

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

JOINT EDUCATION and EQUITY COMMITTEE MEETING

Monday, May 17, 2021

5:30 PM

Physical Location: SAU Boardroom

Virtual Location:

Topic: Joint Education and Equity Committee Meeting Time: May 17, 2021 05:30 PM Eastern Time (US and Canada)
Join Zoom Meeting https://us02web.zoom.us/j/81984299098?pwd=NFcrQ2R0eFpRK0lFYkRCRXdLRTJoZz09
Meeting ID: 819 8429 9098 Passcode: 445850 One tap mobile +13126266799,,81984299098#,,, *445850# US (Chicago)
Dial by your location +1 929 205 6099 US (New York) Meeting ID: 819 8429 9098 Passcode: 445850 Find your local number: https://us02web.zoom.us/u/kYjhKNjvs

Minutes

Equity Committee Members: Rich Cahoon (Chair), Richard Dunning, Janine Lesser, Liz Swan, and Kevin Pobst

Education Committee Members: Rich Cahoon, Keira Christian, Richard Dunning, Liz Swan, Stephen Ullman (Chair), and Jerome Wilson

Committee Members Present: Rich Cahoon, Richard Dunning, Janine Lesser, Liz Swan, Kevin Pobst, Keira Christian, Stephen Ullman, Jerry Wilson

Others Present: Dr. Ann Forrest, Tim Cotreau, Kat Foecking, Heather McKillop, Robin Gregg, Catherine Mandeville, Michael Hightower, Laura Gourlay, Cari Christian-Coates, Rebecca Dunn

Rich Cahoon called the meeting to order at 5:31 p.m.

5:30 Approval of [April 19, 2021 Education Meeting Minutes](#)

Dick Dunning moved to approve the minutes of the April 19, 2021 meeting. Jerry Wilson second. Liz Swan abstained. All others in favor. Motion carried.

Approval of Equity [April 27, 2021 Equity Meeting Minutes](#)

Dick Dunning moved to approve the minutes of the April 27, 2021 meeting. Liz Swan second. Unanimous.

5:35 Review projected class sizes for the 2020-2021 school year.

- Related to [Policy IIB - Class Size](#)

Heather McKillop shared Historical Class Size Data since 2018/2019. Projected enrollment for ConVal High School next year is 704 students. Additional students through out of district tuition are anticipated.

Parameters for Class Size set by ED 306.17 are 30 or fewer per educator and lab classes at a max of 24. ConVal Policy IIB targets 22-25. Physical constraints were listed.

Factors impacting class size include changing graduation requirements i.e. mathematics, science (Earth & Space implemented in 2018/2019) among others. COVID-19 resulted in additional requirements impacting enrollment in courses.

141 courses were offered for the upcoming 2021-22 school year of which 139 had at least one request. Sending school students totaled 73 course requests.

The top course requests include physical science, Eastern World Heritage, Health & Wellness, Earth and Science, among others.

The least requested courses include Construction Trades, Auto, Interpersonal Communication, Spanish 4, and AP Spanish.

Enrollment consolidations caused consideration of master schedule changes and section merges. Course cancellations and substitutions among other changes will take place.

Learning Recovery and Learning Acceleration to help students close gaps in learning loss is a focus.

Recommendations include the continuation of certain courses to be offered among others. The goal is to have stable and sustainable curricular offerings, predictable and achievable pathways to graduation, adaptive to changes in requirements from the State.

Currently, there are two courses with an anticipated enrollment of less than ten.

Kevin Pobst asked what the School Board's role is here. Rich Cahoon said that a schedule and staffing plan is being shared that does not conform to the class size guidelines. Dr. Forrest said that when class size falls below or exceeds the recommendation, a review is triggered.

Tim Cotreau cautioned that right now, the high school is looking at course requests and not enrollment.

