

**NOTICE OF MEETING
KEENE BOARD OF EDUCATION
Education Committee Meeting
November 29, 2011 – 5:30pm
Cheshire Career Center Conference Room– KHS**

AGENDA

1. Public Input (5 Minutes)
2. Approval of Minutes – October 18, 2011 (5 Minutes)
3. Modified Block Update – KHS Administrators (15 minutes)
4. SERESC High School and Elementary Updates – Catherine Woods (30 minutes)
5. KMS Outdoor Learning Area Update and Request – Miranda Nelkin (15 Minutes)
6. Gifted and Talented Update -- Bill Gurney (10 Minutes)
7. 2012-2013 Proposed Calendar – Bill Gurney (10 Minutes)
8. Enrollment Updates (tabled from October meeting*) – Bill Gurney (5 Minutes)
9. Reading Update – (tabled from October meeting*) Meredith Cargill (5 Minutes)
10. Adjourn

Mark Nugent
Chair

Meredith Cargill
Director of Curriculum and Assessment

*Materials pertaining to this agenda item included in October 2011 Education Committee packet.

Education Committee Meeting Minutes

Tuesday, October 18, 2011 5:30 PM

Cheshire Career Center Conference Room

Keene High School, 43 Arch St., Keene, NH

<p><u>Committee Members Present:</u> Mark Nugent, Chair Anne Szot Kristin Blais John Stewart (5:45 PM)</p>	<p><u>Administrators Present:</u> William Gurney, Co-Superintendent Meredith Cargill, Director of Curriculum Wayne Woolridge, Co-Superintendent Dorothy Frazier, KMS Principal Patricia Yoerger, Jonathan Daniels Principal Paul Huggins, Fuller Principal Bill Harris, Franklin Principal Richard Cate, Symonds Principal Gwen Mitchell, Wheelock Principal Alan Chmiel, KHS Principal (6:03 PM)</p>
<p><u>Board Members Present:</u> Carl Panza Kathleen O'Donnell Neil Donegan</p>	<p><u>Others Present:</u> Members of the Public (about 12) Members of the Press (1?) Britta Reida, Stenographer</p>

Chair Nugent called the meeting to order at 5:30 PM.

1. Public Input

None.

2. Approval of Minutes – September 20, 2011

MOTION: Ms. Szot made a motion to approve the minutes from September 20, 2011. Ms. Blais seconded the motion, and it passed by unanimous vote.

3. Presentation of School Goals

-- District Goals: Meredith Cargill, Curriculum and Assessment Director

Ms. Cargill gave an update on the District in Need of Improvement (DINI) goals. The goals focus on Response to Intervention (RTI), Professional Learning Communities (PLCs), and the Guaranteed and Viable Curriculum (G/V Curriculum). She reported on the methods that are being used to implement these goals in the schools.

Chair Nugent asked who is doing the RTI training. Ms. Cargill replied that a survey determined that training was needed in NWEA testing and common assessments. Aside from that, thus far, it has been up to principals to guide RTI efforts at their schools.

Ms. Blais stated that there have been concerns about the reduced recess times. Ms. Cargill replied that work has been done to calibrate the recess times. The national guidelines require at least 20 minutes per day, and Keene's schools exceed that by fifty percent.

-- Keene Middle School (KMS) - Dorothy Frazier

Ms. Frazier reported that their overarching goals are to use all the data available to determine instructional practices for students; better monitor student progress; and keep parents informed. The latter includes increasing the use of Parent Portal. Ms. Frazier reported on the continued training in and implementation of RTI – the focus is on defining interventions and recording and monitoring them. All staff members are trained in strategies to address the School in Need of Improvement (SINI) plan for reading. She distributed copies of the reading “cheat sheet” that teachers can utilize as needed; it summarizes strategies in a quick format.

-- Jonathan Daniels (JD) Elementary School - Patricia Yoerger

Ms. Yoerger reported that JD is designated as a School in Need of Improvement by the Department of Education in math. The main goal is: “Using the 2010-2011 results as the baseline, students with disabilities will demonstrate progress toward proficiency evidenced by 10% growth, based on the results of the 2011-2012 NECAP.” Ms. Yoerger reported that good progress is being made. All areas of the curriculum are being addressed, not just math. She also reported on implementing RTI.

Ms. Yoerger answered committee members' questions. Ms. Blais inquired about recess. Ms. Yoerger replied that some parents have expressed concerns about less recess time. She spoke of the ways in which JD is being creative with the guidelines to ensure students have adequate breaks, but in some places there are reductions of recess time from last year to this year.

Mr. Panza asked why there was a dip in reading scores, as indicated by the bar chart in the agenda packet. Ms. Yoerger replied she believes it was due to the particular cohort that year.

Ms. Szot asked Ms. Yoerger whether she supports the NH Department of Education's idea to ask for the flexibility waiver in regards to No Child Left Behind (NCLB). This waiver would use a growth model to determine school progress, instead of proficiency percentages. Ms. Yoerger replied that she is in favor of a growth model and briefly explained why. Ms. Cargill and Mr. Woolridge explained a bit more about what the waiver would do.

-- Franklin Elementary School - William Harris

Mr. Harris reported that Franklin is a SINI in reading. He spoke of the ways in which the school is working to increase students' scores in reading, and also in math, to avoid becoming a SINI in math. The goal is to have every student reach proficiency in reading and math in 2013 to 2014, and the best way to do it is through RTI. In regards to the flexibility waiver, Mr. Harris spoke about his concerns about a growth model and stated that he does not yet know if he supports it. He stated that Franklin has less recess time, but no parent complaints have been received. Scheduling can make it difficult to fit all of the requirements into a 6.5 hour day.

Ms. Blais asked if Mr. Harris feels that RTI will benefit both students who need help catching up, and the students who are either at grade level or beyond. Mr. Harris replied yes and spoke of the effectiveness of RTI for all students. He described the difficulties of needing to give up time in other subjects in order to focus on foundational reading and math skills, but concluded that the foundational skills trump all else for the time being.

Ms. Szot asked for Ms. Cargill's thoughts. Ms. Cargill, too, spoke of the difficulties of fitting all that is needed into a 6.5 hour day. Arguments can be made in support of every academic subject, specials class, lunch, and recess, and it is always a challenge to determine priorities. Ms. Cargill stated that the board set the goal around academic rigor and that has helped prioritize guidelines. For example, under the guidelines in grades K-2, the focus is on narrowing the opportunity gap before it converts into an achievement gap in grade 3. Ms. Cargill stated that research proves time and again that deficiencies in reading ability are the number one reason that students are retained, qualify for specialized services, and drop out of school. Intensive instruction is necessary because reading is vital to success. She expressed appreciation of the elementary principals for their hard work in developing the instructional time guidelines and being an essential champion of this at their respective schools. They are working with parents, to help them better understand why the guidelines were developed and why they are necessary. This is being done in some cases through PTA meetings and Ms. Cargill is grateful that principals are confronting any concerns with positive support.

-- Fuller Elementary School - Paul Huggins

Mr. Huggins reported that the Fuller School faculty's most important goal is the implementation of RTI in an effort to improve reading and math and other academic skill levels. He spoke of how nice it is to be working in a unified way with the other principals to implement and share information about RTI, and about the importance of understanding that Fuller is in the very beginning stages of RTI. Mr. Huggins also thanked the Board for supporting Fuller's efforts to reconfigure the Special Education model. He stated that another goal is energy efficiency. Fuller School has not had any changes in recess time from implementing the instructional guidelines.

In response to Ms. Szot's inquiry, Mr. Huggins replied that he has never had a problem with the NECAP testing, although he would prefer that it be in the spring. Ms. Blais asked if the new NECAP would be a spring test. Ms. Cargill replied that the Smarter

Balance assessment may be a spring test or may occur several times during the year after instruction occurs. There is a lot of speculation right now.

