

OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
Peterborough, New Hampshire

CONTOOCOOK VALLEY SCHOOL BOARD

**Strategic Plan Committee**  
SAU Office/Boardroom

Thursday, January 12, 2017  
6:30 p.m.

**AGENDA**

**School Board Committee Members:**

- Pierce Rigrod
- Rich Cahoon
- Richard Dunning
- Bernd Foecking
- Kristen Reilly

1. Approval of Minutes from December 8, 2016
2. Financial Equity Analysis Update (M. Alese)
3. Educational Equity Audit Update (K. Saunders)
4. Non-Public Session (if needed)

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**Strategic Plan Committee**  
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**Thursday, December 8, 2016**  
**6:30 p.m.**

**Minutes**

**School Board Committee Members:**

- Pierce Rigrod
- Rich Cahoon
- Richard Dunning
- Bernd Foecking
- Kristen Reilly

**Present:** Pierce Rigrod, Richard Dunning, Bernd Foecking, Kristen Reilly, Riley Young

**1. Minutes from November 10 (approval)**

**Dick Dunning moved to accept the minutes of November 10, 2016. Bernd Foecking second. Pierce Rigrod amended the minutes to change the word “reports” in item 3 to read “tables”. Kristen Reilly abstained. All else in favor as amended. Motion carried as amended.**

**2. Status of Strategic Plan Implementation (K. Saunders)**

Marian Alese reported that progress is being made with the exception of Goal 3. Tasks determine progress of the goal. The percentages should be changing soon.

**3. RFP for Financial Equity Analysis (M. Alese)**

Review of Tables Handed Out Nov 10 (Committee Comment)

Marian Alese shared a compilation of information which included an introduction, a definition of terms used throughout the document, methodology, and historical information, vision for the Cooperative, Articles of Agreement, and demographic and historical data.

Defining Financial Equity

Marian Alese said that the reason that the nine towns came together to form a district was to provide a consistent, quality education. The change to Senate Bill Two was shared. Demographic data includes square mileage of the district, per capita income, tax rates etc.

From 1991-1996, equalized valuation and 75% daily membership information for each of the towns is reported. Equalized valuation information from 1996 – 1999, after the funding formula was changed is shared as well.

Pierce Rigrod asked the committee to review the information shared and respond to Marian Alese with any comments within one week; by December 15th.

Marian will place this information on a Google Doc for the committee and board to comment. Copies will be available to anyone interested.

Marian's take away was that she believes that a change in the funding formula was an intent to place the greatest weight on student population in the towns.

When 25/75, those towns with highest student population had the lowest property values.

Information to come, will include what the effect of a sliding scale would be for each of the towns.

An understanding of what the funding formula is, how it affects the towns, and how a change would affect the towns was discussed.

Marian shared an observation in that the 50/50 formula appears fairer than the 75/25 formula.

It was noted that when looking at demographics, Bennington has a larger number of 0-4 age children when compared to Dublin. Affordable living for young families factors in. Some towns provide housing for the work force in other towns.

#### Criteria from RFP - Expectations of Committee Review

When looking at models, there is a perception that taxes are high here. Looking at surrounding towns, that perception is incorrect. Will this be looked at? Confirmed.

Marian shared that she felt that the Communication Committee should share the work that is taking place here.

#### Progress on Developing Supporting RFP-Based Analysis

Passed over.

#### Timeline for Completing Analysis

Pierce Rigrod reported that the hope is to complete the analysis by May/June. Both the configuration models developed and equity analysis should be complete.

### 4. Educational Equity Audit (K. Saunders)

#### Status of Equity Analysis / Role in Final SAU Recommendations

A document that shared four potential models against demographic, financial, policy, instructional, services, community, transportation, technology, and staffing information.

Should a consolidation occur, and a school voted to be closed, but the town in which that school exists is opposed to the closing, does it equate to a breach of contract? Unknown.

Ann Forrest, shared a document titled "*Conducting an Equity Audit*". Teacher quality indicators, programmatic equity indicators, disaggregated achievement data, and resources were cited. Factors that come to light when considering reconfiguration or consolidation should be considered when conducting an educational equity analysis.

An analysis with some conclusions will come forward.

How will the financial equity and educational equity be weighed against each other?

The educational equity audit is mapped out for completion in the spring.

### 5. Configuration Options (K. Saunders, Timeline, Facilitation Svs)

- Status Quo (no changes)

- Consolidation of Schools (closings)

- Financial Formula Changes

- Educational Models (w/ All Schools) - Details

- Final Recommendations to Board (process and timeline)

A spreadsheet of these points was shared.

### 6. Plan for Stakeholder Review

- Purpose

- Responsibilities

- Incorporating Feedback

- Timeline

This item was passed over and will carry forward to the next meeting.

Information, analysis, recommendations, and findings will be shared with the communities. Final decisions would be made based on community feedback as well.

### 7. Communications (Press Release status)

The plan and the ongoing work will be developed into a Press Release.

Ed Juengst said that it is important that the towns and communities are aware of the work being done in this committee.

**8. Other**

None.

**9. Non-Public Session (if needed)**

None.

**Meeting adjourned at 7:48 p.m. Second. Unanimous.**

Respectfully submitted,

Brenda Marschok