

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

EDUCATION COMMITTEE MEETING AGENDA

Monday, June 13, 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 May 16, 2022 Minutes](#)

5:35 **Learning Recovery Update**

- Elementary Social Emotional Learning Curriculum - First 8 Weeks of School
- Enrollment for Summer Programming

6:05 **CVHS Course Enrollment Fall 2022**

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Monday, May 16, 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, Keira Christian, Richard Dunning, Janine Lesser, Stephen Ullman, Heather McKillop, Terri Drogue, Amy Janoch, Dr. Ann Forrest

5:30 Approval of April 18, 2022 Minutes

Dick Dunning moved to approve the minutes of April 18, 2022. Keira Christian second. Keira Christian abstained. All others in favor. Motion carried.

5:35 High School Learning Recovery Update

Amy Janoch reported that the Learning recovery Program is based on four evidence-based components;

- Providing a Supportive Environment

Develop a multi-tiered system of support, provide explicit Social-Emotional Learning (SEL) support.

The Current Status includes a consultant, Adar Cohen, ConVal Alum, to work with groups to recraft and reshape a shared mission and vision. A rollout will take place on June 1st to share the new mission.

A Peer Coach, Mary Goldthwaite-Gagne, has organized monthly staff meetings focused on social emotional wellness. Tasks were identified with the goal for completion by year end. Input from staff was solicited to identify areas of need. Teacher training on executive functioning skills will take place. Data will be collected from students. Information will be provided to families and students. Exploration of opportunities to teach teachers the skills so that they can develop and assist students is planned.

A consultant is working with the universal team to develop a Multi-Tiered System of Support for behavior; ConVal Community CARES, behavior matrix, climate survey for students, families and staff.

- Focusing on Acceleration

The plan at the high school included a math goal which involved identifying priority standards, developing and implementing common assessments, and increased use of instructional practices in all content areas.

The high school found themselves with the inability to find resources; a math coach could not be hired.

A math consultant came on board and has spent time building relationships. Teachers were met with. The focus is on building teachers' skills. A plan will develop for next year.

Work with administration and teachers will occur to identify priority standards, align assessments to priority standards, and use assessment data for teachers and students to assess progress toward priority standards.

An instructional coach to work with teachers to reestablish "ready for learning" structures and to implement practices that increase students' behavior, social, and cognitive engagement is anticipated.

- Expand Learning Time

After-school tutoring and summer learning is part of this plan. Extension opportunities will come back next year.

A working model for during school tutoring has not been developed.

Has an improvement been documented with students who have been worked with? Yes, there is evidence of improvement, in some cases they have gone up two grades.

Some students who formerly identified themselves as "terrible in math" no longer feel that way.

Data to track improvement, if any, is important.

- A Layered Approach

Providing students with additional learning time (3rd layer) to focus on specific areas of need. Providing students with targeted support (2nd layer) during the school day. Focus on elements that will support ALL students (1st layer) on priority standards and supporting teachers to deliver high-quality instruction.

6:05 Proposal from the Director of School Counseling

Terri Drogue proposed a shift in the use of software used for several years. Currently, Naviance software provides career interest inventories as well as college search and applications engines. The *Drive to 65* legislation resulted in the DOE purchasing Awato and Xello. Xello gives local connections to jobs and careers. It connects students to summer jobs and other opportunities.

Terri Drogue reported that Jen Kiley and Kristin Knarr spent time with both Xello and Awato to learn more about the benefits of these programs. Awato is free while Xello has an associated cost. Ms. Drogue said that she would like to make Xello and Awato available in all schools in the district (K-12) to help with education and career exploration activities that are taught at every level, every year.

Ms. Drogue shared her excitement to make this switch and shared associated costs. Perkins Grant may cover part of the software in conjunction with budget monies. There is also a one-time startup cost.

How is data collected at the younger grade level? Time spent with students to teach students and parents how to use and access the system. School counselors will provide instruction to students on how to get connected.