-- Symonds Elementary School - Dick Cate

Mr. Cate reported that the two primary goals are to increase NECAP proficiency scores in reading and math for all students; and improve the AYP index score for math for students with special needs. This is Symonds' second year of implementing RTI. They are working to ensure an appropriate environment for testing.

Ms. Blais asked if Mr. Cate feels that the new structure (additional intervention periods) will allow teachers to help students make the necessary gains so they do not get behind to a point where they cannot catch up, and if it has the potential to benefit all students. Mr. Cate replied that yes, there is tremendous benefit to the ways in which RTI is creating a congenial atmosphere and strengthening a sense of community. They are seeing improvement and expecting more.

In response to Ms. Blais's inquiry about recess, Mr. Cate stated that he has mixed feelings, and spoke about children's needs for breaks and play, and concerns that school is too intense for some children and not educating the "whole child." Staff are being creative to make learning more active within the classroom.

In response to Ms. Szot's inquiry about the flexibility waiver, Mr. Cate stated that the problem with the growth model is in the details and spoke of how it may not be the panacea people expect it to be.

-- Wheelock Elementary School – Gwen Mitchell

Ms. Mitchell noted that a lot of what she has to say is similar to or the same as what others have already stated. She continued that her report is always last, due to the alphabetical order. Chair Nugent replied that he will switch the order next time.

Ms. Mitchell reported that Wheelock is focused on the growth of students with special needs, and the main strategy is RTI. Staff have been trained in RTI and have formed teams which are meeting. Grades 2, 3, and 4 have two sections each and the students move back and forth between the classrooms, which is working very well. Differentiated instruction continues to be a conversation and a goal. Staff members are working very hard on data, and on keeping students as well as parents informed about the data. They are using a school-wide positive behavior framework and celebrating successes.

In response to Ms. Szot's inquiry, Ms. Mitchell stated that recess/breaks have been a little tricky to schedule, but it is working out fine. First graders have a morning break, and the older students have mid-day recess before lunch, in accordance with best practice.

--Keene High School, Alan Chmiel

Mr. Chmiel reported on KHS's five goals: to phase in modified block scheduling for the 2012-2013 school year; to appoint a data team (accomplished) and charge them with reviewing the testing environment, and ensuring that all teachers and staff members can

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use and interpret MAPS and NECAP results for curriculum improvements; to implement the online program "Study Island;" streamlining discipline and daily office referrals; and to utilize the data team to raise NECAP scores.

Mr. Chmiel distributed a brochure and article about Study Island, and spoke at length about its benefits and how it works. Staff are being trained in how to use it are beginning implementation (45 teachers so far). Study Island benefits teachers, students, and parents. Ms. Szot asked how the success of Study Island is determined. Mr. Chmiel replied that Study Island gives regular reports about the amount and type of usage the program is getting. Ms. Szot suggested to Ms. Cargill that they measure Study Island's success by comparing the test scores of students who use it to the test scores of students who do not.

Mr. Chmiel reported that KHS went from four houses to three, and this included reassigning tasks for the administrative team. He listed the reassignments and described some of the changes in duties. He stated that despite initial resistance and a few glitches, it is now working well. Chair Nugent stated that it looks like only one house picked up additional duties, and asked if the other two did as well. Mr. Chmiel replied that yes, the other two houses did pick up additional duties. Mr. Chmiel and Mr. Gurney explained that there will be significant savings next year due to the reduction of a house. A full complement of administrators was budgeted for in 2011/2012, but that money will not be spent; thus, there will be a surplus.

Mr. Chmiel reported on the plan that he and the head of the Science Department devised to raise NECAP scores in science. This year, KHS made excellent progress, and had the second highest gain in the State of NH on the science test. Mr Chmiel also reported on the changes/raised expectations at North Campus which are going well.

Mr. Chmiel stated that the board set a goal of phasing in modified block scheduling for the 2012-2013 school year. He reported that if they want it done right, it cannot be done next year. He continued that this is his last year at KHS and it would be easy to throw something together and leave, but that would have his name on it and he would not be there to implement it. He distributed copies of an email from Greg Satterwhite, the consultant who has been working with KHS on the scheduling issue for about three years. The email states that Mr. Satterwhite agrees that "trying to do a hybrid of elements from what you have now to where you want to go isn't a great idea," and that if the schedule does not work well with even just a couple of classes, it could "put a negative spin on things." Mr. Chmiel stated that this Thursday, he will meet with another consultant, recommended by Mr. Gurney. Mr. Chmiel spoke about the difficulties with phasing in modified block scheduling and what he perceives as the obstacles. He stated that his recommendation is not pushing it for the 2012-2013 school year; rather, waiting until it can be done right.

Committee members and Board members asked questions about what exactly will be happening next year, what changes there will be, if/how teachers prep times will change, etc.

Several committee and Board members stated that they are “really annoyed,” “very surprised,” “angry,” and “worried” that modified block scheduling is being pushed back despite the Board having set the goal of 2012/2013, and expressed frustration about the “back pedaling” they were hearing. Board members stated that they were angry at/frustrated with administration for not completing their job.

Chair Nugent asked for input from Mr. Gurney. Mr. Gurney stated that he, too, worries about how modified block scheduling will be implemented with a new principal. He continued that he thinks it is more important to get a job done right rather than in a set period of time. He was as disappointed and surprised as the Board is when he found out that Mr. Chmiel felt he could not move forward with this initiative.

Mr. Gurney asked Mr. Chmiel what he perceives as the stumbling blocks, what prevented him from getting the information needed, and what would it take to get it back on track for this year. Mr. Chmiel replied that stumbling blocks were the pink slip issue and the house changes. He continued that the other road blocks are ones he would only feel comfortable discussing in non-public session. In order to get this back on track, it would have to be fast tracked.

Mr. Gurney asked if the committee wishes to have this fast tracked. Board and committee members replied that it would be an “enormous problem” and “nightmare” to fast track this if it is not being done right. They discussed how to deal with the fact that administration is not meeting a goal that the Board set.

A member of the public attempted to speak, but was ruled out of order by the Board.

MOTION: At 7:33 PM, Ms. Blais made a motion to enter non-public session per RSA 91-A:3, for discussion of staff personnel. Ms. Szot seconded the motion, which passed by a unanimous, roll call vote.

The public session reconvened at 8:07 PM.

MOTION: Mr. Stewart made a motion to recommend to the Board that they reaffirm the Board’s goal of changing to modified block scheduling at Keene High School for the 2012-2013 school year. Ms. Szot seconded the motion.

Discussion continued, on whether to re-affirm the goal with or without the stated timeline. Ms. O’Donnell, Board Chair, stated that the Education Committee cannot modify a Board goal. Committee members stated that they want to reaffirm the Board’s desire to have a workable, modified block schedule at the high school.

Mr. Stewart withdrew the motion. Ms. Blais withdrew the second.

4. 2012-2013 Calendar Update – Bill Gurney

Mr. Gurney reported that the Calendar Committee met and reviewed the 2010 and 2011 calendar. He continued the Committee had concerns about the testing moratorium for Rosh Hashanah, and whether or not it sets precedence for other religions and their holidays. Mr. Gurney continued that the feeling was that starting school after Labor Day was a positive change. Some teachers spoke of not having had enough time before school started to prepare and wanting more workshop days before school started. At the next Calendar Committee meeting on November 7, the group will discuss whether to change February and April vacation times. The AP exam schedule is also being looked at. A finalized calendar will go to the Board for approval at the December Board meeting.