Heather McKillop shared that there is not a perfect schedule that solves and serves everyone's needs. The four by four schedule was introduced in 1995 and has been in place ever since. TASC (Teachers in Academic Support Centers) was outlined. It is offered five days a week and is a multi-functional flex block that combines Tier I and other supports. Observations on equal seat time misconceptions are impacted by semester vs. year-long course length. Limitations to student choice include the difficulty to schedule sequential courses and limitations to the "essentials". Student readiness varies. If math is offered at the same time of day for a student and it is difficult time of day i.e. early morning or late afternoon, it poses difficulty for some students.

6:00 Plan for exploring research and practices related to school schedules.

- Related to the Equity Committee's focus on schedules potential impact students' access to higher level courses

The work ahead includes the formation of a school internal committee in early fall of 2021 and the formation of an outside advisory group (other SAUs). These two groups would look deeper at schedule options with other schools, similar to ConVal, and draw from those experiences.

Tim Cotreau said that a block schedule might cause the assumption that a student will take two math classes in one year. A transition period would be needed if the schedule were to change.

6:15 Presentation by School Counseling Group

- Share a draft statement on educational equity.

Tim Cotreau shared a piece on the “ConVal District Statement on Equity”. There are systemic pieces in place that impact equity on people for a number of factors. It is urgent to take the time to ensure that we are being equitable in how our structures serve students. The proposed ConVal District Statement on Equity was shared and read by Mr. Cotreau. It outlines where the district is values wise. Tim said that Robin Gregg did some work that originated from the community.

Robin Gregg said that she began drafting a statement and polled individuals who signed on to the proposal. Meanwhile, the K-12 Counseling developed a statement as well. A sub-committee developed for this purpose and came up with a statement. From there, a whole district statement evolved. Robin said that equity is a big issue in our country. Various equity statements have come out as a result.

Tim Cotreau further shared the “Statement by ASCA and Allied Organizations”. It is a call to action and ties into the reopening of schools and to emerge from the pandemic. The group feels strongly that a statement on equity should be published.

Janine Lesser asked what kinds of initiatives or strategies would signify that the district is engaged in this type of work. Tim Cotreau said that the task is to get consensus on making the statement first. More would be needed at the table to determine the next steps.

Kevin Pobst asked if economic status or class was considered in the statement. Tim Cotreau said that class is included in the statement.

Rich Cahoon said that equity has been the primary issue for him. He said that he is not onboard to adopt this statement. He favors a similar statement. School districts tend to make splashy philosophical statements. A “District Statement” would be an appropriate label. He would like to see more about different perspectives. The Equity Committee has defined the word “equity” which is not addressed in the statement. If it is equity, and not social justice, it should be defined in the statement.

Stephen Ullman said that “for whom this statement speaks” is the consideration. If it goes out on behalf of the district we should be ready for feedback. Dr. Ullman said that students on Free and Reduced Lunch (FRL) diverge from the rest of the population once in high school.

Liz Swan thanked those responsible for putting this work forward. Not everyone will agree with the verbiage. The diverse political opinion will cause backlash. It is important to make the statement that allows people to connect with us and not fight with us. Being silent is complacent and more damaging.

Kevin Pobst asked Tim Cotreau and Robin Gregg what the practical impact is. Will it enhance greater work on equity?

Robin Gregg said that our top leadership and board is committed to equity. She agreed that the definition of “equity” should be included in the statement. It is an aspirational statement. The statement is a way to go on record in the district. We already have “all means all” in our mission statement.

Rich Cahoon said that a statement could be drafted that includes the definition of equity and enhancing opportunities for all students. He said that it is inappropriate for the statement to speak on behalf of faculty and staff but rather should be a district statement.

Tim Cotreau said that if the district aspires to be mission driven, part of that work means to frame how the mission applies to ongoing occurrences in the community and world.

Stephen Ullman asked how we proceed.

Ann Forrest said that feedback should go back to make further revisions and bring a revised version back.

Rich Cahoon said that one of the principles is to not jeopardize the equity work underway.

Janine Lesser said that statements are great but some might not agree. The actual work is slow and grinding.

