

**CONTOOCOOK VALLEY SCHOOL DISTRICT  
OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
106 Hancock Road, Peterborough, NH, 03458**

**School Board Agenda**

**Education Sub-Committee**

**Tuesday, April 29, 2008**

**7:00 P.M.**

**SAU Office**

**MINUTES**

**BOARD**

Mary Allen, Beverly Bacon,  
Stewart Brock, Ray Cote,  
Gail Cromwell, Butch Estey,  
Bart Goodeve, Dan Harper,  
Craig Hicks, Lauren Kirkpatrick,  
Mary Loftis, Tom Welden

**ADMINISTRATION**

Richard Bergeron, Supt.  
Don Johnson, Asst. Supt.  
Marian Alese, B.A.  
Linda Potter, SpEd.  
Tim Markley, H.R.  
Sue Copley, PES  
Sue Dell, CVHS  
Dick Dunning, SMS  
Joe Hayes, CVHS  
Niki McGettigan, TES  
Gib West, GBS

**Tom Welden called the meeting to order at 7:05 p.m. The Pledge of Allegiance was recited.**

**1. Math Team – First Place in State Math Competition (Greg Morris)**

Greg Morris said that years ago, back-to-back championships were won. A change was made in the curriculum and they did not win any championships. Changes have been made again and they are winning again.

The Math Team introduced themselves and the towns they represent.

Greg said that they compete in a league where Hollis-Brookline beat CVHS every time. Not only did ConVal beat Hollis, they won the championship.

Matt Fernald presented Ms. Dell with medal for her support of the team. Sean Robertson presented Dick Bergeron with a medal for his support of the Math Team.

Tom Welden said that he is proud of the positive outcome that the math program has seen and the accomplishments of the Math Team. He said that it is nice to see such a large contingency compete.

Greg said that they will visit the Senate on Thursday at 10:00 and also compete in the New England competition where they hope to place in the top ten.

Ray Cote asked what problem the team answered at the meet that let the group know that they felt like they were on a roll.

Greg said that each member took three tests, some took five. If the kids could get 7 out of 9 problems, they generally win.

## **2. Moofolio Presentation (Ken Campbell)**

Ken Campbell, District IT Administrator, said that Dr. Bergeron invited him to come tonight to give a Moofolio presentation.

He said that Moodle is an open source product.

There is an e-portfolio mandate from the State of NH. It was decided that Moofolio would be used to further this mandate. There is a large learning curve that will be placed on staff and students.

Ken created a portfolio sample. The content of the portfolio will be decided by educators. Ken shared how the technology could be used for artifacts to be displayed and students and staff to provide a reflection of the students work.

Ken said that it is a vehicle to get from "A" to "B". He said that the tech committee met about the portfolio requirement.

Stewart Brock asked what the limitations early on might be. Ken said that the limitation is the training. If enough training time for staff takes place there should be no problem. Ken said that the students will have no issue learning how to create an e-portfolio. The hardest part is the committee and subcommittee arriving at the content requirements necessary to show a compilation of years worth of work put together on one sight. It will allow for audios therefore student reading could be taped. Growth in reading just from listening could be recognized.

Ken said that this product can hook staff into getting into electronic courses.

Mary Allen asked if any school districts are using Moodle for e-portfolios. Ken confirmed that Exeter started with it and then took it to the next step. All teachers in Exeter are required to have an electronic presence. He said that Niki McGettigan and he took a course in Exeter. He set up a fourth grade course at Temple Elementary.

Tom asked if there was a capacity problem with Moofolio. Ken said that the student will be limited. Other than that, drive storage is inexpensive.

Gail Cromwell asked if the output would be a DVD burned at the end of the school year. Ken confirmed.

## **3. ELO (Extended Learning Opportunities) Policy**

Don Johnson said that tonight two policies are coming from the high school because they are fairly big policies and input is requested. Sue Dell is here to speak on the policy.

Sue Dell said that Extended Learning Policy is one that we have seen before. It is a policy that is tied in with the ability to offer Extended Learning opportunities for credit in the future. A policy must be in place to do so. This has been brought to the CVLT and brought to school administration. It has been compared to policies in other districts. Sue cited examples of the range of both broad and restrictive policies. She brings this policy in hope that it will be acceptable and brought forward to vote so that it can be put into practice.

Craig said that he thought that it was the hope that students could test out of subjects for credit. Sue said that this policy does not allow for that but it could be broadened.