Mr. Donegan stated that they negotiated four fewer days of workshops before school and the KEA agreed to that. Mr. Gurney replied that they do not want to add a day, just rearrange when they are scheduled. Mr. Donegan replied that many hours went into the negotiations and things should not be changed on a whim. Mr. Gurney replied that it does not change anything to do with the contract, so they will look at it. Everyone is welcome to come to the meeting on November 7.

5. Enrollment Update – Bill Gurney

Tabled.

6. Reading Update – Meredith Cargill

Tabled.

7. Other

Chair Nugent reported that he, Ms. Cargill and Mr. Gurney attended the Gifted & Talented conference in Burlington, VT. He continued that they wanted to reach out to everyone in the industry to find a G&T coordinator, and they did make some connections. Folks from a G&T school in CT agreed to send the information out to all of their graduates, and the position was also listed in the program for the conference. Mr. Gurney stated that another possibility is to have a couple Keene teachers get certified in Maine as a G&T teacher, through a training offered by a woman at the Department of Education.

Ms. Szot reported that the Policy Committee passed a motion to send the class size policy to the Education Committee to get input from Ms. Cargill and Mr. Gurney. Chair Nugent replied that Ms. Szot can talk to Ms. Cargill about putting that on the November agenda.

8. Adjourn

MOTION: At 8:20 PM, Ms. Szot made a motion to adjourn. Ms. Blais seconded the motion, which passed by unanimous vote.

Respectfully submitted by
Britta Reida, Stenographer

Proposal for 2012-2013 Transitions

Goal: To develop a plan and timeline to implement an 8 period day schedule.

Potential Changes

- Increase in the length of the school day 13 minutes
- Increased program and scheduling flexibility with courses offered in 8 different formats (see schedule)
- Opportunity for improved preparation and coordination with the introduction of some common prep time within subject areas and teams
- A change to teacher prep time which could result in increased student contact and additional and meaningful duty assignments
- Advisory will be 1 day per week for 10 minutes and rotate to be different times during the day. We would need to take a few minutes off each period.

Course Formats - 8 Options

Single Period = 43/44/(48* lunch time block) minutes

1. Single Period every day for a semester = .5 credit
2. A/B Full Year (every other day all year for a single period) = .5 credit
3. Full Year (every day all year for a single period) = 1 credit

Double Period = 2 Periods = 89-94 minutes depending on which Double Period

4. A/B Semester (every other day double period for one semester) = .5 credit
5. Semester (every day double period for one semester) = 1 credit
6. A/B Full Year (every other day double period for a year) = 1 credit
7. Semester plus A/B (every day double period one semester and every other day one semester) = 1.5 credits
8. Full Year (every day double period for both semesters) = 2 credits

Options #3-#8 are current KHS class formats

Length of Periods, Double Periods, Passing and Day

Under this schedule the length of day would increase by 13 minutes.

- 1 period = 43/44/48 minutes
- 2 periods = 1 Double Period
- Three (3) lunches.
- A 4 - minute passing has been added between periods 1 - 2, 3 - 4, 5 - 6, and 7 - 8. This will accommodate students passing from one period to the next. Not all students will pass at this time so traffic should be less.
- A 5 - minute passing between periods 2 - 3, 4 - 5, and 6 - 7. All students will pass during this time.

Teaching Assignments

- Teachers would teach 6 Periods per year = to 3 Double Periods per semester
OR some combination of the two.

Teachers will have a duty free lunch = 24 minutes.

- Teachers have a 43/44/48 minute planning period everyday = to an instructional planning period under the 8 period schedule.
- Teachers will have an assignment such as the following to be worked on, etc... during the additional 44 minute planning time.
 - RTI (development and implementation)
 - Data Team
 - ELO
 - Curriculum
 - PLC
 - Duties such as hallway monitor, subject study hall, study hall, lunch duty

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

Tentative Timeline

11/1/11	IC Meeting to introduce the new schedule
11/2/11	Department Chairs meet individually with respective Administrator
11/3/11	Departments meet with Administrator to introduce the new schedule
11/4/11	Administrators meet at 1 pm to debrief from Department meetings
11/29/11	Administrators present to Ed Committee at 5:30 in CCC – present timeline
12/9/11	Department Chairs submit final “Changes in Course Format” form to Administrators
12/12/11	A-Team meets to review forms for budget/curriculum implications
12/13/11	A-Team to meet with Ms. Baker to review department submissions/ Forward to Bill Gurney
12/20/11	Final Copy of KHS Program of Studies due to Kim Baker
12/20/11	Administration present Final Schedule Changes to Ed Committee 5:30 in CCC
1/2012	Curriculum hours assigned; timelines established
3/1/2012	Course request number to Instructional Council
3/12 -13/2012	Principal/department chairs/Baker – staffing sections
4/2012	KHS Master Scheduling workshop

Change in Course Format Form

Due to Department Chairs by noon on 12/9

Due to Administrator by 1:00 pm on 12/9

Course Name: _____

Department: _____ Date Submitted _____

Grade Level/Targeted Student Population: _____

Current Course Format: _____

Requested Course Format Change (check all that apply):

_____ 43/44 minute Period = 1 credit (every day all year)

_____ 43/44 minute Period = .5 credit (every other day all year)

_____ 43/44 minute Period = .5 credit (every day for a semester)

_____ Current Format (check only if you would like to offer this course in the current format in addition to one of the formats listed above.)

Rationale for change in course format:

Curriculum Implications (Please include any budgetary impacts such as, the number of hours and staff needed for curriculum work, etc.):

Textbook/Materials Implications (Please include cost per book and total cost):

Staffing implication:

BLOCK SCHEDULE STUDY TIMELINES

from the Keene Education Committee May 2011 packet (work completed up through the May meeting)

RATIONALE: PARENT SURVEY (SURVEY MONKEY) OCT. 07-DEC. 07 PAC develops and on-line survey to parents, students, community members on the present Block Schedule format. 231 responses are tabulated in March 2008. Responses produce the following:

- Learning gaps in Math, and World Languages (sequencing, length of class time for some learners)
- English shows similar results though not as strong as Math & World Languages.
- If any schedule changes are made we need to take into consideration accelerated students in Math, Science, and World Languages.
- Presently we are in a modified block format with skinnies in Math/English, A-B classes and rotations.

TIMELINES

-October 2007- December 2007 Parent Advisory Committee begins to develop a Block Schedule Survey using SurveyMonkey. Survey is completed in March 2008, 231 individual responses are recorded.

-October, 2007- Present Block Schedule status report to Keene Ed. Committee

-April 2008 – Survey results are given to I.C. members.

-May 2010 – Department Heads begin to look at different schedule options at the direction of Mr. Chmiel.

-May, 2008 – Parent Advisory Committee survey results presented to Keene Ed. Committee.

-January 2009 – Block Schedule status report to Keene Ed. Committee

-January 2010 – Block Schedule status report to Keene Ed. Committee

-June 2010 – I.C. members do the first presentation to the faculty on the six schedule options.

-December 2010 – Exeter High School is visited by a team from the high school and this option is removed from consideration.

-January 2011 –Block Schedule Progress report to Keene Ed. Committee

-January 2011 – I.C. members rank the five remaining schedule choices, the present block remains number one.

-January 2011- I.C. members make their second schedule change option presentation to the faculty meeting.

-April 4-5, 2011 – Individual department Heads meet in one hour sessions with Mr.Chmiel, Mr. Logan and Ms. Baker to review the present schedule format and look at other possible options based on time, period length and combination options.

-April 5 ,2011 – Schedule consultant is hired to run possible schedule options using the data from this year's schedule requests (students, teachers, class loads). He gives us two other options to consider based on the information provided by all the department heads.

-April 26, 2011 – 2011-2012 high school schedule is run, (on-line student registrations produce a 99% student completion of their proposed schedule choices, previous high is 68%. Using this information we plan to run several DUMMY schedule options using the same information.

