

CONTOOCOOK VALLEY SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
106 Hancock Road, Peterborough, NH, 03458-1197

EDUCATION COMMITTEE

September 14, 2009

7:00 P.M.

SAU Office

(The meeting will take place in Room 52 at SMS)

MINUTES

Attendees: Beverly Bacon, Dan Harper, Bart Goodeve, Mary Loftis, John Newman, Kimberly Saunders, Sue Dell, Pamela Campbell, Lauren Kirkpatrick, Gib West

Beverly Bacon called the meeting to order at 7:00 p.m.

1. Approval of Minutes

a. August 17, 2009

Mary Loftis moved to accept the minutes as read. John Newman second. Dan Harper abstained. All else in favor.

2. Pamela Campbell – SINI Program

Pamela said that her school made AYP this past year. With the \$20,000 School In Need Of Improvement (SINI) money, Pierce ran a summer program. The program was open to all students in the school rather than first grade only. It was open to all students who have received intervention during the year. Of the 76 students, they had 27 on a high week. The program was based on picture writing. Technology was incorporated into the program. Pamela shared a Power Point of the work that took place.

John Newman asked what was needed to get out of SINI status. Pamela explained that by making two years of AYP they would no longer be considered a SINI school.

Pamela explained that she had general education teachers working in the program which helped provide some professional development.

Pamela added that transportation was not provided and their numbers were still excellent. An after school program will take place when approval is given. Monies cannot be used for transportation.

There is a 30-minute intervention block built into the school day this year.

3. School Approvals

Sue Dell said that Family & Consumer Science at the high school was initially approved but the Department of Education (DOE) wanted it beefed up. More choice for students within the Family & Consumer Science was required. They added the right components and it was approved by the DOE.

Beverly asked how we staff for classes that we have to offer and are undersubscribed.

Sue Dell said that they make it work.

Bart Goodeve asked what the downside was of not receiving accreditation.

Sue Dell said that they are told that their students will not get into college. Bart said that he hears the same as well as the thought on the colleges and universities behalf that the student should not be punished for the acts of the district.

Kimberly said that when it is non-accredited because of ADA issues it would get a red flag for OCR (Office of Civil Rights). There are three levels to NEAS&C. The first is a warning which does not need to be made public. It comes with a letter. The next step is probation, which is very public. You do not want to be on probation for anything but your building. The final step is losing accreditation. The Commission of Public Schools is the only one that can take this final step. Progress would not have been made on the five year report.

Kim said that once OCR is involved they can go into any school and look deeper.

Sue Dell will supply copies of the NEAS&C report to John Newman and Lauren Kirkpatrick.

4. Outcomes

An updated list of June 2010 Outcomes was distributed (see attached). The two bolded items, numbers 5 and 6, were bolded because of their enormity. Only one of the two should be chosen and not both. Kimberly suggested that the CVLT not pursue making a recommendation regarding block scheduling. There was agreement among the committee.

Bart asked why we won't hear about K-12 Guidance. Kimberly said that it is on the "to do" list and will most certainly be discussed in the future.

5. Update on Pilots

Three pilots are taking place at the elementary level (see attached). Treasures, Story Town, and Reading Street are the three. All three programs have both a strategic intervention and interventions for those reading beyond grade level. Treasures come with an intensive intervention kit as well. All three are very comprehensive. Meeting the needs of all students through core programs is the goal. Kim said that we have a curriculum. We want to see which of the three most meets our curriculum and our students.

Mary Loftis asked about grades 5 and 6. Kim said that we are looking at K-4.

Kim said that in grades 5 and 6 readers start to emerge. Down the road a program will be sought for middle school. Bart said that it is a gamble that there will be continuity in the programs and a gap might exist.

Gib West said that this was pushed through early. With the HILL Project, administrators came forward with a goal of getting something in the hands of teachers. The enVision math only takes us through grade five. We may pick one of these for fifth and sixth grade. Bart felt that there was risk with this approach.

Gib said that each of the pilots involves a 90-minute literacy block which would force other choices for the middle school.

Gib shared that research suggests that if kids are not reading on grade level by grade three that they are in trouble already. The program does not need to be a 90-minute block.

Bart said that special attention should be given to year four for those moving to the middle schools.

Prentice Hall Math and Math Connects were discussed as well.

Bart said that that the Board should be aware of obstacles that exist in the delivery model for pilots.

Kimberly said that having the voters understand our technology needs is important.

6. To Do For Next Meeting

Kimberly distributed a list of "To Do's" for the next meeting (see attached).