Joe Hayes said that the understanding that the faculty would like to get across is that they value classroom learning. There is concern that by alternative means used constantly, that the competencies that are being built will be avoided. This values what we have available in the building in terms of core curriculum. We are looking at

the emphasis of extended learning as those extending beyond the regular curriculum.

Bart Goodeve asked if the extenuating circumstances are those cited. Sue confirmed.

Joe said that in order to maintain consistency some sense of control over what is being taught must be maintained. He said that students start to take courses to avoid a certain set of circumstances such as avoiding a teacher etc.

Bart asked if a student did such, would it not allow the student to therefore learn effectively.

Joe replied that new obligations are being extended to teachers that were not there previously.

Sue said that they are trying to live up to the spirit of the DOE by providing a balance of ELO opportunities and not make errors in the process. She said that this could be widened. If a student decided to take a course that replicated a course that was offered at the high school, we could say that the family would need to meet with administration in advance for approval.

Ray Cote cited an example where Spanish I might be inaccessible to a student for various reasons and asked if a student could take Spanish I to fulfill this desire. Joe Hayes said that the exercise of proving that a student tried to get into the course before seeking ELO would be necessary.

Joe cited a circumstance where a student desired to take multiple languages each to a higher level and the probable inability to do so at CVHS schedule wise. He said that this is a circumstance where that would be allowed.

He said that there is a core value with the community of the classroom with teacher and student-to-student interaction. We wanted to maintain a certain level here. We are talking about independent studies and mentoring opportunities beyond core curriculum.

Craig said that we were developing competencies to determine what we want students to know at the end of each course. He said that when he talks to home school people, they achieve 30+ credits online. The opportunity to do more is there. Joe said that competencies are not only core competencies, they are community as well. They should know things deeply and widely and he said that it is more than knowing fact.

Gail said that "respect for the school community" cannot be a competency for a course. She asked what we meant by a core course. She distinguished between elective and the required courses. It is not clear what a core course is at all.

Sue Dell said that it is the required courses to graduate.

Joe said that more definition on core courses should be provided.

Don said that we should agree first on core requirements.

Sue said that competencies are being developed for core requirements that included "respect for school community" because the NEAS&C requires us to. It may not be the correct language but it is the language used.

Sue said that students have to meet core competencies for a course.

Mary Allen said she read it to mean the core courses that we are teaching. What do we want a ConVal graduate to look like when they graduate?

She agreed that certain courses we would want to foster ourselves. She felt that further refinement was necessary with what is core and what is elective.

Stewart Brock said that we don't want to eliminate the classroom but he would like to look at extended learning as the elective that cannot be provided at ConVal.

Something that they can get outside that gets them more hands on and provides a different experience. He supports looking at the electives to be the only outlet through extended learning.

He said that a student should be able to test out of a given course for example, Spanish, if they are already competent. He proposed this as a separate item. He would like this opportunity for students.

Bart Goodeve said that it is a mistake to be too conservative with this. We may find ourselves behind in the world. He said that he had a problem with the comment that the desire was to protect the classroom environment and experience. He does not understand the threat and said that the policy needs a lot of work.

Kathy Hamon, Chair of Math Dept. at CVHS, said that placement tests are already in place. The discussion to allow a student to progress to a higher level is considered. She said that we need to be careful about calling a spade a spade. She wants students to make progress but is unsure she would want to call that credit.

Mary Allen asked how we are going to assess the level of the course as a 123 or 012 course. Some kids will make decisions on whether a course will help raise or drop their GPA.

Joe Hayes said that the course level is often designated. Independent studies are difficult to define. Teachers do not have firm guidelines.

Gail said that she would be happy to delete the entire second paragraph.

Bart said that he supported what Gail said.

Bart cited item three referencing physical education and said that originally it was not broad enough. He asked if a student was a highly skilled dancer, could they receive credit. Sue said that they could receive credit for the second requirement of the physical education credit.

Joe Hayes said that the first PE credit is required in house so that wellness education can be obtained before they take the latter credit on their own for consistency and a desire for contact with students. There is a set of competencies that would be met with certain parameters that are broad.

Tom said that relative to the civic and social responses – he agreed that he wanted civic and social responsibility to take place but not necessarily in every course. He didn't want it to be a testing component. If it was done as a separate component he thought it would be fulfilled.

Sue said that they are not trying to make the component a part of the core competencies but that they are measured in some way to ensure that they are not being forgotten.

Sue said that the academic content would be graded and the student assessment should be assessed.

Gail said that she would like to free students up from the requirement of taking PE at school and allow a student to fulfill both credits outside of the school.

Craig said that he thought what we voted on was that a Varsity sport would take the place of a PE course.