-April 2011 – Budget constraints, layoffs, pink slips, slow down the process. DUMMY schedules will not be run until the end of June, 2011.

To: 8th Grade School Counselors and Principals

From: Kim Baker, Director of Guidance

Re: **Timeline for 2012-2013 Course Selection/Scheduling
Transition Activities**

Date: 11/16/11

January 6 Alan Chmiel and Kim Baker meet with 8th grade counselors, KHS counselors, 8:00-1:00 pm in Guidance Conference Room - review time line and course selections, etc. with department chairs

January 10 Alan Chmiel and Kim Baker to 8th grades/P.O.S. distribution
8:00-9:00 Chesterfield School
9:30-10:30 Westmoreland School
1:00-2:00 Marlborough School

January 11 Alan Chmiel and Kim Baker to 8th grades/P.O.S. distribution
8:00-9:00 Keene Middle School
9:15-10:00 Waldorf School
10:15-11:00 St. Joseph's School
11:15-12:00 Trinity Christian School

January 13 Alan Chmiel and Kim Baker to 8th grade/P.O.S. distribution
8:30-10:00 Winchester School
1:00-2:00 Surry Village Charter School

January 24 Eighth Grade Parent Night, KHS Auditorium, 6:30 Snow Date: 1/31)

February 10 Due date/8th grade course selection sheets to home school

February 13-17 KHS Counselor travel to sending schools for on-line scheduling

February 17 8th grade course selection sheets to KHS

Feb. Vacation Eighth grade course requests entered at KHS

April 9-10 KHS Counselors to KMS-meet with students

April 11 KHS Counselors to Marlborough, Winchester-meet w/students

April 12 KHS Counselors to Chesterfield-meet with students

April 13 KHS Counselors to Westmoreland, St. Joseph's, Waldorf, Trinity Christian and Surry Village Charter School-meet with students

April 16-20 April Vac. Scheduling team finalize data (prep scheduling workshop)

April 24-27 Tentative, Scheduling Team at Workshop

May 21, 22 KMS cluster visits/tours 9:00-10:30

May 23 Chesterfield, Marlborough, and Surry Village Charter School and Trinity Christian School visits/tours 10-12:30

May 24 Westmoreland, Winchester, St. Joseph, others tour 10-12:30

Keene Board of Education
Education Committee - November 8, 2011
Abstract of presentation

Keene High School

Keene High school Special Education department continues to work toward codifying the changes made as a result of the three-year action plan (2008-2011). As you will remember, this action plan was developed after SERESC (Southeastern Regional Education Services Center) conducted a study of special education at KHS in school year 2008-2009. The high school has met the goals of the action plan and is actively working to create a new plan for changes over the next three years. The goals of the initial action plan include:

- Special Education Department
 - Retain the Department Head position
 - Strengthen the Department's identity and profile
 - Improve communication both within the Department and with administrators (beginning with a better understanding of what that would look like)
 - Create a Professional Learning Community
- Co-Teaching
 - Provide the training, assignments, and supports that are needed to more fully realize its potential
- Develop job descriptions for Special Education positions
 - Department Head
 - Coordinator
 - Teacher
 - Case Manager
 - An operations manual
- Director of Student Support Services
 - Explore ways to allow this position to fulfill its potential and intent, which is to review Student Support Services policies, procedures, and programs in order to assess overall program performance, and to initiate improvements as indicated.
 - Continue the mentoring/coaching program

Changes for this year include a change in how case managers are assigned to maintain the relationship between the case manager and the family/student and ensure the case manager knows the student and their history to better advocate for their needs. This change also will have a positive effect on the transition process between KMS and KHS. A resource room was started last year for grades 9 & 10. Students with disabilities can be assigned to that classroom as a part of their schedule or can "drop in" for assistance with coursework. This year a resource room for students with disabilities in grades 11 & 12 was initiated based on the success of the program with the students in earlier grades. One of the greatest successes of the work done in the last three and one-half years is demonstrated in a higher rate of attendance at special education meetings by the general education staff. More details will be provided at the Education Committee meeting.

Keene Elementary and Preschool Programs

In June of 2010 representatives from SERESC presented the results of their study of the Keene Elementary and Preschool Programs. The results were comprehensive and quite complex. The progress made on goals developed as a result the report has been provided to this committee in February 2011 and in June 2011. The action plans that were developed by the Keene Elementary and Preschool Programs Committee (KPEPC) were designed to be accomplished with full implementation of all changes within three to five years. As you may remember the goal areas were broken out into four key areas: curriculum, RtI (Response to Instruction), Special Education, and Leadership. Below you will find a description of the progress that will be reported to you on November 28, 2011.

GOAL AREA	DATE OF FULL IMPLEMENTATION of the ACTION PLAN	KEY ADMINISTRATOR
RtI*	Fall 2014	Meredith Cargill
Curriculum	2012-2013	Meredith Cargill
Special Education	2012-2013	Cathy Woods/Rand Lounsbury
Leadership	2013-2014	Bill Gurney

* now an SAU 29 goal for full implementation in two years and is found within each building's goals

Special Education Action Plan Goal: *Ensure that ALL students receive high quality instruction by highly qualified staff.*

Action Step/Activity	Sub-activities	Progress	Anticipated Completion
Increase consistency of intervention service delivery across PK and Grade 5 schools to advance level of expertise and accountability for direct support to students and allow for a limited introduction for a co-teaching model.	Job descriptions	In progress	January 2012
	Define roles of all personnel	Begin January	June 2012
	Research other service delivery models for special education	In progress	December 2011
Increase efficiency and effectiveness of practice of the staff which will allow for more direct instruction for students and collaboration with classroom teachers resulting in improved student learning.	<u>Also</u> RtI Manual	Developed	Implementation Fall 2012
	Goals bank (based on Common Core)	In progress	May 2012
	Streamline paperwork		
	New Forms	Begin January 2012	May/June 2012
	Standards for eligibility and ESY decisions	In progress	January 2012
Monthly meetings during school day for each group	In Progress	June 2012	
Reduce tutors for adding professional staff	Fall 2012	January 2013	
	In progress – 3 buildings	Fall 2013	

<p>Provide quality professional development for all staff including models for advancing a culture of collaboration and collective responsibility for student and family engagement at the elementary level.</p>	<p>Availability of PD funds for</p> <ul style="list-style-type: none"> • Universal Screening • Additional reading programs • CPI/positive behavior intervention systems, classroom management • Universal design for learning <p><u>Also</u> CW on strategic planning subcommittee of PDC</p>	<p>In progress</p>	<p>June 2012</p>
<p>Increase effectiveness of transitions between PK & Kng., Grade 5 to KMS, and, grade to grade transitions.</p>	<p>Transition meetings Self-advocacy Skills training</p>	<p>In progress</p>	<p>December 2011 June 2013</p>
<p>Increase communication between schools, between SAU and the elementary schools, and to parents on matters specific to special education.</p>	<p>Monthly meetings Develop road map template for use with families IEP checklist Provide written policy/vision statements for various standard special education practices</p>	<p>In progress In progress In progress</p>	<p>On-going Fall 2012 January 2012 Fall 2013</p>
<p>Formalize PK Curriculum</p>	<p>Develop age level outcomes Compare and Contrast with instructional planning and implementation Compare and Contrast with training needs</p>	<p>In progress</p>	<p>March 2012 June 2012 June 2012</p>



Outdoor Classroom Update

A brief background for the Keene School Board

Report Contents

- Overview
- Project Prospectus*
- Chronology of Work to Date
- Article on Outdoor Learning

*scope of project prospectus is available outline in two-week increments, available upon request by emailing mcargill@sau29.org