How is it guaranteed that all students will be involved? Terri Drogue said that she is responsible for this. She has been working on aligning things such that all students will get the same school counseling experience.

Ann Forrest said that this is a resource and not a curriculum. Bringing it to the full board with a recommendation would be the next step. Making the board aware is important.

There is a way to data transfer information currently in Naviance to Awato. A second option would be to scan and upload letters of recommendation. Counselors will have the opportunity to learn the system in advance of the start of school.

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?

The highlighted areas reflect substantial changes. Dr. Ullman said that the plan is excellent work. It was noted that there are extensive professional development opportunities available.

Mini-observations were seen as valuable. Feedback along the way is important. An understanding of what takes place in the classroom can be apparent.

The committee shared their approval of the plan. The board and CVEA will also have a say in the plan.

In another topic, Dick Dunning asked for a follow-up on where we are with the service dog. Ann Forrest said that this needs to return to the full board.

ConVal has a policy that states animals can be brought into school if there is an educational purpose. Under this policy, an animal could come in. However, a very detailed plan is the expectation. A detailed policy would be needed.

The dog would be owned by a PES teacher. Parameters have to be very clear.

Dick Dunning motioned to adjourn at 6:43 p.m. Keira Christian second. Unanimous.

Respectfully submitted,

Brenda Marschok

Social-Emotional Learning (SEL) Implementation Plan for
ConVal School District Elementary Schools:
FIRST EIGHT WEEKS
2018-2019

ConVal Elementary Schools' 2018-19 SEL Mission:

*To teach and practice skills that support the achievement of CASEL-identified SEL competencies for
Self-awareness and Self-management.*

Action Statement: *Our Mission will be achieved by:*

- a) Implementing a coordinated SEL curriculum, delivered with fidelity through whole classroom lessons, and,*
- b) Incorporating learning into the flow of school life by embedding in daily life through:*
 - *Daily use of common "SEL" language,*
 - *Building SEL skills during Morning Meeting, Closing Circle, and Regulation Station routines.*

First Four Weeks:

"Getting to Know You" and Embedding Routines in Classroom Culture

Weeks 1-4 (through September, 2018):

- **Practice Prevention Strategies *with fidelity*:**
 - Adult Models Emotional Regulation (i.e., adult's stress is managed)
 - Positive greetings using names / Glad to see the students
 - Low and Slow: *Adult is "Low and Slow" proactively to sustain regulation and when reacting to heightened emotion/behavior*
 - 4:1 Positive Interactions to Negative Interactions (Noticing expected behavior v. Noticing unexpected behavior)
 - Build Relationships and knowledge of students strengths, interests and stressors
 - Carefully teach classroom routines and classroom behavioral expectations
 - Establish Classroom Values
 - Active Supervision:
 - **Move:** Move around classroom or non-classroom setting
 - **Scan:** Scan for expected behaviors to notice/ be alert for early signs of unexpected behavior
 - **Interact:** Positively interact with students at high frequency (short, positive, present contacts)
- **Teach and Practice Morning Meeting (MM) and Closing Circle (CC) Routines: *Implement with, and sustain, fidelity.***
 - Use MM and CC resources and seek collegial support as needed to implement with fidelity
 - Utilize MM greeting and sharing strategies to encourage belonging and learning about one another.
 - Utilize CC reflection to encourage self-awareness and notice self-management.
- **Teach and Practice routine for classroom "Signal for Attention": Introduce "regulation" language**
 - Implement Signal for Attention *with fidelity*, and sustain fidelity.
 - Adult is always "Low and Slow" and well-regulated when implementing Signal for Attention.
- **Teach, practice and notice *Expected Behaviors* in school and classroom locations and routines:**
 - Notice positive behavior; have positive interactions at a 4:1 (positive: negative) ratio.
 - Follow school-based (or individualized) "Response System" protocols for responding to unexpected behavior.

