

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

## **EDUCATION COMMITTEE MEETING**

**Tuesday, January 31, 2023**

**5:30 PM**

**Physical Location: SAU Boardroom**

### **Agenda**

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

- 5:30** Approval of [December 19, 2022 Meeting Minutes](#)
- 5:35** Course Proposal for the 2023-2024 School Year:  
*Pilot Achieving Health Through Yoga* (see attached information)
- 5:55** Summer Programming 2023
- 6:15** Other & Adjourn

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**Monday, December 19, 2022**

**5:30 PM**

**Physical Location: SAU Boardroom**

**Minutes**

**Education Committee Members:** Tom Burgess, Richard Dunning, Michael Hoyt, Liz Swan, and Stephen Ullman (Chair)

**Present:** Dick Dunning, Michael Hoyt, Dr. Ann Forrest, Andria Johnson, Carolann Tebbetts, Stephen Ullman, Tyler Mudrick, Heather McKillop, Deb Riley, Janine Lesser

**Stephen Ullman called the meeting to order at 5:31 p.m.**

**5:30 Approval of November 21, 2022 Meeting Minutes**

**Dick Dunning moved to approve the minutes of the November 21, 2022 meeting. Tom Burgess seconded. Unanimous.**

**5:35 High School Schedule**

Heather McKillop, CVHS Principal, said that the Schedule Committee is one committee at the high school. We are preparing students for their future. We need to think about what we value. Core beliefs factor in. As we evaluate different models of schedules, we need to think about what is best for all students.

The Core Beliefs were shared, of which there were three.

The Schedule Committee membership was shared.

The established ConVal Schedule was shared. It is a 4 by 4 block schedule with a flex block. It was established in 1995. Reviews of the schedule have occurred periodically with no changes made. There have also been some later start time efforts with no changes made. In addition, a transition to competencies was made.

Overarching questions:

What, if any, is the best schedule that equitably meets the needs of all students, programs, and content areas?

Reflective practice is essential for growth. Is our current 4 by 4 block schedule still our best option for students? Considerations include looking at how students learn best

post-pandemic, does the current schedule meet the needs of our students? Does it provide the optimal learning environment? Is there a better schedule?

Timeline of Tasks:

Fall/Winter 21-22 - committee members analyzed our current schedule, researched and reviewed various daily bell schedules from other New Hampshire schools.

Winter 21/22 - began communication with other schools regarding pros/cons of their schedules.

Staff surveys were created regarding scheduling. Progress was sent out. It was sent out again in the Fall of 2022 to capture new staff input. Data was compiled. A community, parent survey was drafted and sent out; data is still being collected and analyzed.

67% of staff are in favor of exploring other schedule options. Ideal class length ranged from 60 to 80 minutes. The TASC period was seen as vital and best in the middle of the day.

TASC was devised in 2010/2011 and is offered 5 days a week. It is a multi-functional flex block that combines Tier I relearning, retaking assessments, social emotional supports, enrichments and extensions. The intent is to provide extra time for academic support.

Benefits of the current 4 by 4 semester - schedule and drawbacks were shared.

Benefits include longer classes allowing a deeper dive into content, projects etc. Classes such as science and music and CTE benefit. Less overwhelming for students to only have four classes per day. Can earn up to 32 credits in four years with only 26 credit requirements to graduate.

Drawbacks included a difficult semester transition for students who start to build positive relationships with teachers, course offerings and electives can be limited, students can experience learning gaps of up to a year in subjects where repetition and practice are essential to maintain skills, students involved in extra-curricular activities that require an early dismissal miss the same class, and some students report a struggle maintaining focus and attention during an 80-minute block.

95% of schools use late start/early dismissal for collaboration opportunities. There are plenty of options for scheduling.

The current A/B Pilot Block - Pre-Algebra and English 9 provides all year instruction. Co-taught class with general education and special education teachers, provides the opportunity for year-long student/teacher relationships to develop, provides all year instruction in the most critical content building areas, provides a stronger foundation for student connections and growth, and the A/B meets twice monthly with a select group of administrators to review data.

Things to consider and next steps include the impact of our potential scheduling changes on the Regional CTE Agreement. Earlier this month, a survey was sent to community members and data is still coming in. Additional research is needed as well

as establishing a parent partnership group to work with the Schedule Committee among others.

How will the schedule impact standardized testing? This is one of the items that will be discussed with other schools to see how they manage them.

Dick Dunning shared that he is impressed with the work of the Scheduling Committee.

**6:15 Other & Adjourn**

**Dick Dunning motioned to adjourn at 6:25 p.m. Mike Hoyt seconded. Unanimous.**

Respectfully submitted,

Brenda Marschok

## **Name of Proposed Course:** Achieving Health Through Yoga

**Course Description:** Yoga is an ancient form of exercise that focuses on the unification of body, mind, and breath while practicing a variety of physical postures and movement sequences. Students will learn yoga poses, breathing exercises, relaxation, and mindfulness techniques to strengthen, align, and balance the body, focus the mind, and soothe and recharge the nervous system. Discussions and reflective writing will center on body systems, managing stress and feelings, and the impact of one's behavioral choices, as well as education in health, nutrition, and life skills.

