

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

JOINT MEETING OF EDUCATION AND EQUITY COMMITTEES

Monday, December 21, 2020

5:00 PM

Virtual Location:

Topic: Joint Meeting of Education & Equity Committees
Time: Dec 21, 2020 05:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/84787718011?pwd=dW9oaXRDeHh1Q21CTU84TzJzVXFtQT09>

Meeting ID: 847 8771 8011
Passcode: TOOpLXoDBB

Agenda

Education Committee Members: Richard Dunning, Niki McGettigan (Chair), Linda Quintanilha, Stephen Ullman, and Jerome Wilson

Equity Committee Members: Rich Cahoon, Richard Dunning, Janine Lesser, Linda Quintanilha (Chair), and Tim Theberge

5:00 Approval of November 23, 2020 Education Committee Minutes

Approval of October 27, 2020 Equity Committee Minutes

**5:10 Exploring Education Equity - Update from
ConVal High School's Math Department (see
attached update)**

2018-2019 School Board Goal

SP Action Step 1.2.5 Action Step Align intervention strategies and support services with daily instruction.

SP Action Step 1.2.6 Develop and implement an extended school day and year on an as-needed basis for students

5:45 Student Performance Data

6:15 Other

Next Education Committee Meeting: Monday, January 11th at 5:00pm (see the [Proposed Timeline for 2020-2021](#))

Next Equity Committee Meeting: Tuesday, January 26th at 5:30pm

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

EDUCATION COMMITTEE

Monday, November 23, 2020

5:00 PM

Virtual Location:

Topic: Education Committee Meeting

Time: Nov 23, 2020 05:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/81742792784?pwd=dmVnQzRFcFEyZzNlcTF5eTBaWGRQUT09>

Meeting ID: 817 4279 2784

Passcode: tJNHtD992k

MINUTES

Committee Members:

Richard Dunning, Niki McGettigan (Chair), Linda Quintanilha, Stephen Ullman, and Jerome Wilson

Present: Niki McGettigan, Richard Dunning, Stephen Ullman, Jerome Wilson,
Dr. Ann Forrest, Kevin Pobst, Janine Lesser

Niki McGettigan called the meeting to order at 5:01 p.m.

5:00 Approval of October 15, 2020 Minutes

Dick Dunning moved to approve the minutes of October 15, 2020. Jerry Wilson second. Niki McGettigan abstained. All others in favor. Motion carried.

5:10 Curriculum Renewal Resources

- K-4 Health Program

Dr. Forrest reported that at the elementary level, they have been using a program called HealthSmart. They want to stay with this program. It is aligned to the National Health Standards. Core competencies are outlined in the Collaborative for Academic Social and Emotional Learning. At the elementary level, for health teachers that travel across schools, they integrate whenever possible. This program supports how teachers function in their current model.

What do you get for \$7K? Every level has both teacher and student components. Print or digital versions are possible. It includes all of the instructional pieces. There are videos, assessments, PowerPoints, and student workbooks etc. The cost reflects updated resources, of which some are significant.

- School Counseling Programming and Resources

The American School Counselor Association National Framework, 4th Edition includes “Second Step’s Bullying Prevention Units K-5” and staff training as well as “Middle School Signs of Suicide Program (Grades 6-8). Total cost approximates \$11,000.00. School Counselors know this program very well so the format will be very familiar to them.

How are these programs delivered? They are delivered by School Counselors with teachers in the classroom with them so that they can follow-up on pieces with the counselors.

At the high school, the school counselor delivers this with the health teacher. During remote last spring, teachers did not hold school counseling sessions. School Counseling did work with specialists and were available to provide support.

- Online Language Lab

Dr. Forrest said that we were going to do an Online Language Lab pilot through the remainder of the year and we budgeted for it. The teachers were unable to pilot it. This would be an area where it had to take a back seat to all of the other new things that were brought forward. Ann said that this will be brought forward again as a pilot.

5:30 Student Performance Data

[Policy ILBA](#) – “The Superintendent or SAU designee will ensure that data from the student assessment program is compiled, analyzed, summarized, and reported to the Board annually.”

Dr. Forrest said that we have a lot of data. How do we present it in a way that will be helpful and not overwhelming? The window closed on Friday for NWEA. Aimsweb and NWEA were uploaded to Linkit. Linkit needs at least 24 hours to get it into the system.