Weeks 1-4 (through September, 2018), Continued:

- **Introduce Key Language (use from Day 1):**
 - Expected and Unexpected Behavior.
 - Regulation and Dysregulation (Regulated; Dysregulated).
 - Regulated Body, Mind (Thoughts), Mood (Feelings).
 - Dysregulated Body, Mind, Mood.
 - Stress, Stress Triggers, Stress Awareness, Stress Management.
 - Promote *Insight* by making cause-effect *Connections*:
 - Expected Behavior is more likely when a person is well-regulated (body, mind, mood); when stress is well-managed.
 - Unexpected Behavior often happens when a person is dysregulated (body, mind, mood); when stress is **not** well-managed.
- **Implement “Getting to Know You” activities that promote self-awareness in students and help you learn more about the inner world of students:**
 - Hopes and Dreams (“Responsive School”)
 - I Wish My Teacher Knew... (Kyle Schwartz): Approximately Week 2 or 3 (Confidential to Teacher)
- **Begin (start by week 2) to build and practice a “toolbox” of regulation strategies that will eventually be posted at the “Regulation Station”:**
 - Determine which simple “Regulation Strategies” that ALL classrooms will use.
 - Other strategies may be utilized per teacher discretion.
 - Introduce strategies during MM and CC routines; provide daily practice. Example early strategies:
 - Calming Breath
 - Mindful Minute
 - Yoga Pose(s), Stretches, or Sensory and Movement Activities
- **Collaboratively (teacher and counselor) provide formal SEL instruction through “Zones Lessons”:**
 - Teach Zones Lesson 1: **Create Wall Posters of the Zones (Week 1)**
 - Teach Zones Lesson 2: **Zones Bingo (Week 1 or 2)**
 - Teach Zones Lesson 3: **Zones in Video (Week 2 or 3)**
 - Teach Zones Lesson 4: **Zones in Me: Zones Scenarios (Week 3 or 4)**
 - **Other Optional Lessons:**
 - Hand-Model of the Brain (Daniel Segal) or “Mind-Up” Brain Lessons (OPTIONAL)
 - Second Step Supplement: **Identifying Feelings**
 - Second Step Supplement: **Strong Feelings**
- **Introduce and begin practicing “Zones Rating” (Zones Assessment – “What Zone am I in?”) in MM and CC.**
- **(WEEK 4) Introduce, and begin to prepare (with student input and collaboration) the use of a Regulation Station:**
 - See Regulation Station Protocol for Purpose and Process:

Weeks Five and Six (approximate: pace may vary):
Continue SEL Teaching and Integrating SEL into Routines

Week 5 and Week 6:

- Continue to practice *Prevention Strategies* with fidelity
- Continue to practice classroom routines with fidelity (e.g., Signal for Attention, Morning Meeting (MM) and Closing Circle (CC)):
 - Notice “drift” (i.e., drifting away from fidelity of routines).
 - Address “drift” with practice and renewed commitment to fidelity of implementation.
- Continue to practice “Zones Rating” (Zones Assessment) in MM and CC routines:
 - Build accuracy skills
 - Help students identify the stress they carry with them (some with constant stress; others with occasional or situational stress)
 - Identify stress they carried into school today.
 - Connect stressors to zones (i.e., notice how stress impacts zone you are in; identify cause-effect).
- Continue to practice and build “toolbox” of regulation strategies during MM and CC.
- As Regulation Strategies are Practiced and Learned, Add them to Options at Regulation Station.
- As a class, assess and discuss the “fidelity” and effectiveness of use of Regulation Station.
 - Is teacher prompting use of Regulation Station helpful way (if not, brainstorm ways to prompt)?
 - Are students “self-referring” to Regulation Station (using independently when needed)?
 - Is it being used proactively to prevent dysregulation?
 - Is it being used effectively to prevent escalation (i.e., escalated dysregulation)?
 - Are the strategies effective?
 - Are there other strategies that might work better?
 - Is it good to have a “place” to go, or would rather “self-regulate” at their desk or in other place?
- Collaboratively (teacher and counselor) provide formal SEL instruction through “Zones Lessons”:
 - Teach Zones Lesson 5: *Understanding Different Perspectives*
 - Teach Zones Lesson 6: *Me in My Zones Worksheet*
 - Teach Zones Lesson 7: *My Zones across the Day*
 - Other Optional Lessons:
 - Second Step Supplement: **Understanding Perspective/ Different Perspectives**
 - Second Step Supplement: **Accidents and Mistakes; Using Self-Talk**
- Introduce “Road Map of the day ahead” into MM (by end of Week 6):
 - Predict Zone you’ll be in throughout the day. Predict stressors; predict impact of stressors on regulation of body, mind or mood; identify strategies you can use to self-regulate.
- Introduce “Road Map Reflection” into CC (by end of Week 6)
 - Reflect on Zones throughout the day; assess your prediction of stressors and the impact of stress; identify use and effectiveness of strategies to manage stress and regulated body, mind and mood.

