

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

EDUCATION COMMITTEE MEETING AGENDA

Monday, May 16, 2022

5:30 PM

Location: SAU Boardroom

Education Committee Members: Tom Burgess, Keira Christian, Richard Dunning, Liz Swan, and Stephen Ullman (Chair)

5:30 [Approval of April 18, 2022 Minutes](#)

5:35 **High School Learning Recovery Update**

6:05 [Proposal from the Director of School Counseling](#)

6:20 [DRAFT Prof. Development Master Plan for 2022-23 SY to 2026-27 SY](#)

- Substantial changes from the previous plan have been highlighted yellow.
- The draft plan was shared at the last meeting. Do any committee members have questions? feedback?

Next Education Committee Meeting

Date: June 13, 2022

Time: 5:30 PM

Focus:

1. Learning Recovery Update
 - Elementary Curriculum - First 8 Weeks of School
 - Enrollment for Summer Programming
2. CVHS Course Enrollment Fall 2022
3. Review of Policy (if needed)

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Monday, April 18, 2022

5:30 PM

Location: SAU Boardroom

MINUTES

Education Committee Members: Tom Burgess, Keira Christian, Richard Dunning, Liz Swan, and Stephen Ullman (Chair)

Present: Tom Burgess, Richard Dunning, Liz Swan, Stephen Ullman, Dr. Ann Forrest, Kat Foecking, Amy Janoch, Bernd Foecking

Stephen Ullman called the meeting to order at 5:32 p.m.

Stephen Ullman spoke about the Edith Bird Bass Essay. He shared the details.

Dick Dunning motioned to adopt tonight's agenda. Liz Swan second. Unanimous.

5:30 Approval of March 21, 2022 Minutes

Dick Dunning moved to approve the minutes of March 21, 2022. Liz Swan second. Unanimous.

5:35 Middle and High School Learning Recovery Update

Amy Janoch shared information on learning recovery at the middle school level. In part, information about helping students to develop the five core competencies was outlined, which included providing explicit SEL instruction and implementing restorative practices.

Kat Foecking shared information on how things are going. A consultant has been working with staff to develop and understand the competencies; using self-awareness as a tool for determining when students are ready to learn. In addition, a book study *Every Day SEL in the Middle School* is underway. At SMS, they are working with Consultant, Howard Muscott to structure and implement the Universal Team. Sarah Fillion continues to work with the staff to structure Tier 1 SEL during advisory. Lastly, restorative practices will be a part of creating Tier 2 instruction.

Amy Janoch said that recovery money is helping the middle schools to build the foundation and have similar systems to help students emotionally engage in academics.

Clear expectations for behavior and what should happen next when behavior expectations are not met were discussed. Both middle schools have different consultants working with them. For SMS, it is a result of retirement.

The expectation for both middle schools is to have PBIS in place. The additional areas merge specific education around social/emotional pieces.

Focusing on acceleration allows the prioritizing of standards to be successful at the next grade level. Using diagnostic data to assess background knowledge and to identify areas of need is also a focus. And then, to provide scaffolds to support students to access grade level academics.

Math and literacy standards were prioritized. Teachers met with grade level teams to introduce the priority standards and review core maps.

Math and literacy coaches are focused on high-quality instructional practices.

Teams use NWEA data to form intervention groups.

Next steps include coaches working with grade level teams to develop common assessments to drive conversations with PLC's about student learning.

Students are making growth but there is a struggle to get to the 50% mark or greater for student growth.

In summary, both schools are using the Keys to Literacy rubric to assess student growth in writing.

Another focus area is to expand learning time to close the gap.

At the middle school level, high intensity tutoring during school and after school was planned. Expanded summer programming is also planned. During school tutors were not obtained. After school tutors were secured. Six staff have been identified to tutor during the summer.

The idea of paying staff to tutor during a planning period during the academic day was suggested. Asking kids to come to school early or stay late is difficult to sell.

Having a discussion with staff to brainstorm other ideas, relative to time to tutor, might take place.

Learning Recovery at the High School includes an SEL Coach who works with staff on a monthly basis. Self-regulation has been a focus to be ready for learning. Self-care for staff has been an area of discussion. Acceleration, high-intensity tutoring, expanded learning time, and offering boost courses are several of the focus areas.

6:05 DRAFT Prof. Development Master Plan for 2022-23 SY to 2026-27 SY

- Substantial changes from the previous plan have been highlighted yellow.

Bernd Foecking, PD Committee, was present to answer questions on the Professional Development Plan. Work has been underway that included cleaning up of language and clarification. The eligibility for sabbatical leave has been clarified as well as the process was refined.