### **OUTLINE OF CONTENT:**

#### **Course Preparation and Policies**

- Brief history and philosophy of yoga
- Explanation of curriculum, expectations, and grading
- Rules and procedures
- Dress requirements

#### **Basics of Yoga Practice 8 weeks**

- Breathing: Importance, philosophy, physiology
- Yoga Three Part Breath Instruction and daily practice
- Relaxation: Importance, philosophy, physiology
- Deep relaxation practice (Savasana)
- Beginning Yoga Poses: Instruction and guided practice in 10-15 elementary yoga postures, possibly including the following: Shoulder shrugs and neck exercises, Chest Expansion (Uttanasana), Back Stretch (Pascimottanasana), Triangle Pose (Trikonasana), Cobra Pose (Bhujangasana), Warrior Pose (Virabhadrasana), Mountain Pose (Tadasana), Tree Pose (Vrksasana), Child's Pose (Darnikasana), Simple Twist (Ardha Matsyendrasana), Cat Stretch, Butterfly Pose (Baddha Konasana), One Leg Seated Forward Bend (Janu Sirasana), Down Dog Pose (Adho Mukha Svanasana), Extended Foot Pose (Padottanasana)
- Notebooks: Keep record of all poses learned and instructions

#### **Intermediate Yoga Practice**

- Breathing: Instruction and practice of Alternate Nostril Breath (Aruloma Viloma) and possibly Pumping Breath (Kapalabhati)
- Intermediate Yoga Poses: Instruction and guided practice in 8-10 intermediate yoga postures possibly including the following: Sun Salutation (Surya Namaskar), Half Locust/Locust Pose (Salabhasana), Shoulder Stand (Sarvangasana), Plough Pose (Halasana), Fish Pose (Matsyanasana), Extended Side Angle Pose (Uhitta Parsvakonasana), Lying Twist (Jathara Parivartanasana), Straddle/Wide Leg Seated Forward Bend (Upavista Konasana), Camel Pose (Ustrasana), Dancer Pose (Natarjanasana), Eagle Pose (Garudanasana)
- Vocabulary: Continued introduction use of Sanskrit terms, why we use Sanskrit terms, individual projects to reinforce Sanskrit terminology
- Independent Practice: Importance and benefits, guidelines for individual practice, notebooks continued

**Semester's Final Project:** In small groups each student role-plays as both teacher and evaluator.

## **This course will cover all of the National Physical Education Standards**

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### **Additional Information**

**Would this be a core or elective course?** Elective

**Why this course? What need does it address?** This course would allow for students who would like to get some sort of physical activity in their day, but don't want the personal fitness course and weight training. It will allow the Wellness Department to broaden our reach to more students. Mindfulness would also be a part of the course, which helps with students' stress levels.

**Has any data/evidence been collected that indicates students' interest in the course, as well as the likelihood of students enrolling in the course?** Yes, a survey was shared with the entire student population (see pie charts on the next page).

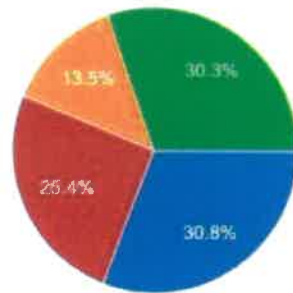
**Would this course replace a current course or expand course offerings?** This course would expand course offerings. Typically, Personal Fitness is offered as an option during Semester 1 and semester 2. If we are able to pilot this course during the 2023-2024 school year, Personal Fitness would be offered during one semester, and Achieving Health Through Yoga would be offered during the other semester.

**Has the proposal been presented to the CVHS Leadership Team for feedback? Is the CVHS Leadership Team supportive of this request?** Yes, and they are all in support of the course.

### Which of the following applies to you?

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185 responses



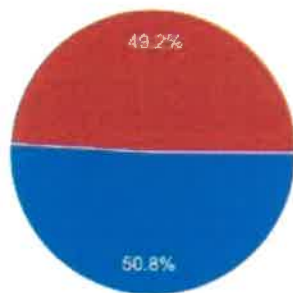
- I am a freshman.
- I am a sophomore.
- I am a junior.
- I am a senior.

### Achieving Health Through Yoga

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Yoga is an ancient form of exercise that focuses on the unification of body, mind, and breath while practicing a variety of physical postures and movement sequences. Students will learn yoga poses, breathing exercises, relaxation and mindfulness techniques to strengthen, align, and balance the body, focus the mind, and soothe and recharge the nervous system. Discussions and reflective writing will center on body systems, managing stress and feelings, and the impact of one's behavioral choices, as well as education in health, nutrition, and life skills.

185 responses



- I would be interested in taking this class.
- I would NOT be interested in taking this class.