A historical view of the scores of those by “Percent Proficient or Above” for the Fall of 2016 through Fall 2019 was shared for both Reading and Math. Fall of 2020 will soon be available.

Patterns were noted in both subject areas that reflected a downward trend from 2016 to 2019. It was suggested that the State results be provided as well for comparison purposes.

NWEA results from last fall to this past fall were reviewed. When students took the test last fall, scores are compared from other kids at that grade and growth potential is considered. Kids in grade 2 were expected to increase 18.6 points at grade two in reading and they made 13 as an average. Math growth projected and actual growth reflected greater differences.

Looking at areas, over time, where questions are consistently answered incorrectly should be looked at. Where, in the instruction, can we improve to make connections for students. When looking at assessment tools, teachers can compare where students are getting questions right and wrong and teachers can talk about how instruction can change it.

Dr. Forrest will make sure that data brought forward will reflect a single cohort over time.

6:00 Remote Teaching & Learning Expectations

Dr. Forrest referenced a PowerPoint for K-4 Remote Learning for 2020-2021. The remote pieces follow the schedule of in-person learning. The Monday-Thursday schedule was viewed. It guides building the work. A lot was learned from the teachers who have been remote. A sample in-person to remote schedule was touched on.

What are the specialists going to be doing during remote during a 6-hour academic day? Monday through Thursday, our specialists will be working with in-person students in school. Enrichment will be provided. On Flex Fridays, activities and lessons will be designed. They will be much busier than previously.

Options for science and social studies are available. The PowerPoint is available on the shared drive.

6:15 Other

Niki McGettigan asked about the meeting day for Education Committee meetings moving forward. It was shared that Linda Quintanilha could no longer meet on Thursdays so Monday was the best day.

Next Meeting: Monday, December 21st at 5:00pm (see the [Proposed Timeline for 2020-2021](#))

Dick Dunning motioned to adjourn at 5:53 p.m. Jerry Wilson second. Unanimous.

Respectfully submitted,

Brenda Marschok

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

EQUITY COMMITTEE
Tuesday, October 27, 2020
4:30 PM

Virtual Location:

Topic: Equity Committee
Time: Oct 27, 2020 04:30 PM Eastern Time (US and Canada)

Join Zoom Meeting
<https://us02web.zoom.us/j/84048373249?pwd=M2I1WEJlWjNlUkZTSFk1RVFCYVAvQT09>

Meeting ID: 840 4837 3249
Passcode: 78e58Xyqj2

Minutes

Committee Members:

Rich Cahoon, Richard Dunning, Janine Lesser, Linda Quintanilha (Chair), and Tim Theberge

Present: Linda Quintanilha, Rich Cahoon, Richard Dunning, Janine Lesser, Tim Theberge, Dr. Kimberly Saunders, Dr. Ann Forrest, Stephen Ullman, Kevin Pobst, Katherine Heck, Deb Riley

Linda Quintanilha called the meeting to order at 4:30 p.m.

4:30 Approval of September 22, 2020 Minutes

Dick Dunning moved to approve the minutes of September 22, 2020. Tim Theberge second. Unanimous.

4:40 Update on Algebra I Intervention

Dr. Ann Forrest reported that the focus was to develop and refine the delivery of interventions designed to help all students successfully meet the requirement for completing Algebra I. Steps taken include student performance assessments being analyzed, identifying students in need of additional instruction and intervention, students were required to participate, and the choice of when to participate (must pick). At the beginning of February, the after school portion ramped up. Approximately 15 students attended regularly, four math teachers led the intervention, it was held in one of the math classrooms, and did not continue when we went remote due to COVID-19.

When thinking about interventions for this year, Lance Flamino and Heather McKillop were met with. The original intent was that it is a requirement and had to happen during TASC. The high school schedule has changed. This year, the stand-alone block for TASC, Monday-Thursday, was eliminated. This time was taken and divided across the four blocks, extending each one. This impacts the thought on what the intervention could look like this year. The math department has been working together and formed a small subgroup, working through what it could look like. One consideration, is a weekly assessment, looking at how students are performing on a set of skills. They would like to use the weekly assessments to identify which students still need additional support with priority skill and standard areas. Interventions would target those specific skills.

How do we deliver this? There is some class time to work with students who need additional support. Because that may not be enough for struggling students, an after-school option will be offered. An email is sent out to parents/guardians identifying that support is needed and information about the opportunity.

