient enough to work through the list?

Concern lies more with those sites that are asking for personally identifiable information. Accessing a website for information that doesn't require input of personal information is acceptable because it runs through the filtering process.

Due diligence to meet the law is where we are currently at.

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

Dick Dunning moved to adjourn at 6:54 p.m. Linda Quintanilha second. Unanimous.

Respectfully submitted,

Brenda Marschok

FOR ALL NEW TEACHERS AND STUDENT SERVICE PROVIDERS (SSPs)

<p>Date: August 5-7, 2019 Time: 8:15-3:30 Location: ConVal High School Library</p>	<p>Neurodevelopmental Framework for Learning (NDFL) This training focuses on the Neurodevelopmental Framework for Learning (NDFL) and involves</p> <ol style="list-style-type: none"> 1. Gaining expertise in the science of learning. 2. Gathering evidence from multiple sources at different stages of development. 3. Implementing a problem-solving model that uncovers the complexity and richness of how a student learns, and encourages and facilitates collaboration among educators, parents/caregivers, and students. 4. Understanding a set of five core beliefs about how ALL students are treated. (a) Inspire optimism in the face of learning challenges. (b) Discover and treasure learning profiles. (c) Eliminate humiliation, blaming, and labeling of students. (d) Leverage strengths and affinities. (e) Empower students to find success. 5. Committing to work with others to help align school and educational practices and policies to the way students learn and vary in their learning while capitalizing on individual strengths and affinities.
<p>Date: August 8, 2019 Time: 8:15-3:30 Location: ConVal High School Library</p>	<p>Youth Mental Health First Aid Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders.</p>
<p>Date: August 9, 2019 Time: 8:15-3:30 Location: ConVal High School Lucy Hurlin Theater</p>	<p>A.L.I.C.E. Training (AM Session) ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training instructor led classes provide preparation and a plan for individuals and organizations on how to more proactively handle the threat of an aggressive intruder or active shooter event. Whether it is an attack by an individual person or by an international group of professionals intent on conveying a political message through violence, ALICE Training option based tactics have become the accepted response, versus the traditional "lockdown only" approach.</p> <p>District Policies & Procedures (PM Session)</p>

FOR PRE-K TO GRADE 4

NEW TEACHERS AND STUDENT SERVICE PROVIDERS (SSPs)

Date: August 12, 2019 Time: 8:15-3:30 Location: SAU Boardroom	Responsive Classroom – Elementary Core Course Participants will learn to create safe and joyful learning communities where every student can thrive—while helping students develop strong social and academic skills. In four engaging and interactive days, participants will discover how to: <ul style="list-style-type: none"> • Begin and end the day positively with Morning Meeting and closing circle • Integrate energizers and interactive learning structures throughout the school day • Teach students how to complete academic tasks, interact with classmates, and maintain routines with Interactive Modeling • Establish rules with your students and provide positive structures to support success
Date: August 13, 2019 Time: 8:15-3:30 Location: SAU Boardroom	
Date: August 14, 2019 Time: 8:15-3:30 Location: SAU Boardroom	
Date: August 15, 2019 Time: 8:15-3:30 Location: SAU Boardroom	
Date: August 16, 2019 Time: 8:15-3:30 Location: SAU Boardroom	My Learning Plan <ul style="list-style-type: none"> • Developing a 3-Year Individual Professional Development Plan • Submitting requests for PD OASYS <ul style="list-style-type: none"> • Completing self-assessment • Developing annual goals and plans for achieving • Review the evaluation system and timeline

FOR MIDDLE & HIGH SCHOOL NEW TEACHERS AND STUDENT SERVICE PROVIDERS (SSPs)

Date: August 12, 2019 Time: 8:15-3:30 Location: Various Locations	Curriculum Mapping & Common Assessments <ul style="list-style-type: none"> Atlas Rubicon Software
Date: August 13, 2019 Time: 8:15-3:30 Location: ConVal High School Library	Blended Learning Environment <ul style="list-style-type: none"> Chromebook Expectations & Procedures <ul style="list-style-type: none"> 1:1 Handbook/Parent & Student Trainings ISTE Standards for Staff and Students G-Suite for Education
Date: August 14, 2019 Time: 8:15-3:30 Location: ConVal High School Library	Social Emotional Learning (SEL) for Middle and High This training will focus on (a) the conceptual/philosophical framework for social emotional learning and the (b) implementation of specific skills and practices that support the growth of student students' social emotional learning.
Date: August 15, 2019 Time: 8:15-3:30	Building-based Professional Development
Date: August 16, 2019 Time: 8:15-3:30 Location: SAU Boardroom	My Learning Plan <ul style="list-style-type: none"> Developing a 3-Year Individual Professional Development Plan Submitting requests for PD OASYS <ul style="list-style-type: none"> Completing self-assessment Developing annual goals and plans for achieving Review the evaluation system and timeline

**NEW HAMPSHIRE PUBLIC SCHOOLS
SCHOOL ADMINISTRATIVE UNIT #1
CONTOOCOOK VALLEY SCHOOL DISTRICT
DRAFT**

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

SUPERVISOR: *Director of Student Services/Building Principal*

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 3-5 years' experience as an administrator*, or supervisor, or such alternatives to these qualifications as the Superintendent 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 collaborates 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.*
- 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.
- ***In partnership with school principals evaluation of school counseling staff K-12.***
- 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.
- ***Provide individual and group supervision to school counselors K-12.***
- 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.***
- ***Facilitate Substance Misuse Coalition unless changed by the committee***

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)
- Perform other job related duties as required

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 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).