Miranda Nelken
November 29, 2011

At the October 2010 Keene Education Committee meeting, a proposal came forth regarding the development of an Outdoor Classroom at Keene Middle School. This report serves as an update on the progress of this project. The work to-date has been extensive and has been done through volunteer coordination and project management. Given the further implications of the project, we are asking the Board of Education to help determine how to proceed. The scope of the work is too vast to rely on volunteer efforts. An outline, or "Project Prospectus," is found in these updates; ultimately to be carried out, we request a half-year sabbatical. Within this report is information to support the need for this sabbatical, including the prospectus, a chronology of all the work that has been done to date, and an article on outdoor learning. *Please note that the project prospectus is also available in a monthly format (broken up into two-week increments from January to June), available upon request by emailing mcargill@sau29.org.*

KMS Outdoor Classroom and Trail Coordination Pre-Permit Work Complete to Date

completed by Miranda Nelken

Spring 2010- Fall 2011

Spring 2010

-Mrs. Frazier and I came up with idea to develop nature trail as a segment of sabbatical. Mrs. Frazier said Mr. Gurney had been thinking about a nature trail and would be worth investigating further.

Summer 2010

-Developed trail proposal and outline, (See sabbatical proposal.)

-Met with teachers from Antioch to brainstorm idea : Paul Backo, Libby McCann, Laura Thomas and others. Many contacts given including Bicycle Pedestrian Path Advisory Committee (B PPAC); as a result I contacted Clark Dexter of BPPAC .

Fall 2010

-Contacted Andy Bohannon of Keene Parks and Recreation who is in charge of a smaller master plan of Keene green spaces. Advised on permit process, wetland conservation.

- Contacted Michelle Chalice, Natural Resource Project Manager for Horatio Colony who gave contacts of Keene organizations who are interested in building a trail through Ashuelot Park to JD area.

-Contacted Linda Rubin of Vision 2020 to discuss project. She said project will fit very well within V2020 and the Keene Master Plan. Gave contact info and advised to have cost of trail ready before going further. Referred me to Jack Calhoun, whom I also contacted.

-Met with Beth Corwin, (Symonds School) to discuss V2020, mentioned multi purposes of trail, consulting options.

-Met with Tom Sintros,(KHS), to discuss path and brainstorm ideas.

-Met with Emily Wilson, KMS alum, who wanted to work with Mary Grove, KMS science teacher, to create standards based lessons for the path and or/ develop outdoor classroom area for Girl Scout Gold award.

- Met with Andy Smith at Keene City Hall Planning Dept. to discuss project and grant options.

-Exchanged many emails with David Sobel and Sarah Bochasat , Antioch faculty, who offered to

find us an Environmental Science Intern to help us with the process. They recommend looking at notes from the field publications that describe the Rachel Marshall Outdoor Learning Lab (RMOLL); it has a short description on Place-based Education. The AUNE website also has a teachers guide to projects conducted at RMOLL. See link: <http://www.antiochne.edu/anei/pastprograms/rmoll.cfm> Sobel mentioned the area could be used as outdoor classroom without expensive boardwalk.

- Proposed nature trail as part of sabbatical to Keene Education Committee in October. At this time we did not know if trail was on school or city property.

-Met with forestry consultant Swift Corwin in November to look at land and plot first draft of trail, (see Google map and photos.)

-Proposed nature trail to KMS teachers

Winter 2010

- Contacted the NH Humanities Council and NH State Council on the Arts to research what opportunities might be available for guest artists or speakers in conjunction with the Abenaki culture and history of our site.

-Contacted Great Brook Middle School to understand how their nature trail was built, contacted teachers involved in organizing the project who referred me to Harris Center

-Talked with Harris Center Laurie Bryan who mentioned Suzy Spikol has consulted and completed boardwalk in Hanover and Great Brooks MS trail, and Janet Altobello for curriculum development. They have since offered free inservice to teachers on how to collect data for real sustainability issues, how to use equipment, set up a transect to record wildlife, download, use excel, and report back findings. They have all the tools and materials needed for curriculum such as kits and probes, waders, snowshoes through another grant they have been given. They are already doing this in Peterborough and they are ready to expand to Keene.

Spring 2011

-Met with Tom Wessels and Ms. Frazier in April . Wessels offered to catalog wetland plants and insect pollinators over summer, and discussed how Antioch may be involved once the boardwalk is built for graduate students. He passed inventory project to Michael Simpson at Antioch, who was unable to complete inventory.

-Contacted James Logan to see if Cheshire Career Center may be interested in building the boardwalk.

- Met with Rhet Lamb at City of Keene Planning in April to discuss project. He gave us numerous contacts and a copy of Meridian's permit to develop Maple Ave location to aid in our permit process. The maps in the permit showed us the wetland we wanted to build on was within school

boundaries, not the city's.

-Contacted Student Conservation Association for ideas on granting, permitting, building, insurance.

- Contacted J. Heavisides at Meridian to ask to donate engineering services. Meridian referred me to Brickstone Land Use Consultant, Jim Phippard, who developed plans for the KMS site with Meridian.

- Contacted Jim Phippard of Brickstone who agreed to provide us boardwalk plans, and said to contact the DES as soon as possible to make the permit process easier.

- Contacted the DES Kristen Pulkkinen and Lorie Sommers who said we needed to contact the Division of Historic Resources

Summer 2011

-Contacted Edna Feighner of DHR in June who said we needed an archeological survey done for the permit process.

-Met with Bob Goodby, in August, who walked the land with me, discussed sensitive areas, and offered to sign off on two areas for an entrance/ exit ramp for the permit process. All other areas would need further digs which would be too costly for us.

-Contacted Jeff Littleton of Moosewood Ecological in October, discussed project. He met with me 2 weeks later to view land and offer key information for permit process. Littleton offered to walk land in fall, spring and summer to document sensitive areas and species, help us through the permit process and design nature path. He noticed the wetland was already delineated and encouraged us to ask DES for expedited form. Determined no certified wetland scientist needed.

-Contacted DES, Lori Summers and Kirsten Pulkkinen, who said we could amend the Meridian permit since the wetland was delineated and the archeologist was willing to sign off for an entrance ramp in designated location.

- Contacted J. Phippard of Brickstone Land Use to receive cross section blueprints of boardwalk anchors to include in permit amendment. He encouraged us to meet with David Merrill for boardwalk foundation system anchors. Same anchors were planned to be used by CNS Wholesalers in a wetland, and have been approved by the state permit offices.

- October 24, 2011 Met with David Merrill of Helix Anchors

-Throughout process emailed Dotty hundreds of times, kept regular email contact with Bill Gurney, Ben Daviss and Meredith Cargill

-Nov 3, 2011 Met with Jeff Littleton of Moosewood Ecological to ecologically evaluate area where boardwalk will be built. Mr. Littleton said our marsh is classified as a red maple lowland forested swamp.

Plant species: *Red maple, high bush blueberry, a larch, phragmites(invasive), glossy buckthorn (invasive), cinnamon fern, sphagnum moss, cattail, yellow birch, white pine, hemlock, spruce, winterberry.* Most trees 70 and usually less years because roots grow laterally with high moisture then blow down with wind gusts and storms.

Animal species: *Red squirrel, chickadee, downy woodpecker; probably: fox, raccoon, skunk, frogs, fisher cat; maybe: bear, moose.*

PERMITTING

Planned permit contacts and meetings

-Send topographical map with coordinates of trail to the Natural Heritage Bureau to examine what threatened and endangered species will be impacted, if at all. Possible follow up with Fish and Game depending on results.