Weeks Seven and Eight (approximate: pace may vary):
Practicing and Expanding Self-Awareness and Self-Management Skills

Weeks 7 and 8:

- Continue to practice *Prevention Strategies* with fidelity.
- Continue to practice classroom routines with fidelity (e.g., Signal for Attention, Morning Meeting (MM) and Closing Circle (CC)):
 - Notice “drift” (i.e., drifting away from fidelity of routines).
 - Address “drift” with practice and renewed commitment to fidelity of implementation.
- Continue to practice “Zones Rating”, Roadmap Prediction, and Roadmap Reflection in MM and CC routines:
 - Build accuracy skills
 - Help students identify the stress they carry with them (some with constant stress; others with occasional or situational stress)
 - Identify stress they carried into school today.
 - Connect stressors to zones (i.e., notice how stress impacts zone you are in; identify cause-effect).
- Continue to practice and build “toolbox” of regulation strategies
- Use CC to predict “roadmap” of the day (weekend) ahead:
 - Assess predictable stressors that lay ahead in your day or weekend.
 - Identify strategies that will keep you well-regulated.
- Collaboratively (teacher and counselor) provide formal SEL instruction through “Zones Lessons”:
 - Teach Zones Lesson 8: *Caution: Triggers Ahead*
 - Teach Zones Lesson 12: *Size of the Problem*
 - Teach Zones Lesson 15: *Stop and use a Tool (Strategy)*
 - Other Optional Lessons:
 - Second Step Supplements:
 - Calming Down/ Managing Anger
 - Managing Anxious Feelings
 - Managing Embarrassment
 - Mind-Up Brain Lessons or Mindful Practices
 - Zones “Tools”
 - Mindfulness.
- Implement 8-Week Assessment of Fidelity and Effectiveness (Impact).

Notes:

- It may be useful to identify students from each classroom who would benefit from boosted time, instruction, practice, small group, individual approach
 - Consider starting Zones Lessons for these students in small groups or individually in advance of (or concurrently with) their classroom SEL lessons.
- After SEL Lessons have been taught and skills are integrated into daily life through routines, it is a good time for staff and student assessment with shared results to staff and students.
- Follow-up with a staff “PD” session in which teachers are provided an opportunity to:
 - Review fidelity and effectiveness of lessons taught.
 - Assess student learning.
 - Consider need for boosting lessons (repeat or repeat with enhancement).
 - Review implemented routines (especially Signal for Attention, MM, CC and Regulation Station) and assess implementation (assess both fidelity and impact).
 - Consider need for re-teaching or a re-boot of routines.
 - Peruse optional lessons referred to in the 8-Week Plan
 - Collaboratively consider/determine next phase of SEL:
 - Continue embedding/expanding SEL in classroom routines
 - New regulation strategies
 - Differentiating for younger/older grades
 - Tier 2 needs for struggling students
 - Address more sophisticated SEL:
 - Social Awareness
 - Relationship Skills
 - Responsible Decision-Making

Bibliography

"Home." *Responsive Classroom*, 9 May 2022, <https://www.responsiveclassroom.org/>.