Staff can apply for a "second bite" of funding for eligible professional development expenses. They have to apply by May 1st and the PD Committee will consider requests for additional funding.

The plan has been presented to the full Professional Development Committee for Board consideration.

Bernd Foecking said that the School Board should consider language on lane changes inserted in the plan. Staff are eligible for lane changes if they submit their intent to change lanes by December 1st of the preceding year so that it can be budgeted.

However, the last bargaining agreement has language under 5.3.3 that says that lane changes will be implemented by the next pay period and not only if applied.

Clarification was provided on the current process which requires staff to notify the SAU of the intent to change lanes due to earning of college credits by December 1st of the preceding year that the lane change is anticipated to be achieved. Once achieved, the pay bump is processed through payroll for the next pay period. Notification allows the pay bump to be budgeted.

Sabbaticals were touched on noting that there are few. Confirmed.

The Pathway process and responsibilities of administration were briefly discussed.

Send comments to Ann Forrest and Bernd Foecking.

The Board will need to review the plan; highlighting significant changes.

Other -

Liz Swan was present to discuss how “equity” fits in as a committee of the School Board. It is important that we move forward and think about equity.

The history of the Equity Committee would be valuable; why was it formed?

Dick Dunning said that he understood it was formed to assure all students have the same access to courses. He had no objection to what Liz was saying. When talking about fairness in academics, it comes to Education. He suggested sticking with “Equity Committee” as a term and moving forward with a vision.

Stephen Ullman said that an independent Equity Committee has more clout than one joining with the Education Committee. Fairness and adversity are important.

Ann Forrest said that the specific goals defining what the committee wants to accomplish is needed.

Liz Swan said that it is more than academic, it is a range of things. Keeping it separate and discussing what it looks like would take place.

Dick Dunning spoke about a past presentation on having a service dog. Consideration of this was asked. It will take months to get and train the dog.

Ann Forrest reported that this topic had made movement in the past. Ann agreed to look into.

Dick Dunning moved to adjourn the meeting at 6:56 p.m. Liz Swan second. Unanimous.

Respectfully submitted,

Brenda Marschok

Proposal for Xello and Awato

CVHS has used a College and Career platform called Naviance for several years. The Naviance software provides career interest inventories as well as college search and applications engines.

Recently, the NH DOE announced that they have partnered with Awato and Xello to provide "next generation" technology to students in grades K-12. According to this link [Xello and Awato](#),

"Xello, the award winning K-12 college, career and future readiness program, and Awato, a leader in personalized career pathfinding, today announced a partnership to offer New Hampshire schools a more comprehensive approach to career and college readiness to meet the needs of the Drive to 65 Act (SB 276).

According to the Drive to 65 Act, all incoming high-school freshmen must complete a career assessment and document how they'll achieve a career readiness credential upon graduation. To fulfill these requirements, the New Hampshire Department of Education purchased the Awato platform to be used in middle and high schools across the state starting in the fall of 2020. Through Awato, students have access to the state's local career and technical education programs, higher education options, work-based learning opportunities, certificates, and licenses.

Now, through integration with Xello, high-school students will be able to connect the local pathway options they discover in Awato with Xello's robust course planning, nationwide college search, and college application capabilities."

The Xello and Awato programs were researched by Terri Drogue (Director of School Counseling), Jen Kiley (Director of ATC), and Kristin Knarr (Extended Learning Opportunities/Work-based Learning Coordinator). One of the biggest advantages to using Awato and Xello is that they provide strong **local** connections to career and educational opportunities, which is not a component that exists in Naviance. In addition, the platform is more user-friendly, and it integrates seamlessly with our existing Student Information System (PowerSchool).

I would like to propose that when our contract with Naviance ends in July, that we replace it with Xello and Awato. The approximate cost of Naviance is \$4,000 per year just for the high school. We would like to make Xello and Awato available in all schools in the district (K-12) to help with the education and career exploration activities that are taught at every level, every year.

The cost for these new programs is approximately \$10,000. The Naviance money would be used toward this cost, and the remaining \$6,000 would be funded by a Perkins grant from the ATC program. This is an appropriate use of some of the Perkins funds because "The Strengthening Career and Technical Education for the 21 st Century Act (Perkins V), signed into law in July 2018 as the reauthorization of the Carl D. Perkins Career and Technical Education Act, provides the framework for our nation's career and technical education (CTE) system. For the first time, this legislation now permits Perkins funding to be used on career exploration programming as early as fifth grade."

I appreciate your consideration of this matter, and I would be happy to provide more information at your request.

Kind Regards,
Terri Drogue
District Director of School Counseling