Kevin Pobst asked if the goal is for the district to issue a version of a statement, it would be reasonable for a board committee to take on the task of editing or writing a version. How much of a proprietary feeling do the authors have? The School Board can speak for the district or not. He asked how offensive it would be for a board committee to further develop.

Tim Cotreau recognized that the board understands dynamics out in the community and might be suited to craft language that might be more effective for the groups aims while honoring the spirit in which this came forward.

Rich Cahoon said that the initial group should be invited back for further conversation.

Further developing this work in a Google doc was decided. Confirmed.

- Explain the process of applying to become a Recognized ASCA Model Program (RAMP). ASCA stands for the American School Counselor Association.
 - Related to an identified next step that resulted from the curriculum review and renewal of the school counseling program which occurred during the 2018-2019 school year
 - Related to the Equity Committee's focus on District's school counseling program and how it functions to inform and widen opportunities for students

Tim Cotreau and Rebecca Dunn spoke about the ASCA National Model and RAMP (Recognized ASCA Model Program).

Students can't achieve academically when experiencing social and emotional problems. Three domains were identified as academic, social/emotional, and college and career that should be the focus of school counselors. School counselors should equally challenge students in these domains. Four themes of the national model include leadership, collaboration, advocacy, and systemic change. Aligning the districts practices through the national model had begun at ConVal. The Mission Statement was crafted initially K-12 and tweaked to apply for RAMP on a school level.

Professional Competencies recommend a student to counselor ratio of 250:1. How School Counselors spend their time has been defined by a management system that involves an annual conference, advisory council, calendars, and use of time analysis. The delivery system of direct student services was outlined. Accountability and Program Assessment determines program effectiveness, informs improvements to the school counseling program design and delivery. A counselor self-assessment of mindsets and behaviors is part of the accountability piece.

Rebecca Dunn spoke about RAMP (Recognized ASCA Model Program). It helps schools evaluate their school counseling program, discover areas for improvement and enhance the program's efforts to contribute to student success. It is about aligning to the national model. RAMP gives confidence that our program aligns with a nationally accepted and recognized model, helps evaluate our program and identify areas for improvement, and enhances our efforts toward academic achievement and student success. It looks at outcome data to measure the impact.

Becoming a RAMP School is a continual process. There are ten sections from Vision and Mission Statements to Closing the Gap Action Plan/Results Report.

Rebecca Dunn said that work to become a RAMP school began in the 2019/2020 school year. The goal is to submit for October of 2022 to become a RAMP school. Looking at what it means to serve all students has been part of the work.

Dick Dunning commended the work toward becoming a RAMP school. Rebecca said that many districts hire a consultant to do much of this work but the high school counseling group feels that they have the capacity to do this work.

Rich Cahoon asked about the balance for both counseling and school and career. Tim Cotreau said that in the NEASC Accreditation process includes a layer to assure that work meets the needs and is ongoing and efficient and utilizes time.

Does RAMP have an opinion toward specialization where specialists work on the career college piece? Rebecca Dunn said that many schools are set up different ways. There is not a statement from ASCA.

Rich Cahoon asked what metrics are used to measure the effectiveness of school counseling. Tim Cotreau said that different pieces can be used. Pre and post data can be collected that drills down into specific processes. It is the phase that the group currently is at; looking at data to inform the practices.

Discussion took place about measuring effectiveness based on career or college next steps beyond ConVal.

Various "best practice" concepts were discussed.

The work involved in taking on this additional scrutiny was applauded.

Caution was asked when choosing the various types of metrics used.

Kevin Pobst noted the extensive knowledge required when advising students on college and career opportunities. He said that a limited view of opportunities from a counselor is limiting to students.

Stephen Ullman moved to adjourn at 7:49 p.m. Second. Unanimous.

Next Education Committee Meeting - Monday, June 21, 2021 at 5:30pm

Next Equity Committee Meeting - Tuesday, June 22, 2021 at 5:30pm

Respectfully submitted,

Brenda Marschok

Amended with approval at the June 17, 2021 Equity Committee meeting.