Kuypers, Leah M., and Michelle Garcia Winner. *The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation and Emotional Control*. Think Social Publishing, Inc., 2021.

Schroeder, Colleen. *The Responsive Classroom*. 2004.

Calendar of Implementation

Week	SEL Practice Intended Outcome
Weeks 1 – 3	<p>Morning Meeting Routine ● MM supports “shifting” to readiness for the school day for staff and students. ● Improve shifting skills: increased ability to flexibly manage what you carry in with you and start the school day with well-regulated Mind, Mood and Body and Ready to Learn.</p>
	<p>Closing Circle Routine ● Well-regulated shift at end of school day</p> <ul style="list-style-type: none"> ● Improved Self-Awareness ● Supports community connection (belonging) ● Builds self-reflection skills
	<p>Learning the School Culture Values.</p> <p>Interactive Modeling of Expected/Unexpected Behavior.</p> <ul style="list-style-type: none"> ● Develop a common understanding of school wide behaviors, expectations, and routines ● Develop a common understanding of expected/unexpected behavior
	<p>Getting to Know You/Establishing Connections</p> <ul style="list-style-type: none"> ● Get to know Self ● Get to know Others <ul style="list-style-type: none"> ● Improve Self-Awareness skills. ● Foster classroom community connection (belonging). ● Foster adult-student connection and peer-peer connection. ● Provide information to adults that they can later use to provide effective reminders or validation responses to students.
	<p>Signal for Shift ● In 45 seconds to one minute, students are able to shift to readiness of Mind (thoughts), Mood (feelings) and Body (actions; body responses) before beginning next activity.</p> <ul style="list-style-type: none"> ● Supports skill improvement over time: Shifting skills, Mental Flexibility, and Impulse Control.
Week 3 - 4	<p>Collaborative development of Regulation Station</p> <ul style="list-style-type: none"> ● Students feel a sense of ownership of Regulation Station. ● Students understand the purpose of the Regulation Station.

	<p>Teach Zones of Regulation • Students are exposed to specific lessons designed targeted to increase their capacity to self-assess their current regulation status.</p> <ul style="list-style-type: none"> • Students improve self-assessment accuracy over time. • Students increase their knowledge of what is stressful for them and how stress impacts their thoughts, feelings, and subsequent actions.
	<p>Practice/Reteach of Expected Behavior • Repeated practice of expected behavior increases chance of the behavior becoming automatic.</p>
Week 4 - 6	<p>Application of Zones of Regulation</p> <ul style="list-style-type: none"> • How do I know my zone? • Regulating Strategies, Toolbox, <p>Students increase their knowledge of what is stressful for them and how stress impacts their thoughts, feelings, and subsequent actions.</p> <ul style="list-style-type: none"> • Students increase their self-management skills by improving their ability to apply regulation strategies to address dysregulated thoughts and feelings.
	<p>Actively use Regulation Station • Regulation Station (or using regulation strategies at another space) helps students manage stress and regulate dysregulated thinking and big feelings.</p> <ul style="list-style-type: none"> • Students increase Self-Awareness skills and Self-Management skills.
	<p>Roadmap of the Day • Improve Self-Awareness, Self-Management, predictive, and reflection skills.</p>

Calendar of Implementation

Weeks 6 – 8	<p>Integrating Zones, Getting to Know you, and Roadmap into Morning Meeting and Closing Circle</p> <ul style="list-style-type: none"> • Students improve capacity to accurately assess their current regulation status. • Students improve capacity to notice when regulation support may be helpful and evaluate effectiveness of strategy.
	<p>Regulation Station and Zones strategies are used with Fidelity</p>
Weeks 9 - 14	<p>Formal assessment of fidelity of implementation</p>