- November 2011 Present Nature Trail/ Outdoor Classroom Sabbatical to Keene School Board

The following meetings for completing the nature trail are dependent on the Keene School Board's choice:

-December 7, 2011 Present Nature Trail/ Outdoor Classroom to Keene Planning Department.)

-December 2011 Preliminary Comments and first draft of amendment to be sent to DES and all associated agencies.)

-Winter trail walk with Littleton when snow cover allows snowshoeing. Further refining map of trail)

-Spring trail walk with Littleton to investigate if there are any vernal pools in area. Further refining map of trail if vernal pools discovered.

The trail walks will give us information on the plant and animal species of area, which will help us define trail and understand impact of boardwalk on area for permit process.)

Permit Amendment Requirements

The amended version of the original Meridian permit will need to be submitted to the below contacts for preliminary comments. It is expected the permit will need revisions and possibly other steps taken to be completed.

-Department of Environmental Services- Kirsten Pulkkinen, Lori Sommers

-Natural Heritage Bureau - topographical map coordinates that we offer will be reviewed to determine if any threatened or endangered species will be impacted- * Minimal Fee required for NHB assessment

-Division of Historic Resources- Edna Feighner /archeological resource impact, including Bob Goodby and State Archeologist Conservation Committee

-Conservation Commission

-There will be a fee per square foot of impact- Question whether impact based on auger system or entire boardwalk.

And in kindness also professionals who have volunteered to make this project possible:

-James Phippard of Brickstone Land Use

-Jeff Littleton of Moosewood Ecological

After Permit Coordination

-Finding organizations willing to donate lumber and construction services:

Possibilities could include Beemis Lumber, Hamshaws, Home Depot, Baybut Construction, MacMillian Construction, RR ties donation

-Construction of trail

-Possible help from Student Conservation Association:

Here are a few options. I have not outlined specific associated costs...but in order of more to less...

Fully Supported SCA :

SCA provides risk management, project support, tools, and equipment, Crew Leader. SCA oversees project design, training, execution. SCA manages students, volunteers. Weekend or summer program

Moderately Support SCA:

SCA provides project support and training for members and volunteers. Keene MS organizes some sort of volunteer club / conservation club and organizes a series of work days- weekends or summer.

SCA could provide project guidance and initial training (safety, tool use, etc).

SCA Training: A few parents, faculty, Antioch students could attend an SCA Crew Leader training (held here in Charlestown in May – June). There are a few folks recently / currently enrolled at Antioch that have led SCA crews...

-Curriculum Support for Teachers (kits, inservice, public outreach, Harris Center)

- Arranging guest speakers to address ecology, archeology of site

- Coordination with other organizations who can help us maintain trail such as: as Cedar Crest (horticulture therapy), Girl and Boy Scouts of America, Antioch College.

-KMS After School Ecology Club

-Possibility of multi-sensory segment, with focus on access for blind. Lions, Rotary, Kiwanis Clubs

-Other agencies with possible connections: AVEO, Advocates for Healthy Youth...

-Online Web Trail Guide

-Weather station instruments- donation of, organization of

-Linking projects: greenhouses, canoe access

Honoring Donors

Each of the contacts, listed in this chronology, took many emails to acquaint each of them with our project, get advice, and further contacts. Many meetings were held to exchange information. This briefly outlines the hundreds of hours of time I have put into this project, and the many steps it has taken to reach this stage of the project.

James Phippard, Jeff Littleton, Dr. Robert Goodby, Swift Corwin, Harris Center and others.

In asking for their generous donation of time and services I have offered to honor them by including their names with any publicity created in the opening of the trail and in a plaque for trail. They have given us exceptional support; we would not have been able to build it without them.

Permit Process	Outreach
<ul style="list-style-type: none"> • See Nature Trail Chronology for steps taken up to the present. • Edit trail design based on the ecological assessments given by Jeff Littleton of Moosewood Ecological. • Include in the amended version of the original Meridian permit: <ul style="list-style-type: none"> → photos of area, → footprint overview map, → narratives of objectives, → ecological assessment, → archeological assessment, → natural heritage assessment (fee), → cross-section blueprint of boardwalk (fee based on impact). • Submit permit to below contacts for preliminary comments. (It is expected the permit will need revisions and possibly other steps before completion.) • Department of Environmental Services- Kirsten Pulkkinen, Lori Sommers • Natural Heritage Bureau - topographical map coordinates will be reviewed to determine if any threatened or endangered species will be impacted- * Minimal Fee required for NHB assessment • Division of Historic Resources- assesses archeological resource impact : Edna Feighner /, including Dr. Robert Goodby and State Archeologist, Richard Biosvert <ul style="list-style-type: none"> → Keene Conservation Commission → James Phippard of Brickstone Land Use Consultants, LLC → Jeff Littleton of Moosewood Ecological LLC 	<p>Strategic, mutually beneficial partnerships will enhance the KMS community and extend program sustainability. Involving multiple partners can lead to increased program resilience and stronger outcomes. Presentations of the project will be given and possible partnerships cultivated with the following list of agencies:</p> <ul style="list-style-type: none"> • Keene Public Schools K-12 • BBPAC • AVEO • Antioch University • Cedar Crest, MDS • Senior Center • Boy and Girl Scouts of America • Friends of Open Space • Keene Conservation Commission • Monadnock Conservancy • Nature Conservancy • Lions Club, Rotary, Kiwanis • Harris Center • Vision 2020 Linda Rubin Advocates for Healthy Youth etc... • Cheshire Career Center - to possibly help with construction or signage elements • KHS: students may be able to help with identification of plants and teaching of ecological principals to middle school students. • NH Humanities Council and NH Council of the Arts for guest Speakers (natural history of the region, Native American history and arts) <p>Questions to focus the group sessions:</p> <ul style="list-style-type: none"> → How have other organizations engaged this age group in sustainability related initiatives? → Which key ingredients, design elements, and "best practices" lead to success and long-term sustainability of such programs? → What barriers exist, how can we overcome them?
PR and Communication	Fundraising
<ul style="list-style-type: none"> • Organize/share press coverage of trail from construction to curriculum. • Schedule community meetings, PTA meetings, etc. to educate and encourage use of trail as outdoor learning area. • Presenting to possible donors and agencies interested in partnering • Draft news releases, local television coverage, radio announcements for opening, events and activities • Align publicity with Vision 2020, Keene Master Plan, SAU 29 K-12 vision, sustainability of Keene's natural resource. 	<ul style="list-style-type: none"> • Work closely with Steering Committee and grant writer to investigate project extensions and dovetail fundraising • Report back to granters on the progress of project • Honor those who donate services and funds through publicity and installation of plaques in their honor. <p><i>gardens/greenhouse, x-country equipment (snowshoes, etc.), weather station, science and curriculum related equipment, blind walk/multi-sensory walk, composting, climbing walls or ropes course elements, ecology club, hiking club</i></p>