What are the in-school opportunities for students who cannot stay after? In school time with additional time added to class. People are figuring out what works best. Some teachers are using time at the end of the period to provide additional support while some teachers asked that time from the end of day be grouped together to offer a bulk of time each week.

In addition, Friday's flex day is an opportunity for extra help.

Linda Quintanilha asked if this is successful, will others adopt this format. Potentially.

What does current research show about specific intervention techniques with regard to students who are not keeping up. Ann Forrest said that they did not find a lot that was specific to Algebra.

Kimberly Saunders said that the more immediate the intervention, the more likely the student can get right back up. Making sure groups are flexible is the intent.

Things are still being finalized such as how long should the intervention last i.e. 30, 45, or 60 minutes. In order to maximize student-teacher interaction in a remote environment keeping the group size between three to five students is planned. It is an opportunity to strengthen the relationships between teachers and struggling students. The relationship can have a strong impact about how a student can feel about a course and their success.

Dick Dunning asked if teachers are expected to do this or are they being compensated. Ann Forrest said that Title funds are being used to pay teachers.

Dick asked if there are other strategies that are being used if this does not work for certain students.

Ann Forrest said that she would want Lance Flamino to be part of that conversation.

Dick Dunning said that there are great tools to make it more concrete for struggling students.

OGAP means ongoing assessment program, it helps teachers better understand the steps that students go through mentally when they are learning math. They need to understand the signs and where specifically a student is struggling. One step backward to go five forward.

What percentage of Algebra students are deemed to need intervention during the year? What is the profile of these students? Ann said that this just started at the beginning of February. There is not a clear group that stood out.

What form are the weekly evaluations going to take? Is it a quiz each week, teacher observations?

Is there evidence that more private opportunities for intervention would be successful?

Ann asked that questions be sent to Linda Quintanilha and her and they will have Lance respond.

Linda said that keeping math on the agenda for regular updates would be suggested.

5:00 Middle School Schedule - World Language

Schedules have changed this school year. As a result, there are some students that would typically have World Language in their schedule but will not this year and what is the plan for that moving forward? Providing information about schedule was asked for tonight's meeting.

Ann Forrest shared the daily schedule for both Great Brook School (GBS) & South Meadow School (SMS). Each school has the same schedule across the day. SMS is not doing the rotating schedule this year. So, within the daily schedule there are six instructional blocks, four filled with core subjects, two with unified arts (i.e. specials or electives) (art, health, FACS, IAT, Music, PE, and World Language). Ann said that when the schedule was created, things are different from GBS to SMS. GBS has 257 students with SMS at 354. There was an expectation to create pods that would not interact. As a result, GBS has 4 pods, SMS has 5. Other differences were highlighted.

Two Unified Arts teachers rotate by quarter at GBS. Right now, the World Language teacher is at SMS for the first two quarters. When she transitions to GBS, she can only be in person with one pod at a time. At SMS, two Unified Arts per pod, because of 5 pods, rather than rotate by quarter, they have divided the school year into five segments and are rotating every seven weeks. When World Language teachers moves to GBS, SMS will need to replace it with a different special. Do we have SMS students remote in to GBS class? Not an ideal situation. SMS has talked about taking the tech integration specialist and adding it as a special for the year with a focus on technology.

Unified Arts programming will be looked at to assure that grades 5 and 6 experience all of the specials that we offer allowing them to dig into areas of interest in grades 7 and 8. Still in the planning stage but conversations are happening.

5:20 Exploring Equity at the High School - Process and Next Steps

Ann Forrest reviewed the process in place. Going through each department and collecting and compiling data on identified indicators, presenting the compiled data to relevant stakeholders

(departments) for review and analysis, and reporting out on the data collected, analysis of data and proposed next steps/recommendations.

Meetings were completed last year. Data was compiled.

Four years of data was pulled; courses were listed, credits, terms, teacher who taught, years of experience and level of degree for that teacher was compiled. Class size, Free and Reduced Lunch, IEP, and 504 data was gathered on these students. There is a protocol to review the data and ask questions.

Linda Quintanilha honed in on specific data indicators and asked questions. Ann said that assumptions are not always accurate. How do co-teachers get assigned rises and how kids get placed? The impact of band comes out.

Rich Cahoon said that there is likely to be a driving course that drives the schedule.

Challenges include the need for more information; there is a lot of information available to us. Trying to condense it so that it can be understood and analyzed is a point. Co-teaching needs consideration. Potential implications are considered. The power of the process is pulling out themes of what other areas need to be looked into.