Sue Dell said that something is coming up from the NEAS&C report that involves the high school report card that she would like to discuss at the next meeting.

Beverly Bacon concluded tonight's meeting at 8:00 p.m.

Respectfully submitted,



Brenda Marschok

Mission Statement

The ConVal Regional School District, in partnership with its member communities, will inspire all learners to achieve academically, contribute to the global community, and thrive as independent and productive citizens.

Education Committee

June 2010 Outcomes

1. Kimberly presents program/curriculum review tool
2. Recommend policy to policy committee or adapt our procedures to information gathered regarding academic expectations (athletics/co curricular)
3. Plan regarding the Implementation of parent/teacher communication via technology (Web2School)
4. Recommendation of a core reading curriculum
5. ***CVHS Leadership Team will make recommendation regarding block scheduling***
6. ***CVHS Leadership Team will present competencies and how they recommend those competencies be assessed and how those assessments will garner credits***
7. K-12 Guidance curriculum presented

2010 Progress Reports

1. Rtl (Response to Intervention)
2. Pilot/Adoption Updates
3. Reading Recovery
4. Multiage
5. PBIS
6. NECAP
7. NWEA/MAPS
8. SINI Schools
9. Tech Paths

Prentice Hall Math

Prentice Hall's unique **Instant Check System™** is built-in way to ensure that your students make progress every day, in every lesson.

Green means go! Built-in help gives students the green light to succeed. No other math program provides ongoing, embedded student support like *Prentice Hall Mathematics*. Throughout every lesson, "Go for Help" icons point the way to a helping hand.

Differentiate instruction with ease All *Prentice Hall Mathematics* resources are coded by *Special Needs, Below Level, All Students, Advanced, and ELL*. Adapted Student Resources help you meet every student's needs.

Teacher Center and Student Center technology. Only Prentice Hall provides complete support for you and your students in one location! These powerful resources bring your teaching to life and support students working independently.

Math Connects

Math Connects: Concepts, Skills, and Problem Solving was written by the authorship team with the end results in mind. They looked at the content needed to be successful in Geometry and Algebra and backmapped the development of mathematical content, concepts, and procedures to PreK to ensure a solid foundation and seamless transition from grade level to grade level. The series is organized around the new NCTM Focal Points and is designed to meet most state standards. *Math Connects* focuses on three key areas of vocabulary to build mathematical literacy, intervention options aligned to RtI, and a comprehensive assessment system of diagnostic, formative, and summative assessments.

Focus on concepts, skills, and problem solving for a truly balanced program. Promotes vocabulary to build mathematical literacy. Provides intervention options prescribed within the program or referenced to *Math Triumphs*, an RTI Tier 3 companion intervention program. Applies a comprehensive assessment system including diagnostic, formative, and summative assessments in addition to self-assessment options for students. Enhanced differentiated instruction through lesson interleaves with leveled instructional alternatives for each lesson.

Treasures

Treasures is a research based, comprehensive Reading Language Arts program for grades K-6 that gives educators the resources they need to help all students succeed. High quality literature coupled with explicit instruction and ample practice ensures that students grow as life-long readers and writers.

Story Town

StoryTown is our new PreK-6 reading /language arts program. With surprises around every corner and adventure just down the street, you'll find StoryTown is a great place to read.

StoryTown is filled with a variety of fiction and nonfiction literature. Fiction offerings include narratives, poems, plays, and fantasy while nonfiction features contemporary news articles, biographies, research material, and more. The program authors have included a robust vocabulary that helps to create a rich learning environment through carefully selected words.

Clearly marked routes allow children to easily traverse Student Edition pages, while instructional planners help teachers navigate daily lessons and differentiate instruction.

Feel free to make yourself at home here in StoryTown ... and stay as long as you like.

Reading Street

Scott Foresman Reading Street © 2008 is an all-new reading instruction program for Grades PreK–6. Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. The reading program takes the guesswork out of differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students. In addition, Reading Street prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right reading skill, at the right time, and for every student.

To Do's

Goal	Date (s)	Tasks	Person Responsible
Curriculum Review Tool	Next Meeting	Research of available tools	Kimberly
Recommend policy to policy committee. . .	Next Meeting	Current Policy	ML, LK, JN
	Next Meeting	Current Practice	Kimberly/ Jon Hall
Plan regarding the implementation of parent teacher com.	Next Meeting	Potential of present system	Kimberly/Ken Campbell
Recommendation of core reading	Next Meeting	Second On site trainings complete	Pilot Teachers/ Company Reps
Guidance Curriculum	Next Meeting	ASCA model update	Kimberly/Joe Hayes