<p style="text-align: center;">Designing Outdoor Classroom and Trail</p> <ul style="list-style-type: none"> • Map outdoor classroom and trail for permit process with Jeff Littleton of Moosewood Ecological • Assess impact on plants and animals of area (contact with Natural Heritage Bureau and DES) • Design Boardwalk with steering committee will include the following decisions: Height, width of boardwalk; Hand Railings; ADA Wheelchair accessible ramp entrance/ exit; Overlooks • Develop Outdoor Classroom: individual and small group seating including benches & covered pavilions or porches • Design Location Signage, entrance and covered bulletin board; this board will be used for communicating ongoing wellness activities. • Design possible outdoor fitness cluster, equipment • Assist in choosing construction company to build outdoor classroom and trail, • Seek donations from local building and construction companies. 	<p style="text-align: center;">Event Planning</p> <p>Plan events to educate, promote, raise funds, celebrate, and maintain outdoor classroom and trail. Possibilities may include: Ceremonial Groundbreaking, Ribbon Cutting Ceremony, Earth Day Celebration, Field Day, Outdoor Education Day, Spring Clean Up, Community Service Projects, Autumn Harvest Event, Plant and Bulb Sale</p> <p>Organize events</p> <ul style="list-style-type: none"> → Plan agenda and speakers → Honor donors → Arrange for performances by students (song, art, brochure presentation) → Emphasize the integral component of place-based learning → Share design, gain interest among neighbors, staff, students → Highlighting new educational opportunities of outdoor classroom → Handle refreshments, decorations, displays, cleanup <ul style="list-style-type: none"> • Invite School community, partners, outreach participants, donors • Draft news releases, local television coverage, radio announcements before and after event. • Align publicity with Vision 2020, Keene Master Plan, SAU 29 K-12 vision. sustainability of Keene's natural resources. 						
<p style="text-align: center;">Donations</p> <p>Donations sought of materials, professional permit advice, construction services. Donations will allow grant funds to stretch further, and allows local businesses to improve educational, recreational opportunities for youth and community members. Reporting back to donors and honoring them through publicity will be important functions to carry out.</p>	<p style="text-align: center;">Curriculum</p> <p>Work closely with Director of Curriculum to support teachers in building art and environmental education and experience-based knowledge into the curriculum that reflects state and national learning standards. Environmental education (EE) teaches children and adults how to learn about and investigate their environment, and to make intelligent, informed decisions about how they can take care of it. Learning about the environment involves many subjects—earth science, biology, chemistry, social studies, even math and language arts—because understanding how the environment works, and keeping it healthy, involves knowledge and skills from many disciplines.</p> <p>Educational sustainability strategies:</p> <ul style="list-style-type: none"> → Involve youth in real world challenges → Ensure a diversity of participants and perspectives → Invite and value youth input and perspectives → Cultivate partnerships with and among community organizations, citizens, and youth → Seek long term projects and involvement → Interdisciplinary participation across subjects 						
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Signage for Trail	Sustainability and Maintenance
<p>Signage educates students and visitors about the animals, plants, habitats, and ecological processes of the forested red maple wetland and adjoining transition zone. They also improve recreational access, responsible visitor behavior and emphasize safety awareness.</p> <p>A major part of any interpretive sign project is the research to provide suitable information, and writing and editing of suitable text. This stage also involves sourcing of photographs, illustrations and other graphics to complement the text. Arranging permission to use copyright images will also be required. Many hours will be spent writing and rewriting text and circulating drafts for review and comment. It may be necessary to consult with technical or historical experts at this stage. This will eventually lead to the production of a rough layout.</p> <p>Although often overlooked, research and writing is probably the most important stage of sign production, as no matter how good a sign looks it will not be successful if it cannot get its message across. The time involved in this process is considerable and usually underestimated."* (<i>Guidelines for Producing Trail Signage by G. Drew, G.Grocke, and P. Cahalan 2003</i>)</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="262 914 600 938"> <p><u>Process for Creating Signage</u></p> <ol style="list-style-type: none"> 1. Student created signage for trail will be designed by Keene Public Schools K-12 students, coordinator will work with interested science, history and art classes. 2. Students will prepare the signage and brochures by researching the natural features of the trail, historical resources, and sketching the plants and animals. 3. Text and graphics will be integrated to interpret chosen sites/views. 4. Making a final decision on the sign material and mounting structure to be used will be based on the following: <ul style="list-style-type: none"> • Weather conditions and weather proofing • Graffiti and vandalism resistance • Long term maintenance requirements; • Budget limitations; • Life expectancy required; • Cost benefits of the various materials; and • Graphics requirements including color. 5. Choose and employ a sign manufacturing company to transfer information onto chosen materials. 6. Assist in choosing position/placement of signs to blend with environment and not obstruct trail flow or views. 7. Research interest in creating an online plant and animal guide. </div> <div data-bbox="804 914 1037 938"> <p><u>Interpretive Signage</u></p> <ul style="list-style-type: none"> • Permanent interpretive stations to highlight special aspects of the trail including: History, Wildlife, Tree, Shrub, Wildflower Identification • Habitat-type explanation; Succession Process; Wildlife Habitat Preferences • Nutrient Cycling (log/leaf litter decay) and Tree Life Cycle; forest Management Information. • Plaques installed that honor donors • Safety signs, distance of boardwalk, effect of weather conditions, opening and closing hours. </div> </div>	<p>Promoting sustainability over the long term educationally and maintaining physical structures.</p> <p>Educational Sustainability would include encouraging strategies for experience-based knowledge:</p> <ul style="list-style-type: none"> • Involve youth in real world challenges • Ensure a diversity of participants and perspectives • Invite and value youth input and perspectives • Cultivate partnerships with and among community organizations, citizens, and youth • Routinely engage youth and staff in critical reflection • Seek long term projects and involvement • Collaborate with higher education institutions, youth-serving organizations, potential employers, or other entities to create “stepping” stones that enable sustained involvement. Use a service-learning or community-based research approach in youth programs. • Interdisciplinary participation across subjects. • Support staff in finding desired in-service to support educational goals. Provide a continuum of support for teachers and classes using the outdoor classroom and trail. <p>Sustainability of the physical structures means that the trails are designed, constructed and maintained in such a manner that the environment is respected, long term maintenance is kept to a minimum and that associated costs are within the reach of the school. A plan would be made to encourage trail development to a standard that assures the trails will incorporate the latest and best concepts, materials, and techniques.</p> <ul style="list-style-type: none"> • Teaching students about sustainability, trail clearing and maintenance. Student work crews created. Initiate partnerships with other organizations such as Antioch, Monadnock Developmental Services and Cedar Crest to assist with maintenance of trail • Encourage neighborhood and community members to join in trail clearing by scheduling clean up days, (through Friends of Trail group) • Help to define when custodial and maintenance crews are needed (example: tree blow downs, eventual replacing of broken planks.)

Affiliated Groups	
<p>Create support groups to educate, support and sustain classroom as resource for school and community. Help to keep it safe and clean. Voluntary groups help engage adults, families and community members in a shared boardwalk experience.</p> <p>Coordinator creates a welcoming environment and introduction for potential voluntary group members</p> <p>Each voluntary group would need:</p> <ul style="list-style-type: none"> • Coordinator • Goal setting • Schedule activities • Tasks • Method of communication (fliers, phone tree, email...) <ul style="list-style-type: none"> • Invite School community, partners, outreach participants, donors • Draft news releases, local television coverage, radio announcements before and after event. • Align publicity with Vision 2020, Keene Master Plan, SAU 29 K-12 vision, sustainability of Keene's natural resources. 	
Donations	Curriculum
<p>Donations sought of materials, professional permit advice, construction services. Donations will allow grant funds to stretch further, and allows local businesses to improve educational, recreational opportunities for youth and community members. Reporting back to donors and honoring them through publicity will be important functions to carry out.</p>	<p>Work closely with Director of Curriculum to support teachers in building art and environmental education and experience-based knowledge into the curriculum that reflects state and national learning standards. Environmental education (EE) teaches children and adults how to learn about and investigate their environment, and to make intelligent, informed decisions about how they can take care of it. Learning about the environment involves many subjects—earth science, biology, chemistry, social studies, even math and language arts—because understanding how the environment works, and keeping it healthy, involves knowledge and skills from many disciplines.</p> <p>Educational sustainability strategies:</p> <ul style="list-style-type: none"> → Involve youth in real world challenges → Ensure a diversity of participants and perspectives → Invite and value youth input and perspectives → Cultivate partnerships with and among community organizations, citizens, and youth → Seek long term projects and involvement → Interdisciplinary participation across subjects
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Top Ten Reasons to Have an Outdoor Classroom