Rich said that course selection would be impacted by schedule because the majority of these students are likely freshmen.

Information compiled on other courses is available.

How has the feedback been? An outside facilitator has been brought in so the conversations have been good. Traction that was hoped for is not there quite yet.

It is no longer recommended that an admission process be in place for Advanced Placement Courses.

What is the process? A prerequisite course or teacher recommendation is needed. Summer work plays in as well.

The big questions evolve around how the assigning of students works. Having school counseling share the process would be helpful. Some of the constraints are the result of a four by four schedule. There will be positives and negatives. The next step is not to judge the process but uncover the mystery.

Linda reminded the board that it is not their job to do the schedule but rather understand the challenges in doing so. Going through the protocol is valuable.

A presentation on how the schedule is built can come forward to the committee. Kimberly Saunders suggested allowing the new high school Principal and Director of School Counseling to go through one process before presenting. Kimberly agreed to reach out to determine when a good time to present would be. Most schedules are completed in June for the following year.

5:50 Other

Linda Quintanilha said that she has heard from several students who are working to pay for driver's education. She said that it is inequitable.

Kimberly said that we allow an agency to use our facilities to provide driver's education. It is not ConVal's driver's education.

Rich Cahoon asked if we are doing SAT Prep in Block 5 only. No, we are not. Rich asked if it is offered during the school day. The difference between an SAT score makes a difference in your life. Schools don't generally do a great job at SAT prep. It is a subject of its own, SAT Prep, and it is an advantage for those who take it.

Dick Dunning motioned to adjourn at 5:55 p.m. Tim Theberge second. Unanimous.

Respectfully submitted,

Brenda Marschok

An Update from the High School Math Department

BACKGROUND

During the 2019-2020 school year, the district implemented changes to the high school graduation requirements for mathematics including:

- Increasing required math credits to graduate from 3 to 4
- Requiring all students to complete the Algebra 1 Program (Parts 1 & 2)
- Requiring all students to take a math course each semester until they have successfully completed Algebra 1

ONGOING FOCUS FOR WORK

Adapting to our current hybrid model and learning new strategies for engaging remote students as well as adapting to the change in graduation requirements remain the highest priorities for the math department.

- **Review and Refine Curriculum for Algebra 1 (Part 1 & Part 2)**
 - Identifying Priority Standards: What are the essential elements in Part 1 & Part 2 that are necessary for students to master in order to be successful at higher-level math courses?
 - Exploring New Assessment Strategies: More frequent assessments, spiraling in material rather than truncating units, separating mechanical and conceptual assessments, including corrections and revisions.
- **Algebra 1 Intervention (version 2.0)**
 - A group of interested math faculty (which included all current Algebra 1 teachers) worked collaboratively with Dr. Forrest and Ms. McKillop to re-work the Algebra 1 Intervention program that had been discontinued in the spring due to the sudden shift to remote instruction.
 - Each Algebra 1 class will deliver a weekly common assessment (formative or summative) that addresses recently covered content.
 - Based on their performance on the weekly assessment, identified students are invited to attend targeted support sessions offered the following week. *As we progress we are adjusting our invitation benchmarks to ensure we reach as many students as possible.*
 - Both parents and students receive an email invitation and are asked to RSVP via google form with their availability for the following week. Based on RSVPs and student/teacher availability, sessions are scheduled.
 - Invitations are sent by the end of day on Friday. RSVPs need to be returned by noon on Monday, and the schedule for support sessions is sent to students and parents that afternoon.
 - Support sessions consist of one teacher and (ideally) not more than five students and last between 30 and 60 minutes. During this time teachers deliver targeted instruction based on specific areas of need identified through the analysis of students' performance on the weekly assessment. Additionally, this allows an

opportunity for students and teachers to build relationships and make connections that are challenging in a remote environment.

- Week 1: 29 Invited, 1 RSVPs, 5 students attended (some multiple sessions)
- Week 2: 68 Invited, 15 RSVPs, (in-progress at time of writing)

- **Pre-Algebra**

- Review and refine the curriculum to better ensure the students' experience is preparing them to successfully advance and complete Algebra I (Part 1 & 2).
- Identify and implement curriculum resources that support differentiation and personalization--i.e., pilot the use of [ALEKS](#) as an instructional program this spring in co-taught class.

- **Areas of Future Focus**

- Vertical Articulation with Sending Schools