Bart said that he felt that a student should fulfill their first requirement at school. He did not feel that it was unreasonable.

Mary Allen said that you may have the star quarterback in PE. Beyond high school, twenty other students will not be around to participate like that of sports. You try to have a student pick up a sport that they can continue on through high school. She said that it is very important to get kids to understand what is out there.

Gib supported Mary in that we need to challenge ourselves to raise the bar. If PE is not what we want it to be, we need to raise the bar. It isn't to take away from a dance student, but rather have them a part of the greater good. To take away the fundamental core would allow us to lose out.

Don suggested that he work with Sue and Joe and bring the policy back to the Policy Committee to rework and bring it back to the Board.

Joe said that this is a representation of a set of values that our teaching staff is representing in this document. A compromise can be met.

Beverly asked why this can't come to the Education Committee. It was agreed.

#### **4. Attendance Policy**

Sue Dell asked whether this proposal was the desire to be included as policy.

She said that the key elements are contained on the green copy. She said that they are suggesting that a parent call or note does not excuse absence. They are not trying to be punitive but rather supportive. She said the kind of absence would be tracked. The high school would excuse absences for certain reasons, with all other absences considered unexcused. Students must make up work but once they go beyond four or seven absences in a course, interventions would begin but further work would not be accepted. Planned absences, vacations, cannot be turned down. They are requesting permission to require a planned absence contract between the family and the school indicating what work would be made up and when it would be submitted. The consequence is an academic zero.

Sue said that if a student exceeded a number of absences, the guidance counselor would be notified. If other reasons for absence are unexcused a determination of how the student gets back on track will take place. Guided study possibilities will be entertained as well as tutorial services. If a family refuses interventions and the student fails, then that failure stands. We are trying to find out why the student is not in school. If support services can be provided then they will. Tardiness issues are addressed as well. An attendance review board is proposed to make decisions collectively.

Sue said that she is interested in what the Board believes in and wants to know if the policy supports the belief.

Don Johnson said that we need a K-12 attack on attendance. He distributed the District policy JED and JE-R. Elementary and High School procedures might be suggested.

Mary Loftis said that it strikes her that opportunities for redemption are supplied.

Sue said that with a review board, if a student made up the work and managed to pass or succeed in a course, the review board might want to reward a student for those efforts.

Craig said that the impact of absence on student achievement should also include that of the students present. He added that he felt that students arrive at school and then come and go. He asked if attendance was taken in each course. It was confirmed. Joe said that attendance is taken only in block one for purposes of attendance records. Each teacher takes attendance for their classes.

Tom said that in terms of a review board, he suggested that a School Board member not sit on it because they will be part of the body that this would eventually come to.

Gib suggested that the review board be made-up of staff that is not that of the student.

Bart suggested that what Gail proposed that item 1 and 2 under the ConVal District believes paragraph should be omitted.

Dick Bergeron asked that for clarification that every district have a truant officer. He said that he thought that the RSA mandated it.

Don said that the truant officer is often assigned, a local police officer, or principal. He agreed that we should have a designated truant officer.

Stewart said that the list of excuses for absence covers all of the possibilities. He supported that a review board would be developed.

Ray Cote questioned medical appointments. Sue said that if there is a pattern then it is addressed.

Mary Loftis said that partial attendance in a given block is considered the same as for one attending in full.

Bart said that should one be tardy it will not result in a consequence.

Sue agreed that the tardy portion will be looked at.

Tom suggested that a time reference might be made as what constitutes tardy.

Joe Hayes said that there is nothing that stops a teacher to apply a consequence of their own. There are teacher interventions that can take place.

Dick said that consistency in application must be promised.

Butch Estey said that he wondered how we are going to get around the NH majority rule that a seventeen year old can make their own doctor appointment. He said that thought should take place here.

Linda Potter reminded that PBIS has very clear definitions in place. There are universal definitions for these pieces.

Dan Harper said that it is important to provide structure and consistency.

Tom said that the definitions and clarity are key.

**Dan Harper moved to enter non-public session in accordance with RSA 91-A:3,IIc at 9:00 for the purpose of negotiations and personnel on a roll call vote.**

**Non-public session concluded at 9:49. Butch Estey moved to seal the minutes of non-public session. Stewart Brock second. Unanimous.**

Tom said that he has recently had contact with the owner of a machine shop to encourage ATC programs for students to gain experience in this field.

**Motion to adjourn at 9:50 p.m. Unanimous on a roll call vote.**

Respectfully submitted,

Brenda Marschok