by Kirk Meyer, *The Green Schoolyard*

September 25, 2011

- 1. Shifts educational focus from secondary to primary sources.** Traditional classroom teaching uses textbooks, lectures, video and the internet as instructional tools. The Outdoor Classroom exposes students through direct experience to nature areas and demonstration models such as weather stations, water flow systems and renewable energy installations.
- 2. Uses experiential teaching methodologies to engage students.** The Outdoor Classroom fosters active, hands-on, inquiry-based learning in a real world setting. Through group problem-solving activities students embrace the learning *process* as well as seeking final outcomes.
- 3. Makes learning a multi-sensory experience.** By engaging the senses of touch, smell, hearing and seeing, students retain an intimate physical memory of activities that are long lasting and synergistic. E. O. Wilson's Biophilia Hypothesis reminds us that the human species, having evolved in the natural world, has a deeply-rooted need to associate and connect with nature.
- 4. Fosters the use of systems thinking.** As a mini-ecosystem, the Outdoor Classroom emphasizes the interconnectedness of all things. Through exposure to the intricate web of life, students come to understand that complex natural and societal systems often require holistic rather than linear solutions.
- 5. Lends itself to inter-disciplinary studies.** In seeking a holistic understanding of the outdoor classroom it is often necessary, and desirable, to employ multiple academic disciplines. Laying out a planting bed requires math skills. Distinguishing native from non-native plants provides an opportunity for social studies. Creating a scarecrow is an art project. A garden journal will foster writing and drawing skills.
- 6. Recognizes and celebrates differing learning styles.** As popularized in Howard Gardner's Theory of Multiple Intelligences, people have a variety of aptitudes and ways of learning. Although some students thrive in a text-based environment, others will benefit from a more experiential approach. For example, ESL students, SPED students, and students where reading is not prioritized at home – those that comprise the so-called Achievement Gap – may contribute more in the Outdoor Classroom.
- 7. Connects the school to the neighborhood and the world-at-large.** Through learning and stewardship activities students come to understand that their schoolyard microcosm reflects global environmental issues. Proximity to the surrounding neighborhood often leads to service learning projects that emphasize social involvement and responsibility. Accessibility to the Outdoor Classroom provides opportunities for out-of-school time programming. High visibility and interest encourages local volunteerism.
- 8. Design and installation is a modest capital expense.** School systems often struggle with budgetary issues in prioritizing initiatives. The cost/benefit ratio for installing and sustaining an Outdoor Classroom is attractive and the goal of an Outdoor Classroom in every schoolyard is achievable.
- 9. Projects a positive message about public education.** Schoolyards can be degraded and unsafe or vibrant, dynamic school/community open spaces. Either way, we send a message to students and neighborhood about how much we value the education of our children. The Outdoor Classroom is a reminder that innovation is alive and well in public education.
- 10. Blurs the boundaries between academic learning and creative play.** Kids love the Outdoor Classroom. When a teacher asks who wants to go outside every hand is raised. Absenteeism goes down on Outdoor Classroom days. By preserving a child's innate sense of curiosity and wonder we will foster active and engaged life long learners. Yes, learning can be FUN!



Keene School District Enrollment and Trends Report

Report prepared for the Keene School Board Education Committee

REVISED

William Gurney
Co-Superintendent

October 18, 2011

Longitudinal Enrollment [2000-2006]

Year	Fall 2006	Fall 2005	Fall 2004	Fall 2003	Fall 2002	Fall 2001
K	192	196	153	182	181	193
1	205	144	189	195	210	232
2	139	197	195	206	220	231
3	187	180	199	223	235	214
4	175	204	220	220	210	221
5	196	232	229	217	224	245
Total	1094	1153	1185	1243	1280	1336

Keene High School Enrollment *(Does not include North Campus, TNT & Cheshire Career Center)*

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
2011	363	370	403	405	1541
2010	364	401	394	420	1579
2009	403	395	414	442	1654
2008	410	421	452	430	1713
2007	419	463	430	446	1758
2006	455	456	462	428	1801
2005	430	459	442	395	1726
2004	454	479	411	380	1724
2003	488	437	411	399	1735
2002	438	412	410	383	1643
2001	423	419	400	349	1591
2000	429	423	359	340	1551
1987					1657

Keene Middle School Enrollment

Year	Grade 6	Grade 7	Grade 8	Total
2011	205	184	207	596
2010	166	202	216	584
2009	196	216	241	653
2008	194	251	263	708
2007	215	252	262	729
2006	223	257	248	728
2005	240	247	289	776
2004	226	285	284	795
2003	233	279	289	801
2002	245	286	310	841
2001	246	303	309	858
2000	270	310	293	873
1987				853

October 1, 2011 Enrollment *(69 sections; T/S ratio 1:17)*

Year	Daniels	Franklin	Fuller	Symonds	Wheelock	Total
Preschool					71	71
K	27	30	66	50	31	204
1	29	27	48	57	20	181
2	27	36	50	56	30	199
3	33	32	52	52	28	197
4	31	39	53	53	28	204
5	29	37	53	50	19	188
Total	176	201	322	318	156	1173
Total+P						1244

October 1, 2010 Enrollment *(70 sections; T/S ratio 1:16.98)*

Year	Daniels	Franklin	Fuller	Symonds	Wheelock	Total
Preschool					71	71
K	26	32	53	49	27	187
1	29	34	48	58	28	197
2	28	35	51	54	34	202
3	33	40	52	53	34	212
4	27	34	53	50	21	185
5	35	34	45	62	30	206
Total	178	209	302	326	174	1189
Total + P					245	1260

October 1, 2009 Enrollment *(68 sections; T/S ratio 1:17.24)*

Year	Daniels	Franklin	Fuller	Symonds	Wheelock	Total
Preschool					81	81
K	25	37	46	60	316	199
1	31	42	59	55	33	220
2	36	35	53	53	29	206
3	29	35	54	47	23	188
4	36	38	43	61	34	212
5	24	23	28	53	19	147
Total	181	210	283	329	169	1172
Total+P					250	1253

October 1, 2008 Enrollment *(68 sections; T/S ratio 1:17.45)*

Year	Daniels	Franklin	Fuller	Symonds	Wheelock	Total
Preschool					73	73
K	33	36	65	57	36	227
1	39	35	58	55	34	221
2	30	36	59	47	22	194
3	35	28	45	57	38	203
4	26	25	27	54	21	153
5	33	30	54	57	15	189
Total	196	190	308	327	166	1187
Total+P					239	1260

October 1, 2007 Enrollment *(64 sections; T/S ratio 1:17.4)*

Year	Daniels	Franklin	Fuller	Symonds	Wheelock	Total
Preschool					89	89
K	29	34	59	53	37	212
1	29	41	61	46	19	196
2	29	31	52	56	35	203
3	21	28	31	50	21	151
4	31	31	47	57	16	182
5	30	25	36	63	16	170
Total	169	190	286	325	144	1114
Total+P					233	1203

Births

Year	Births*	K	1	2	3	4	5
1999	232	228					
2000	212	212	228	203	212	245	241
2001	207	208	217	231	214	221	245
2002	207	181	209	220	235	210	224
2003	197	182	195	206	223	220	217
2004	180	153	191	196	199	220	229
2005	156	199	145	197	182	205	222
2006	202	191	201	138	185	174	197
2007	197	208	200	202	150	181	170
2008	178	233	218	200	197	154	184
2009	193	204	228	204	192	214	146
2010	188	156	204	228	204	192	214
2011	167	204	181	199	197	178	188
2012		197	202	156	204	228	204
2013		178	197	202	156	204	228
2014		193	178	197	202	156	204
2015		188	193	178	197	202	156

**births occurred six years before*